

Briser le Silence



Teaching the Transatlantic Slave Trade: Achievements, Challenges and Perspectives

Final report of the interregional online consultation
of the UNESCO Associated Schools (ASPnet)

30 November to 16 December 2010



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
Associated
Schools

Teaching the Transatlantic Slave Trade: Achievements, Challenges and Perspectives

WHAT IS THE TST PROJECT?

Under the title “Breaking the Silence”, the Transatlantic Slave Trade Education Project (also known as the TST) is an integral part of the UNESCO Slave Route Project. It is conducted through the UNESCO Associated Schools Project Network (ASPnet) and involves schools in three regions: Africa, Europe and North America, and Latin America and the Caribbean.

The designations employed and the presentation of materials throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

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Front page:

Pupils at the UNESCO ASPnet school, CES Abomey-Calvi (Benin),
beside their mural of the logo of
the Transatlantic Slave Trade Education Project

Contents

Acknowledgements	4
List of Acronyms	4
1. Introduction	5
2. Overview of TST Project Activities in the Participating Countries	8
3. Achievements and Challenges in Teaching the TST	14
4. Ideas for Cooperation on Teaching the TST within ASPnet and with External Partners	20
5. Conclusions, Observations, and Recommendations	23
 Annex I: Background of participants	 26
Annex II: Statistical information on consultation submissions	27
Annex III: Number of ASPnet schools in participating countries	29
Annex IV: Selected UNESCO/ASPnet resources on Teaching the TST	30
Annex V: Additional TST educational materials recommended by the participants of the online consultation	34
Annex VI: Announcement of the consultation	43
Annex VII: Call for school twinning	44
Annex VIII: Evaluation questionnaire and feedback from participants	46
Annex IX: List of participants	50

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List of Acronyms

ASPnet	UNESCO Associated Schools Project Network
TST	Transatlantic Slave Trade
TST Project	UNESCO Transatlantic Slave Trade Education Project
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. Introduction

The study of the TST has both historical and modern relevance. By the year 1820, more than 8.7 million Africans were forcibly transported to the Americas. This comprised 77% of all immigrant arrivals to the New World¹. Scholarship based on artefacts as well as legal and local records of enslaved peoples and their captors reveal a remarkable 400-year story. This story helps explain the tremendous impact slavery had on all nations that had a role within this international system of commerce.

Human trafficking, a modern-day form of the slave trade, accounts for the involuntary retention of approximately 27 million men, women and children around the world. More people are in slavery now than at any other time in human history². Slavery, although not legal anywhere, continues to happen everywhere.

Through the promotion of diversity, pluralism, tolerance, and mutual respect among all cultures and civilizations, the Transatlantic Slave Trade Education Project (hereafter identified as the TST Project) of ASPnet has a substantial role to play in educating youth about the TST, its legacies, and modern forms of slavery. With more accurate information and a revived collective memory, we can begin to dismantle the obstacles to world peace and mutual understanding.

Under the TST Project banner, learners cultivate knowledge, skills and attitudes related to³:

- ▶ A deeper knowledge of and increased awareness about the causes and consequences of the different dimensions of the African Slave Trade and Slavery;
- ▶ An appreciation of the social, economic, cultural and scientific contribution of people of African descent to the shaping of the modern world;
- ▶ An acknowledgement of the conscious and/or unconscious forms of racism in our societies, deriving from this tragic past, and a shared vision of a society free from racism, racial discrimination and prejudice;

1. The Yale Center for Media and Instructional Innovation and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, 'Citizens All: African Americans in Connecticut, 1700-1850'. 2007 June, Web. 29 Dec 2010, http://cmi2.yale.edu/projects.php?action=view_project&project=citizens_all&category=outreach

2. Bales, Kevin, *Free the Slaves*, 2000. Web. 29 Dec 2010, <http://www.freetheslaves.net/>

3. Jan 2010. <http://www.unesco.org/new/en/education/networks/global-networks/aspnet/flagship-projects/transatlantic-slave-trade/objectives-activities/> and "Slave Routes: A Global Vision. A Guide for the use of the DVD – Rom by teachers of the UNESCO Associated Schools (ASPnet)" <http://unesdoc.unesco.org/images/0018/001897/189754E.pdf>

- ▶ An awareness of modern forms of enslavement;
- ▶ A capacity for historical inquiry, critical thinking and intercultural dialogue; and
- ▶ A sense of tolerance and a respect for cultural diversity.

Since the TST Project launch in 1998, a global network of scholars, scientists, and educators have generated new insights that reflect a fuller, more accurate history of the TST. By joining this scholarship with creative educational approaches and programming, much progress has been made in expanding student awareness of the causes and consequences of the TST. The TST Project has facilitated exchanges among teachers, students and decision-makers in a variety of settings: regional training seminars, youth encounters and the first ever symposium on teaching about the TST at the secondary level. Approximately 25 such meetings across three continents have been held, many in symbolic places of memory related to the legacy of slavery.

In 2010, a new project phase was launched by the International Coordination of the UNESCO Associated Schools with financial support from the US Department of State. ASPnet schools are mobilized to address issues pertaining to TST and to increase online and offline communication among schools from different countries and continents, thus promoting intercultural dialogue among young people.

In order to reflect on the accomplishments, review the lessons learned so far and orient on new project stages, the ASPnet International Coordination organized the TST Project online consultation from 30 November to 16 December 2010. This was the first online consultation of ASPnet since the Network's inception 57 years ago. Against the backdrop of the 2010 International Year for the Rapprochement of Cultures, and the 2011 International Year for People of African Descent, its goals were to:

- ▶ Map TST activities in participating ASPnet schools and countries,
- ▶ Identify good practices and lessons learned (achievements and challenges),
- ▶ Share useful, quality TST educational materials, and
- ▶ Promote cooperation and partnership (twinning between schools and countries as well as external affiliations).

The online consultation was organized into two sessions of one week each: (1) Achievements and challenges in Teaching the TST, and (2) Ideas for Cooperation on Teaching the TST within the ASPnet and with External Partners. Each session was introduced by a set of questions and moderated by an external expert, Ms. Angela Keiser of the Carnegie Mellon University, Pittsburgh. The consultation targeted UNESCO ASPnet

National Coordinators, TST Focal Points, and TST teachers from Africa, Europe and North America, and Latin America and the Caribbean (Annex I provides an overview of the participants by region and professional background, and Annex IX a list of participants). From their respective backgrounds, participants shared successful student outcomes, creative approaches, classroom-tested TST educational materials and challenges they face.

This report summarizes the outcomes of the two session discussions and highlights selected participant contributions. TST educational materials that the participants recommended during the online consultation are listed in Annex V.

2. Overview of TST Project Activities in the Participating Countries

Owing to national and regional histories, TST Project participants represent an enormous variety of experiences and connections to the slave trade and its legacies (See box below for invited and participating countries, as well as Annex I on the geographical and professional background of participants). Combined with a wide range of educational policies, national curricula, educational structures, available resources and the length of involvement of their school or UNESCO National Commission, TST Project participants appear at first to have disparate environments. While this does present tremendous coordination challenges, one is struck by the unifying effect of several factors including the very high regard the Project enjoys, the demonstrated positive impact on students and educators, the multi-national history of the slave trade, and the relevance of the subject matter to a globalized, diversifying, and increasingly interconnected world.

UNESCO ASPnet TST Project – Invited regions and countries*

Africa	Angola, Benin, The Gambia , Ghana , Mozambique, Nigeria , Senegal
Latin America & the Caribbean	Barbados , Brazil, Cuba , Dominican Republic , Haiti, Jamaica, Trinidad and Tobago
Europe & North America	Denmark , France , Netherlands, Norway , Portugal , Spain , United Kingdom , United States of America

* Those who contributed to the online consultation are in bold

To launch the dialogue, ASPnet National Coordinators were asked to share background and overview of their country's TST Project activities. The following observations by country are based on the contributions of the participants of the online consultation and do not necessarily reflect the entire range of activities in each country (Annex III provides the total number of ASPnet and TST participating schools in the invited countries).

In **Barbados**, since the 2000 curriculum reform, teaching about African heritage has been an integral part of the national curriculum at the primary and secondary levels. Using visual arts and stage performance, all schools plan and implement a 'Let's Celebrate Africa' day during African Heritage Month (February). The day provides a platform to

discuss the African contributions to civilization and the national implications of the transatlantic trade.

ASPnet schools in **Cuba** have participated since the beginning of the TST Project, which has now extended to all ASPnet schools of the country and has resulted in positive changes in student values. Activities include regular national seminars (the next one in March 2011), visits to sites of memory, participation in radio and television programmes, research and cultural activities. Student exhibitions and exchanges with Denmark, Norway, Senegal, Spain and other countries contributed strongly to student learning. Multimedia resources, including a CD on slavery in Cuba, were compiled. Partnership with the Universidad de Ciencias Pedagógicas Félix Varela (Teacher Training Institution in Villa Clara, Cuba) and others enhance the project. In March 2010, Cuban schools participated in the UN Student Videoconference for the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade, along with schools from The Gambia, Ghana, Trinidad and Tobago, the UK and USA.⁴

In **Denmark**, the Danish TST-network has been generating and sharing materials and best practices in teaching about the TST for over ten years. Major activities reports and materials can be found on the dedicated website: <http://www.unesco-asp.dk/tst>. Raising awareness about the TST in general and Danish TST history in particular among Danish school students is one of the key areas of interest of the country's TST activities: One participant explained that it is still not a subject in primary education, and another one stated that "owing to the fact that Denmark sold its three West Indian islands in 1917 to the United States, most Danes have very little notion of the colonial past of their country in the Caribbean." One posting explained that there was an obligatory course on the TST for all the school's second year high school students through history and English classes.

The **Dominican Republic's** participation in the TST Project began in 2001 with five schools. The same number of schools will be working on TST activities in 2010/11, among them one teacher training institution. Government support for teaching and active exploration of the TST Project comes from many agencies including the Ministry of Education and the National Slave Route Commission. The National Commission for UNESCO organizes lectures, conferences and visits to sites of memory as well as monthly meetings for the participating schools in order to assist their project implementation. Three schools actively celebrated 2 December 2010, the International Day for the

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4. UN Department of Public Information, 'Expressing Our Freedom Through Culture': Student Video Conference, 26 March 2010. Web. 29 Dec 2010. <http://cyberschoolbus.un.org/slavetrade/vconference/overview10.asp>

Abolition of Slavery. Keys to success are multiple partnerships, fundraising activities, sharing of best educational practices and an annual evaluation of the Project impact.

In **France**, May 10th was established as a day of commemoration of the victims of the slave trade in 2006, in addition to other annual slavery commemoration days in France's overseas territories. Many TST Project activities are centred around this date, including visual and performing arts, drawing competitions, and debates. The 2011 drawing competition theme, organized by the secondary school Jacques-Yves Cousteau de Caudebec-lès-Elbeuf is **Revolts** and submissions from all TST Project participants were encouraged. Currently four schools are enrolled in the TST Project, two from metropolitan France and two from the overseas territories (Guadeloupe and Martinique); the TST Focal Point is a teacher at a secondary school of La Reunion. The triangular link is therefore inherently present in the French network. Schools in Guadeloupe have taken an interesting approach to question the origin of "jardins creoles" (creole gardens) and their role in the slave societies.

Active in the TST Project since 1999, **The Gambia** has provided training, networking, and project encouragement to Associated Schools that participate in the TST Project. Commemorations of International Days, visits to sites of memory, development and dissemination of resources (including the publication by Dr F. Mahoney: The Liberated Slaves and the question of the return to Africa. From the Slave Trade to the Challenge of Development), and presentations by oral historians have helped students understand the local context and The Gambian participation in the TST. Excursions to historic slave sites in Senegal fostered intercultural dialogue between ASPnet schools in both countries. Awareness is also raised on modern child trafficking through radio and television emissions and public lectures. In 2008/09, the Gambian National Commission for UNESCO held a national training and provided seed money for ASPnet member schools to build knowledge and skills on ways to tackle the challenges of teaching the TST, modern forms of slavery, child trafficking, and human rights education.

Since 1998, **Ghana** has been an active participant in the TST Project. The basic school curriculum captures the TST in relation to local history, omitting however the impact of the history on modern societies. Participation in the TST Project has produced considerable results, through activities such as local drawing competitions and successful twinning projects. One twinning project led to the establishment of a sister city relationship established in 2008 between Obuasi (Ghana) and Middlefart (Denmark).

Nigeria has volumes of stories and information to tell about the slave trade. There are many relics of slavery in Badagry Town (South West Nigeria) and other coastal towns that

explain a lot about the nature and magnitude of the slave trade. Major efforts have been made to encourage and support student visits to these locations.

In 1998, UNESCO received funding from **Norway** that launched the UNESCO ASPnet TST Project. Since that time, upper grade schools in Norway have been involved in TST Project activities. Included in the Norwegian curriculum is the study of Norwegian participation in the TST, but also the British slave trade as well as the TST implications for plantation slavery in North America. Norwegian schools have a history of partnering with schools located in other regions. Staff and students from a Norwegian high school were also the first international school representatives to make a presentation at an annual national meeting of the TST-USA project in New Orleans, Louisiana, in 2008. Norway shared an experience of intra-school collaboration to produce thoughtful interdisciplinary teaching of the TST.

The first experiences of **Portugal** with the TST Project and “Breaking the Silence” were in international meetings of ASPnet National Coordinators in Havana (2003) and in Trinidad and Tobago (2005). There are currently five ASPnet schools working on TST Project activities – including one located near an important site of memory in Algarve, Portimão, near Lagos (i.e. a former slave market). With students coming from many different nationalities, the cultural richness and diversity within Portuguese schools were considered a good starting point to learn about TST and human rights. Students are also highly interested in the study of modern slavery. “Breaking the Silence” paved the way for creating more awareness about the subject in Portuguese ASPnet schools and their surrounding communities. Activities covered competitions, exhibitions, celebrating International Days, press articles, visits to Places of Memory and the use of an itinerary exhibition. Entitled “Itineraries of memory, slavery and the transatlantic slave trade in Portuguese-speaking countries”, the exhibition circulated among ASPnet schools and libraries.

Senegal has been active in the TST Project since 2005, with interruptions. Activities comprise visits to historical places in Senegal (e.g. the Ile de Goree, Rufisque, Saint-Louis and Dakar), film screenings, conferences, exhibitions, meetings with historians or other experts, theatre plays, etc.

In **Spain**, the ASPnet schools have been working on the topic of the TST since 1998. Enthusiasm for the TST Project has remained high since references to the TST were not easily found in standard scholarly texts or education programming. Lack of information available to teachers led to creative programming to learn more about Spanish participation in the trade. Programming included twinning activities with Cuban partner

schools and the development of on-going student research projects to investigate topics such as: “asientos de negros”, life as an enslaved person in the Spanish colonies, benefits accrued to the Spanish Crown from participation in the slave trade and student discovery of Africa through poet and music guides. Through the dedication and hard work of teachers across the country, the TST has been identified as an important focus of national study. TST Project activities provide a gateway for students to examine the broader topic of human rights. The national curriculum covers the exploration of slavery and the slave trade for secondary school grades. Most notably, current activities include a 4-school research project focusing on the history of the slave trade and the status of contemporary slavery.

In **Trinidad and Tobago**, the TST forms part of the national curriculum in all secondary schools and in the History Department of the University of the West Indies. It is taught in social studies/history classes to students from 13-15 years of age. Although study of the TST is on the syllabus for both the Caribbean Secondary Certificate and Advanced Level Examinations, only the students who choose to pursue these examinations have the opportunity to learn about it in detail. From 2000 to 2006 and in this present academic year, schools in Trinidad and Tobago have linked with a school in Norway. There has been work completed on a number of projects connected through a common examination of human rights. School partnerships were strengthened by numerous face-to-face visits by school representatives from both countries. Under the guidance of the UNESCO National Commission, ASPnet schools commemorate the International Day for the Remembrance of the Slave Trade and its Abolition on 23rd August each year.

Schools from the **United Kingdom** participated in the TST project from the start and the first Regional European TST Youth Forum was held in Bristol, United Kingdom, in 2000. The UK-based non-governmental organization Anti-Slavery International developed the Breaking the Silence Programme of Study website on behalf of UNESCO. The ASPnet National Coordinator of the United Kingdom continues to work with Anti-Slavery International, which was one of the key organizations that successfully advocated for the compulsory inclusion of the TST within the English National History Curriculum for students aged 11-14 years⁵. 2007 commemorated the 200th anniversary of Britain's abolition of its participation in the slave trade and proved a good year for raising national consciousness about the subject. Many public bodies including museums and local authorities instituted awareness-raising programmes and the installation of permanent

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5. Qualifications and Curriculum Development Agency, History/Key Stage 3/UK National Curriculum, National Curriculum Online, 2010 July. Web. 29 Dec 2010, <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/history/index.aspx>. England, Wales, Scotland and Northern Ireland all have separate education systems and national curricula.

slavery exhibitions and online resources. However, one of the participants expressed the opinion that the legacy of the TST on Britain's contemporary make-up has not been addressed as adequately as it could be and some teachers still find teaching about the TST challenging due to its sensitive and potentially controversial nature. There is a wide range of resources available to schools, particularly from museums around the UK. While not all schools have the opportunity to visit museums, more and more resources are now available online. To mark the inclusion of TST in the curriculum, ASPnet UK produced a newsletter with relevant resources as well as teaching packs looking at slavery and the TST from a human rights angle. UK ASPnet schools continue to carry out projects on the TST and in 2010 students from four ASPnet schools in Liverpool produced a film titled *Following Equiano*, exploring the legacy of the slave trade.

Due to the decentralized and local control characteristics of the **United States of America** public education system⁶, the TST Project in the United States was constructed on a Tulane University model (i.e. university – public school partnership delivering scholarship, experts and resources directly to teachers in the classroom). Since the project's 2001 inception, participating universities selected a limited number of regional public school partners. At the annual national meeting for all TST members, school-based activities (e.g. history trunks, student research on community contributors of African descent, class projects, etc.) are shared. A cadre of scholars provides professional development experiences for teachers. Communication during the year is conducted via a listserv hosted by the national coordination site with regional contributions from all members. Currently, three ASPnet schools are enrolled in the international branch of the Project.

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 6. Grantmakers For Education, 'A Primer on the U.S. Public Education System', Improving Public Education guides, 1995. Web. 29 Dec 2010 www.edfunders.org/educationdonor/2Primer.pdf.

3. Achievements and Challenges in Teaching the TST

ONLINE CONSULTATION - SESSION 1 QUESTIONS:

► Experiences, recommendations and challenges

Think of a TST project that you are involved with now or one that you have been involved with in the past. Give a brief outline of the project and what year group it involved.

What worked out well, what didn't? What recommendations would you give to other teachers that wish to start a new TST project?

How did your project reflect your local context, and which components/aspects could be adapted to other contexts?

► Mapping TST educational materials

Which resources, educational materials, lesson plans or websites would you like to recommend to others in the network and what made them particularly useful?

► Special Session: Feedback on the DVD "Slave Routes: A Global Vision"⁷

- Please share the experiences with this DVD.
- Did you have the occasion to use it and if so, where and when?
- What was the feedback of students?
- What do you consider crucial for a successful use of this DVD in a pedagogical setting?

The postings of Session 1 included comments and descriptions of successes/challenges faced by the participants in teaching the TST on three continents. In addition, words of advice were conveyed to teachers new to the project. Annex II provides an overview of the number of e-mail submissions by thematic area, language and background of participant.

The following paragraphs summarize some examples of achievements and challenges mentioned by consultation participants:

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7. 'Slave Routes: A Global Vision', UNESCO, DVD. Paris. 30 July 2010. <http://portal.unesco.org/culture/en/ev.php-URL_ID=41186&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html>

TST educational material

After years of accumulating materials, uncovering resources, and developing creative teaching techniques for teaching about the TST, quality resource materials are available, but not always easy to locate. Teachers should be prudent in their choice of materials taken from the internet, as not all materials available online contain accurate information: “For those of us who are new to the project, it is absolutely important that we rely on authentic sources of information to enhance and ensure a useful participation” (TST teacher, Ghana). Finding the time to access information, tools and assistance seems a recurrent obstacle to providing innovative and quality teaching on the TST, as do limited access to technology, frequency of technology glitches or internet fees: “Though it is better than before, most schools, especially the public ones do not have access to the internet and pupils have to pay some fee in order to surf the internet, hence undertaking such projects is quite expensive. This does not serve as an incentive for ASPnet teachers.” (ASPnet National Coordinator, Ghana). However, participants stressed creative ways to work around this. **External help** is needed to locate resources (e.g. scholars, experts, quality educational materials and credible websites). Listings of helpful resources, materials, lessons and websites used by participants were recommended throughout the online consultation. A list of these recommended resources can be found in Annexes IV and V.

The crucial role of teachers

Successful projects begin with **dedicated teachers**. Several postings echoed this sentiment manifest in statements such as: “From my experience I have also found that successes in teaching the TST have had a lot to do with teacher dedication.” (TST teacher, Trinidad and Tobago). Teachers, principals and National Coordinators should actively seek **professional development experiences** to expand teacher knowledge. A teacher in the UK mentioned, for example, comprehensive resources available at the academic level. The better informed the teaching force, the deeper the educational impact of the project. On the other hand, poor quality of teacher preparation, infrequency of professional development and teacher attrition were considered to have direct impact on overall project effectiveness. Some participants mentioned that the sensitivity of the topic makes colleagues feel uncomfortable with teaching the TST without adequate preparation and outside their subject area. **Communication and networking** between experienced and new teachers were brought up as an important solution, as visible in this quote: “In my opinion, it is most important to understand the idea of the project and participate seriously. I think we should create, between us, a group of scientifically trained teachers that are well integrated into their educational communities, able to guide research and work. Groups of schools in the different countries may also contribute in a very positive way to work together” (TST teacher,

Portugal). Within this context, the **TST Project** was mentioned as an important networking mechanism: “Participating in the Breaking the Silence Project created much awareness on the subject/event in ASPnet Schools. It brought together schools, teachers and pupils that were involved in the project.” (ASPnet National Coordinator, Ghana).

Student age

It is important to remain aware of the age group of the students for whom TST activities are designed, as not all assignments and topics are appropriate for all ages. A participant of Trinidad and Tobago recommended that the TST topic should be included in the curriculum very early on so as to awaken the awareness of the students and prevent racist attitudes. However, finding or developing appropriate material especially for the younger students was considered time-consuming. It was also stressed that the TST is still not a subject in primary education in many countries.

Didactic choices: Linkages to local history, modern societies and contemporary slavery

The TST has a long and complex history, and some participants mentioned that it was overwhelming and time-consuming to provide a complete picture. Advice was given to use **local history** to connect to the international dimension of the TST: teachers should focus on elements that can be tied to the locale and build towards a global understanding of the TST, while keeping in mind the role that their own country played in the TST. Crucial questions are, for example: Did the country benefit directly or indirectly from the trade? Is that information widely known/generally accepted?

Engaging students and the public with the contemporary issues that flow from the legacy of slavery was considered equally important. The **achievements** of people of African descent and their contributions to modern societies should be considered: “The study on the subject was not totally new to schools in Ghana since the basic school curriculum captures the event (...). What was significantly missing (maybe due to period to be spent on teaching the subject) was how that “bad” of the past could inform modern day of life. The pain of the African slaves was captured but the achievements of Africans and people of African descent at that time were not given much prominence.” (ASPnet National Coordinator, Ghana).

Some participants stressed the fact that contemporary slavery and forced labour are not sufficiently covered in school books. **Universal lessons of human rights and social justice** within the complex and unique story of the TST can fuel students to take action against contemporary slavery.

Curriculum and multidisciplinary perspective

Some participants emphasized that TST activities should be **related to the national curriculum** to entice more teachers per school to participate in the project. Finding approaches that allow teachers to deliver information about the TST while they simultaneously fulfill their own professional responsibilities is an asset. Some participants highlighted that the subject should be taught **from a multidisciplinary perspective** (e.g. chemistry, biology, social studies, language, etc.) to sensitize the entire school community about the topic. A multidisciplinary perspective provides for greater instructional contact with students in subject classes other than history. Selected ideas that teachers mentioned about how to teach the TST in different disciplines are the following:

- ▮ Social studies/history/geography: research on the history of the Slave Trade/ Slavery/role of own country, places of memory, map reading, timelines, models (e.g. Amerindian and African villages), research on traditional games of African origin;
- ▮ Languages: fiction, non-fiction and films on the subject of the slave trade and the African Diaspora, study of the origins of words, expressions and names;
- ▮ Chemistry: research on the fabrication of sugar;
- ▮ Biology: practical research on medical plants used by the slaves;
- ▮ Music: research and use of musical instruments of African origin;
- ▮ Plastic Arts: works of art on the TST.

This list can be extended to other subject areas such as philosophy, technology, economics, physical education (dances, capoeira), etc. It shows that teaching the TST in different subject areas also allows emphasising the many contributions of the African Diaspora to the arts, science, technology, agriculture, spiritual values, etc., which are at times overlooked.⁸

Example: A Norwegian high school uses three weeks in the school year 2010-11 to teach the TST in a school-wide interdisciplinary approach. Teachers across the school in a variety of subject areas form instructional teams to illustrate for students more in-depth information about the economic, political, social, cultural and psychological intricacies of slavery.

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8. Further reflections on a multidisciplinary approach in the TST Project can be found in the UNESCO publication (2001): Dr Ival Melville-Myers: Teaching about the Transatlantic Slave Trade: Ideas and proposals to enhance in-service and pre-service teacher education programmes from a multidisciplinary perspective <http://unesdoc.unesco.org/images/0018/001876/187641eo.pdf>.

Pedagogical approaches

A variety of analytical and creative approaches to teaching were mentioned in the different country examples. Overall, participants encouraged the use of primary documents, student-generated research, community outreach and intercultural exchange: “Get the TST project out of classrooms and into the community. Spread it, in one word, make it live, [...] this is fundamental” (TST teacher, Cuba).

A sampling of TST methodological approaches and activities:

- ▶ Moderating public debates and film screenings;
- ▶ Compiling scrapbooks;
- ▶ Using census records to trace living descendents of slaves;
- ▶ Establishing a special garden memorial area honouring the enslaved;
- ▶ Working with maps;⁹
- ▶ Preparing a ‘sites of memory’ trail;
- ▶ Creating displays, exhibitions, leaflets, plays, poems, films, dance and other dramatic presentations. The use of drama to re-enact history was mentioned by several participants;¹⁰
- ▶ Organizing workshops on literature (with texts and poems about slavery), cinema, theatre, plays and traditions;
- ▶ Developing student research projects on the tangible/intangible legacies of the slave trade;
- ▶ Organizing field site visits to places of memory related to the slave trade;
- ▶ School exchanges.

As a challenge, **restricted availability** of site travel was mentioned due to a range of factors from financial constraints to permissions requirements, curtailing face-to-face opportunities.

9. A recommended map produced by the UNESCO Slave Route Project can be found under the following link <http://unesdoc.unesco.org/images/0014/001457/145763e.pdf> (English), <http://www.aidh.org/esclav/Images/route-esclavage.pdf> (French) and http://portal.unesco.org/culture/es/files/41311/12862071015Mapa%2C_La_Ruta_del_Esclavo.pdf/Mapa%2C%2BLa%2BRuta%2Bdel%2BEsclavo.pdf (Spanish)

10. However, the playful effect that a dramatization might have on students needs further consideration under a didactic approach that pays tribute to the atrocities of this part of history.

A sampling of additional achievements and challenges

- **Regular evaluation** to judge the impact and effectiveness of TST Project activities was mentioned by the Dominican Republic.
- **Time – or lack of it - is everyone’s biggest challenge.** For teachers: Finding the time to access information, tools and assistance seems a chronic obstacle. An overloaded school curriculum was mentioned in addition (The Gambia). For students: Lack of extracurricular time brings individual curiosity into direct conflict with multiple assignment deadlines, home and outside duties.
- **Topic sensitivity and lack of cultural compassion** were acknowledged in some of the countries as barriers to rich TST dialogue and learning. A teacher from the USA mentioned the challenge of engaging in a classroom discussion about racism. This requires teachers themselves to be enlightened and sensitive on this issue, in order to moderate students’ discussions with ease and to make the students reflect on their possible misconceptions.¹¹

DVD “SLAVE ROUTES – A GLOBAL VISION”

A special session on the DVD “Slave Routes – A Global Vision” gave a general overview concerning the realization of the DVD by the UNESCO Slave Route Project. This educational documentary presents the diverse histories and heritages stemming from the tragedy of the slave trade and slavery.

Consultation participants’ feedback on the pedagogical use of the DVD was generally positive. Content was judged appropriate with an encouraging effect on teachers as well as on students. In particular, the fact that the DVD included views by African descendants was well acknowledged. A teacher from Spain stated that the DVD could be easily adapted to classroom needs, not least because it was available in three languages. The additional guidebook and the quiz were perceived as being of help both to reinforce teachers’ own understanding of the TST and to convey the subject matter to students. Encouraged by the DVD, a Spanish school created 23 interdisciplinary research groups as a basis for further activities, such as a theatre play conducted by students, teachers and parents.

11. UNESCO began to combat racist conceptions already in the 1950s. The results of many years of work are summarized in the UNESCO Declaration on Race and Racial Prejudice (1978). It states “All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity”. Other normative frameworks and publications that might help teachers getting prepared for such discussions are for example:

- the Convention against Discrimination in Education (1960);
- the Durban Declaration and Programme of Action, adopted by the UN General Assembly, following the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in South Africa in 2001;
- Strengthening the fight against racism and discrimination: UNESCO’s achievements (2009).

4. Ideas for Cooperation on Teaching the TST within the ASP Network and with External Partners

ONLINE CONSULTATION - SESSION TWO QUESTIONS:

► Ideas for international cooperation on Teaching the TST

Think of any experience you have with an international project.

- How did you set up the international cooperation?
- What was the added value for the topic?
- What worked out well, what didn't?
- How did you overcome communication challenges?
- We have a strong interest in schools exchanges using Information and Communication technologies. Do you have any experiences you can share in this area?

Online consultation participants provided numerous detailed examples of how successful school twinning projects and intercultural experiences could help students build important knowledge, skills, and attitudes necessary for global citizenship in the 21st century. Students practised the ideals of learning to live together through self-reflection and used active dialogue to understand the other. These successful student outcomes underscore the wealth of knowledge that experienced TST Project participants have to share with the network and colleagues new to the project. Through partnership, dedication, and creativity, TST Project participants put global education and civic engagement into action. At the same time, exchange during the online consultation generated new cooperation ideas, as visible in these quotes: "Just to say that the TST Project is a real tool to know about cultural diversity and develop cultural exchange. I would like to partner with Ghana, The Gambia, Spain or any other country in Europe and a country in the Caribbean" (anonymous, final evaluation). "The other thing I would love to get out of this experience is an opportunity for my students to communicate via e-mail or letters with students in other countries who were part of the Triangular Trade" (TST teacher, USA). Ideas and concrete projects for future cooperation comprised, for example, several school partnerships between two or three countries, an international drawing competition organized by a school in France and a possible TST School Meeting in 2012 in Portugal.

Selected examples of local partnerships

In the Dominican Republic, there is a broad **inter-institutional collaboration** with the Ministry of Education, the Ministry of Culture and the National Commission for UNESCO. The ASPnet National Coordination promotes the participation of teachers and students in central events and the interaction between the schools and between schools and community.

In The Gambia, public lectures by **experts and oral historians** enriched TST Project programming.

In Spain, a teacher assured support for an international twinning project by involving the **school authorities, families, local institutions and associations**.

In the United Kingdom, the ASPnet National Coordination has forged relationships with important **nonprofits** (e.g. Anti-Slavery International) and **key museums**.

A participant from the United States stated: “An approach that has been used in the United States is for individual schools at different sites to partner with a **local university, or museum, or a public history site**. University faculty and museum curators recognize the importance of the work of classroom teachers and most are therefore willing to volunteer information about the best websites which teachers can then develop into curriculum resources.”

Process of international partnerships

Participants emphasized attention to process and careful planned action as essential to the success of a twinning experience. During the consultation, participants advised that successful partnerships:

- ▮ Seek to understand your partner’s culture and environment;
- ▮ Build consistent and regular two-way communication;
- ▮ Find, define, and build upon commonalities and complementary objectives (goals, understandings, agreements, responsibilities, outcomes, themes, teaching materials, vocabulary, and timelines);
- ▮ Provide for face-to-face meetings whenever possible;
- ▮ Use technology where helpful and easily accessible (e.g. e-mail or internet protocol phones), and do not rely on complex ICT (such as video conferencing);
- ▮ Base the project on a curriculum objective which has real value to the students in both schools, and that is part of the teachers’ responsibility in any case;

- ▶ Focus on sustainability by including additional members from the school. Advice was given to avoid basing the exchange exclusively on personal relationships;
- ▶ Ideally enjoy government support, even funding.

A Portuguese teacher established a **common matrix** for three schools that guided research work undertaken by students. His posting recognized the added value partnerships bring to the learning experience: "I think the partnership worked well because the three schools have produced a lot of work - if the project had not been developed in partnership, my students would probably not have been so excited about the assignment. I think this attitude resulted from the fact that they feel as part of a team spread across three countries working towards a common goal."

A French participant mentioned the possibility of building material such as "a newspaper of 4 (or 6) hands" jointly produced and locally printed, to compile different views on the same issue.

A teacher from Spain recommended the **internet** as a fantastic tool to initiate and maintain contact, but face-to-face contacts at teacher and student level were still considered essential by most participants, as exemplified in this statement of a teacher from Trinidad and Tobago: "Would you believe that there are students from the first exchange visit who are still in contact with each other? While it is very costly to travel to each other's country, the benefits of being physically present there to experience first hand the culture and customs are invaluable, long-lasting and have a positive impact on the students."

Funding constraints are certainly an issue for physical school exchanges. A Danish teacher mentioned that one day per school year was planned for fundraising purposes for the lasting school partnership. Long-term planning and local contacts through the partner school can also diminish costs. Schools in the UK mentioned benefits from government-sponsored programmes for school twinning.

With respect to the **topics**, a teacher from Trinidad and Tobago mentioned issues of contemporary interest. A (non-TST) Portuguese project was researching the geographical origin of plants and their global spread. This approach can be applied to many different topics such as food, languages, cultural traditions, etc. Vital to the cementing of a partnership is the clear demonstration of effort by all to understand the partner's culture and environment first before embarking on issues related to the history of the TST that might evoke confusion, prejudice or pain.

5. Conclusions, Observations, and Recommendations

The TST Project online consultation included participants from Africa, Europe and North America, and Latin America and the Caribbean (See box on page 8). Proven instructional approaches and promising practices emerged as participants shared their challenges and successes in teaching the TST. Lessons learned came from an audience with amazingly diverse and enriching backgrounds, environments, and histories. The online consultation provided an important opportunity to foster a learning culture where all present are able to learn from one another by allowing new ideas to come forward in an open exchange of experiences. The online consultation has taken a bold step forward, uniting the TST Project participants as a learning community.

Lack of time, resources, and limited teacher preparation were **key challenges** cited by many of the participants. Each country's national curriculum and education structure impacted the progress made in teaching of the TST. Some participants noted that the teaching of the TST and its legacies (e.g. racism, discrimination) were sensitive cultural and subject matters.

United by a conviction that teaching the TST was important, participants demonstrated dedication and determination that produced **commendable successes**. Essential to the success of the project is the dedication of the teachers. Teachers must be open to new learning, be (or become) familiar with local and global ties to a multifaceted story, and be comfortable forming relationships with a wide range of organizations and members of society. Examples of promising instructional practices included teaching about the TST through local history and through the prospective of multiple disciplines. Providing professional development and resources for teachers can boost the know-how and confidence to teach a culturally sensitive and often little-known subject. Several National Commissions provided critical training, resources, and in some cases produced TST educational materials. Participants shared citations for quality educational materials on the TST (See Annex V). The use of primary documents, oral histories, site visits, and student research were core in uncovering the richness of local history and involvement in the TST.

Successful partnerships can be a key element of success for the implementation of the TST Project in each country. The issues raised in the 'Challenges' section above are more easily resolved through creative partnering. Many examples of school twinning (i.e. intra-country, international) can be found among the TST Project successes. Technology, in addition to traditional postal mail, is increasingly becoming a means to multiply/

accelerate communication and exchange. Partnerships with community, local historians, universities, and ministries of education were cited as important sources of materials, information and support.

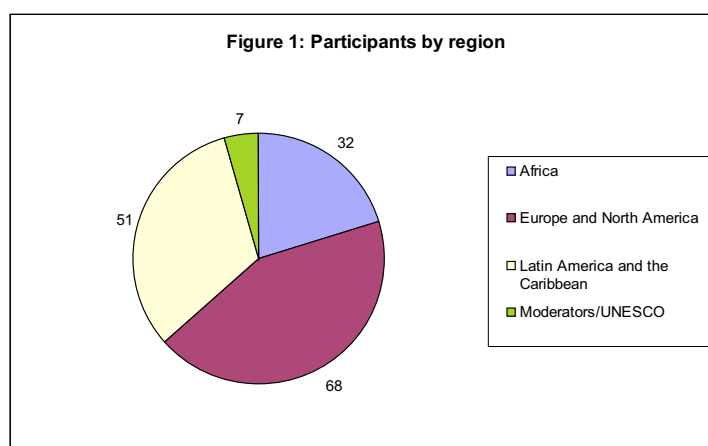
The power of creative partnership and the benefit of forums to share best practices repeatedly surfaced as vital elements to include in future project planning. From this first online consultation, several new partnerships were ignited. Using the online consultation, the ASPnet International Coordination announced a school twinning contest (See Annex VII).

The basic goals of the online consultation were achieved. Excellent enrollment numbers and active posting submissions reinforced to the assembled group that the UNESCO TST Project is still viable and operating with vitality in the three geographic regions representing the historical triangular trade.

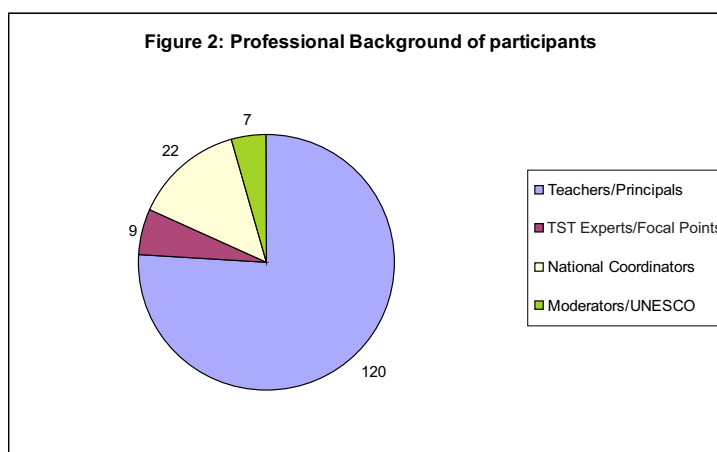
It was made clear: the silence has been broken. Dialogue generated by consultation attendees re-stated the TST global commonalities, those things that united all present in this meaningful initiative. The online consultation proved itself to be an excellent platform from which to launch a **reinvigoration** of TST global activities.

Annex I: Background of participants

With an overall total of 174 e-mail-addresses, 158 participants from the three different regions historically involved in the TST Africa, Europe and North America, and Latin America and the Caribbean were invited to share their experiences on the TST during the online consultation. The total numbers in figure 1 include all participants from a region – teachers, TST experts and Focal Points, National Coordinators and the UNESCO moderators. The expert moderator and UNESCO staff are hereafter counted separately due to their special moderating role.



Teachers and principals from 70 schools were invited to participate in the online consultation; out of these, 17 came from Africa, 29 from Europe and North America and 24 from Latin America and the Caribbean. Nine TST experts and Focal Points contributed, while 22 National Coordinators followed the discussion actively or passively.



Annex II: Statistical information on consultation submissions

Figure 3 visualizes the percentage of submitted e-mails by region out of a total of 186 e-mail submissions.

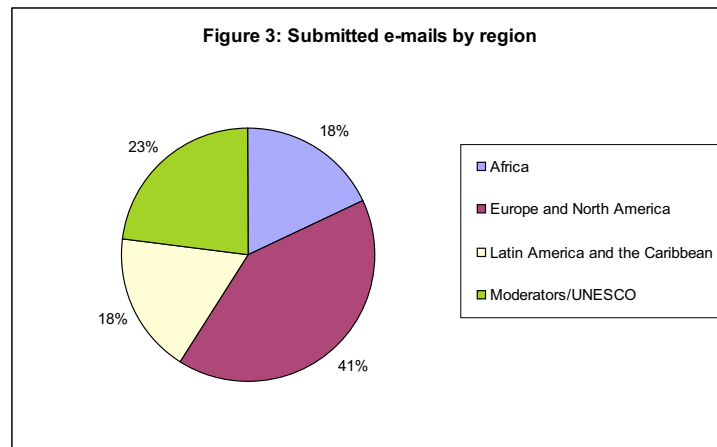


Figure 4 demonstrates the e-mail submissions categorized by the professional background of the participants.

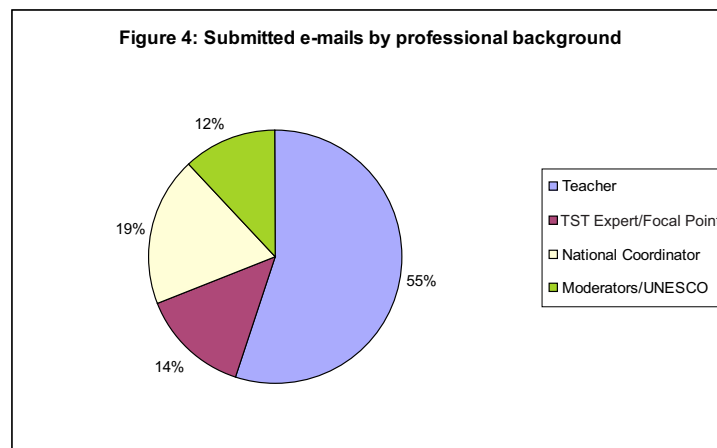
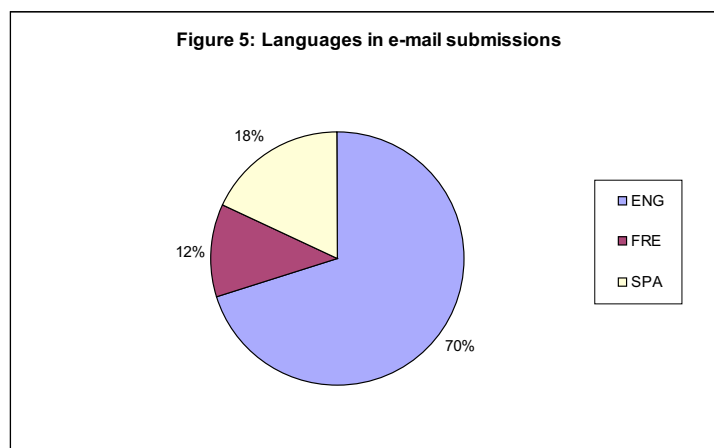
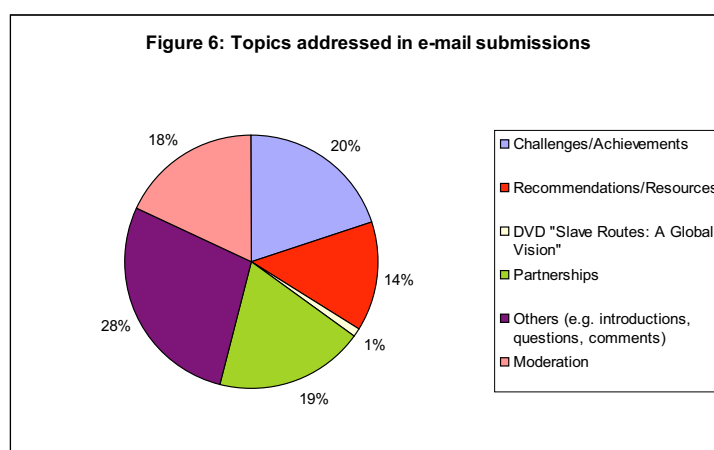


Figure 5 illustrates the languages used in the e-mail submissions during the online consultation.



The different areas of mentioned topics are demonstrated in figure 6.



Annex III: Number of ASPnet schools in participating countries

The table below represents the total number of ASPnet schools per country and the participating schools in the TST Project. Out of a total of 70 schools, 17 are from Africa, 29 from Europe and North America and 24 from Latin America and the Caribbean.

Country participating in the TST-Project	Total ASPnet schools ¹²	Schools participating in the TST Project ¹³
Angola	3	–
Benin	104	–
Gambia (The)	21	5 (1 primary school, 4 secondary schools)
Ghana	81	4 (4 secondary schools)
Mozambique	29	5 (4 secondary schools, 1 Teacher Training Institution)
Nigeria	41	3 (3 secondary schools)
Senegal	117	– (schools joining in March 2011)
Barbados	10	4 (4 secondary schools)
Brazil	316	–
Cuba	69	8 (5 secondary schools, 1 TVET, 2 Teacher Training Institutions)
Dominican Republic	36	5 (1 primary, 3 secondary schools, 1 Teacher Training Institution)
Haïti	21	–
Jamaica	4	–
Trinidad and Tobago	55	7 (6 secondary schools, 1 Teacher Training Institution)
Denmark	37	3 (3 secondary schools)
France	233	4 (3 secondary schools, 1 Teacher Training Institution)
Netherlands	28	–
Norway	58	3 (3 secondary schools)
Portugal	57	5 (5 secondary schools)
Spain	251	4 (4 secondary schools)
United Kingdom	60	7 (7 secondary schools)
United States of America	48	3 (3 secondary schools)

12. Current numbers as of December 2010, ASPnet database.

13. Data on the basis of the UNESCO TST online platform. Web. December 2010. <http://publicapps.unesco.org/ASPnet/Pages/default.aspx>

Annex IV: Selected UNESCO/ASPnet resources on Teaching the TST

A vast and growing array of resources exploring the TST and its legacies are available. A good starting point is the UNESCO-produced material, including:

Website: **UNESCO/ASPnet Transatlantic Slave Trade Education Project**

<http://www.unesco.org/en/aspnet/flagship-projects/transatlantic-slave-trade/>

This site contains a printer-friendly overview of the TST project's history participating countries and a listing of ASPnet Contacts by country. The site also contains ASPnet and UN themes and links to other Flagship Projects.

Use: The explanation of 'Breaking the Silence' contained on this site can be quoted in booklets produced by students to accompany their activities. Excerpts from this website are very easy to use on handouts, flyers, funding requests or materials distributed publicly. This information can be useful to communicate to the general public what it is you are doing and why.

Booklet: **Breaking the Silence: The Transatlantic Slave Trade Education**, 2004

<http://unesdoc.unesco.org/images/0013/001378/137805e.pdf>

Beginning with a re-telling of the story of the Danish-Norwegian frigate, *Fredensborg*, this 16-page booklet reconstructs the motivation to establish the TST project– so that stories like the *Fredensborg* will never again be allowed to gather dust in an archive. It presents a mosaic of experience, knowledge, ideas and suggestions from schools on three continents that have accepted the challenge of breaking the silence.

Use: This pamphlet is especially useful as a companion to activities focusing on the value of local history.

Publication: **Slave Voices: The Sounds of Freedom**, 1999

<http://unesdoc.unesco.org/images/0018/001876/187639eo.pdf>

The first of a trilogy of educational materials collected and approved by ASPnet in the framework of the TST project. Co-edited by Hilary McD. Beckles and Verene Shepherd, University of the West Indies, this volume is an anti-slavery compilation of the written, narrated and spoken words of the enslaved. It includes: critiques, songs, letters, verse and first-person accounts of slavery.

Use: Handy resource when planning an interdisciplinary lesson.

Publication: **Slave Voyages: The Transatlantic Trade in Enslaved Africans**, 2002

<http://unesdoc.unesco.org/images/0012/001286/128631eo.pdf>

Written by Dr. Hilary Beckles, this text sets out a general history of the TST with an interpretative overview of the literature.

Use: Great starting point for professional development. Excerpts may be used as class texts.

Publication: **Slave Visions: The Aspirations and Hopes of Slaves and Former Slaves**, 2001

<http://unesdoc.unesco.org/images/0018/001876/187647eo.pdf>

Educational resource based on the lives and experiences of former slaves, elaborated in the framework of the TST Project.

Website: **Programme of Study of Breaking the Silence: TST Education Project**

<http://unesdoc.unesco.org/images/0018/001876/187640eb.pdf>

This programme of study is designed to enable students to obtain not only a sense of the moral aspects of this tragic development, but to understand the significant achievements of dispersed African peoples in the making of Atlantic modernity – particularly with respect to Europe and the Americas.

Publication: **Teaching About the TST**, 2001

<http://unesdoc.unesco.org/images/0018/001876/187641eo.pdf>

Ideas and proposals to enhance in-service and pre-service teacher education programmes from a multidisciplinary perspective, written by Ival Melville-Myers.

Booklet: **UNESCO Campaign “All Equal in Diversity”**, 2005

<http://unesdoc.unesco.org/images/0014/001401/140155e.pdf>

“All Equal in Diversity” was an international campaign mobilizing schools against racism, discrimination, and exclusion. The campaign aimed to help students build the knowledge, skills, and attitudes to successfully engage on this topic.

Use: The “All Equal In Diversity” guidelines provide useful activity suggestions from awareness-raising, research, and action. Also includes are excerpts of activities from the International Year to Commemorate the Struggle Against Slavery, and its Abolition (2004).

Website: **UNESCO’s Slave Route Project**

http://portal.unesco.org/culture/en/ev.php-URL_ID=25659&URL_DO=DO_TOPIC&URL_SECTION=201.html

Read all about the amazing work of the Slave Route Project. This web location recounts the origins of the Slave Route Project, launched in Benin in 1994 and drawing on the

experience of an International Scientific Committee. This project has played a significant role in securing United Nations recognition of the slave trade and slavery as crimes against humanity.

Use: This website shows an audience the breadth of work done by the Slave Route Project. Consider this an excellent source of background materials to expand your understanding of the far-reaching implications of the slave trade system.

DVD: **Slave Routes: A Global Vision**, 2010

http://portal.unesco.org/culture/en/ev.php-URL_ID=41186&URL_DO=DO_TOPIC&URL_SECTION=201.html

An educational and informative documentary produced by the UNESCO Slave Route Project. It presents the diverse histories and heritages stemming from the global tragedy of the slave trade and slavery. It gives an overview of the massive deportation of African populations to different parts of the world including the Americas, Europe, the Indian Ocean, the Middle East, and Asia.

Use: The film's main objective is to give a global vision of the different dimensions of this tragedy and raise crucial questions regarding its consequences in modern societies in order to come to terms with this collective memory.

Various tools accompany this multimedia kit, to reinforce knowledge on the themes raised and facilitate debate after the screening of the film.

PDF: **Pedagogical booklet to accompany the DVD**

<http://unesdoc.unesco.org/images/0018/001887/188752E.pdf>

PDF: **Knowledge assessment fact sheets**

<http://unesdoc.unesco.org/images/0018/001887/188751E.pdf>

PDF: **Quiz**

<http://unesdoc.unesco.org/images/0018/001887/188766E.pdf>

PDF: **Guide for the use of the DVD-Rom by UNESCO ASPnet Teachers**

<http://unesdoc.unesco.org/images/0018/001897/189754E.pdf>

This four-page guide lists background information on the 57-minute video, gives a synopsis of the video content, identifies the overall and specific pedagogical objectives of the material covered and suggests pre/post screening activities and connections to other subjects.

Use: This concise guide offers suggestions for use of the video in the classroom. This is a great reference tool for planning lessons or units that incorporate the video.

PDF: **Bibliographical and Documentary Orientations**

<http://unesdoc.unesco.org/images/0018/001887/188769M.pdf>

This compilation provides a set of data and resources available in several languages at different levels of knowledge and various media. These data are classified by themes including: Slave Trade, Slavery, Slave Resistance, Anti-Slavery, Abolitions and Aftermath Contemporary Slavery, Slave Testimonies, Pedagogical Materials, Films and audiovisual documents, Museums, CD Roms and Websites.

Use: Materials are appropriate for activities ranging from professional development readings to student reference materials for presentations.

Annex V: Additional TST educational materials recommended by the participants of the online consultation

Annex V lists the TST materials that were recommended by the participants of the online consultation. As such, the list is not exhaustive and does not imply any endorsement of the below listed materials and their content by UNESCO. Quotes on the content or possible use of the material are provided when available. The source of the recommendation is indicated in brackets.

RESOURCE WEBSITES ON THE TST AND SLAVERY

African Passages: The Ashley River Corridor of South Carolina

<http://www.cofc.edu/unescoafricanpassages>

"As a prototype for exploring Places of Memory, this website was commissioned by the ASPnet TST project and co-authored by Sylvia Frey and other TST partners (i.e. a college and a local historical society) in the United States. Through visuals, music, scholarly commentary, and educational activities, African Passages connects the South Carolina Low Country history with its Barbadian and African roots; links the past to the present by using the voices and images of the descendants of the original enslaved population; and reveals the persistence of the African cultural heritage in South Carolina through the preservation of cultural concepts and practices and craft traditions handed down through generations." (*TST expert moderator*)

Anti-Slavery International

<http://www.antislavery.org>

Teacher section: http://www.antislavery.org/english/what_we_do/education/default.aspx

"Contains accessible information on all forms of contemporary slavery. Has a useful section for teachers and students complete with lesson plans and activities and background information" (*TST Focal Point, UK*)

Centre of Social Studies from Coimbra's University

<http://www.ces.uc.pt/>

(*TST Focal Point, Portugal*)

Centre of African Studies from Oporto University

<http://www.africanos.eu/ceaup/>

(*TST Focal Point, Portugal*)

Central Library of African Studies - ISCTE

http://cea.iscte.pt/index.php?option=com_content&task=view&id=20&lang=pt

(TST Focal Point, Portugal)

Citizens All: African Americans in Connecticut 1700 – 1850

http://cmi2.yale.edu/citizens_all

http://cmi2.yale.edu/projects.php?action=view_project&project=citizens_all&category=outreach

“Citizens All: African Americans in Connecticut 1700 - 1850” is the collaborative work of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (GLC) and the Center for Media and Instructional Innovation (CMI2) at Yale University. The website grew out of GLC involvement with the US Partnership of the UNESCO Transatlantic Slave Trade Education Project. Aimed at both students and teachers, it illustrates the importance of local history in creating as well as challenging how national and global histories are retold.

The web project provides a scholarly introduction to the history of slavery in Connecticut, the process of gradual emancipation, and the struggle for citizenship rights by free blacks and abolitionists both within and beyond the state’s boundaries. The story of African Americans’ efforts to become full citizens raises important questions about the very definition of “citizenship” and contributes to larger discussions of freedom, education and new discoveries about the legacies of slavery and racism at local, regional, national and international levels.” *(TST expert moderator)*

Comité pour la Mémoire et l’Histoire de l’esclavage

<http://www.comite-memoire-esclavage.fr/>

(TST Focal Point, France)

EURESCL

<http://www.eurescl.eu/pe0984/web/>

“The educational website of the European program presents debates and lesson ideas about teaching slave trade / slavery through different disciplines.” *(UNESCO moderator)*

Le site Histoire-Géographie de l’académie de Rouen

<http://hist-geo.ac-rouen.fr/site/spip.php?rubrique79>

« Formateur sur l’histoire de l’esclavage dans l’académie de Rouen, j’ai contribué à la réalisation d’une rubrique sur le site internet de l’académie dédiée à l’enseignement de cette histoire » *(TST Focal Point, France)*

International Slavery Museum, Liverpool

<http://www.liverpoolmuseums.org.uk/ism/slavery/>

"The website of the International Slavery Museum in Liverpool has useful information about different aspects of the history of the slave trade, including images of objects in the museum's collection and audio extracts from letters, journals and documents."
(*ASPnet National Coordinator, UK*)

Make the Link, Break the Chain

<http://www.liverpoolmuseums.org.uk/learning/projects/makethelinkbreakthechain/index.aspx>

http://www.plan-edresources.org/resource_center/result/media_sub_type_id/5/project_id/7/page_action/browse

"Make the Link, Break the Chain was an anti-slavery project linking schools along the slave triangle run by the National Museums Liverpool and Plan UK, an international development agency in 2007. Schools from Brazil, Haiti, Senegal, Sierra Leone and the UK took part in the project. Resources produced for the project are still available on the project website.

Lesson plans for the project, developed by Anti-Slavery International, are available to download." (*ASPnet National Coordinator, UK*)

Recovered Histories

<http://www.recoveredhistories.org/>

"Contains 40,000 digitized pages from Anti-Slavery International's collection of 18th and 19th century literature on the TST. **Recovered Histories** captures the narratives of the enslaved, enslavers, slave ship surgeons, abolitionists, parliamentarians, clergy, planters and rebels. A useful website providing primary source material for educators and students covering a wide breadth of the voices of those affected by/participating in the slave trade. Has an accompanying education pack which covers topics from Africa before slavery, the role of religion and the legacies of the TST in a contemporary global world." (*TST Focal Point, UK*)

Products of Slavery

www.productsofslavery.org

"This free poster and website from Anti-Slavery International show all the products, list the countries they come from and locates them on a map of the world. The poster explains what is meant by forced labour and briefly discusses the issues involved. The website goes into greater detail about each product, with examples of real people whose lives are affected. Products of Slavery is an online visualization that takes the data (PDF) from a report of the U.S. Department of Labor on child and forced labor worldwide, and makes

it open and accessible. Investigations show that more than 122 different products are made using child or forced labor in more than 58 countries.” (*TST Focal Point, UK*)

Les routes du Philanthrope

<http://www.routesdophilanthrope.org>

(*TST Focal Point, France*)

Save The Children Espana

<http://www.savethechildren.es/esclavos/>

(*TST teacher, Spain*)

Sklavehandlens Kopenhagen

<http://www.slavehandlenskbh.dk/>

“This site is a guided city tour of Copenhagen giving all the relevant information on the mansions of the slavetrade merchants, the warehouses and the lesser houses of slaveshipcaptain etc.” (in Danish) (*TST teacher, Denmark*)

Slaves’ Stories: National Museums Liverpool

<http://www.diduknow.info/slavery/access/>

(*TST teacher, Spain*)

Understanding Slavery Initiative- A UK government funded initiative

<http://www.understandingslavery.com/>

“The Understanding Slavery is a national education initiative bringing together five museums in the UK working together to promote and support the effective teaching of the history and legacies of the transatlantic slave trade.” (*TST Focal Point, UK*)

WEBSITES ON ASPNET PROJECTS RELATED TO THE TST

ASPnet Denmark

► **ASPnet Denmark TST webpage:** <http://www.unesco-asp.dk/tst>

“In Denmark we have worked very actively producing teaching materials and suggestions for classes as well as seeking cooperating school partners in different schools along the triangle.” (*TST Focal Point, Denmark*)

► **Story of Venus:** <http://www.unesco-asp.dk/tst/227-an-african-venus-on-st-croix>

“Many Danish students have read the story of Venus. The story is told by George Tyson, director of The African Roots Project on St. Croix. The Danish TST network is currently working on translating 18th and 19th century historical sources, provided by George

Tyson, in order to give our students a first hand experience of piecing together stories of the individuals of our colonial past - like the one of Venus." (*TST teacher, Denmark*)

► **Images:** <http://www.unesco-asp.dk/component/content/91?task=view>

"This link gives you access to three series of images all concerning the Danish triangular trade" (*TST teacher, Denmark*)

ASPnet United Kingdom

► **Special edition newsletter about The Slave Trade** <http://archive.constantcontact.com/fs076/1102206983846/archive/1102262897548.html>

"To mark the inclusion of TST in the curriculum I produced a newsletter for the UK network flagging up relevant resources" (*ASPnet National Coordinator, UK*)

► **The United Nations Matters:** http://www.unesco.org.uk/un_matters

► **Child Rights Matters:** <http://www.una.org.uk/learnabouthumanrights/>

"We have also found that useful to look at TST and slavery from a human rights angle - this is a good way to explore historical slavery and then look at contemporary slavery. We have produced two teaching packs for ASPnet schools in the UK – one focusing on the United Nations with a dedicated lesson on human rights and the other focusing on human rights, including children's rights." (*ASPnet National Coordinator, UK*)

► **Following Equiano** (contact the UK National Commission for a copy of the film)

"Students from four UNESCO schools in Liverpool have researched and produced a new film titled 'Following Equiano' exploring the legacy of the slave trade." (*ASPnet National Coordinator, UK*)

ASPnet Portugal

► **TST Blog:** <http://unesco-breaking-the-silence.blogspot.com/>

"The link to the Blogue of the Colégio Torre Dona Chama about Transatlantic Slave Route where you all can participate" (*TST Focal Point, Portugal*)

► **The Slave Trade and its Influence on Music:**

<https://sites.google.com/site/dnscbaspnet/tstmusic>

"Three of my students delved into the rich music traditions being an important heritage of the Transatlantic Slave Trade. The result of this project work may be seen at this address. As everybody will see the project work is presented by means of the Google Sites system. This is a free system enabling teachers and students to set up web sites without too much experience with such. Combined with the Google Docs, a free online word-processor, it is possible to organize free web based systems with fully sharable files, thereby making it ideal for cooperative ventures among ASPnet schools." (*TST teacher, Portugal*)

FILMS

Amazing Grace. Michael Apted (2006)

<http://www.amazinggracemovie.com> (*TST teachers, Spain, Trinidad and Tobago*)

Amistad. Steven Spielberg (1997)

(*TST teachers, Barbados, Norway, Spain, Trinidad and Tobago*)

“Here are website addresses for two resources that might be of assistance as you pursue your TST project on the Amistad Incident:

View a synopsis & clip from the 33-min documentary: The Amistad Revolt: “All we want is make us free” produced and directed by Karyl K. Evans, The Amistad Committee. 1995. Besides giving the facts of the Amistad Incident, we used this video to point out the important differences between a feature film (made primarily for commercial use, entertainment and profit) and a documentary film (made to convey valid facts about a topic). <http://www.capturedtimeproductions.com/films/amistad.html>

Amistad: Seeking freedom in Connecticut. This National Park Service website gives information and links for 14 historic places in Connecticut related to the Amistad story.

<http://www.nps.gov/nr/travel/amistad/index.htm> ” (*TST expert moderator*)

The chase. Arthur Penn (1966) (*TST teacher, Spain*)

The Color Purple. Steven Spielberg. (1985) (*TST teacher, Spain*)

Lilya 4ever. Lukas Moodysson (2002) (*TST teacher, Norway*)

Traces of the Trade: A Story from the Deep North

<http://www.tracingcenter.org/synopsis/>

“The website <http://www.tracingcenter.org/resources/> of the Tracing Center offers educational material, lesson plans and teacher training programmes build on the film. Classrooms can use this lesson to explore the history and legacy of U.S. slavery” (*UNESCO moderator*)

To Kill a Mockingbird. Robert Mulligan (1962) (*TST teacher, Spain*)

Race: The Power of an Illusion. Produced by California Newsreel (2003) (*TST teacher, USA*)

Roots. Marvin J. Chomsky, John Erman, David Greene, Gilbert Moses (1990) (*TST teachers, Barbados, Spain, Trinidad and Tobago, USA*)

PUBLICATIONS: PRIMARY SOURCES

Azasu, Kwakuvi: The Slave Raiders, Yamens Press Ltd (Accra), 2002

“Even though it is a novel it gives vivid accounts of how the slaves were captured, how the local communities tried to resist the activities of the slave traders and how the slaves were utilized once they get to Europe.” (*TST teacher, Ghana*)

Beecher Stowe, Harriet: Uncle Tom’s cabin (*TST teacher, Spain*)

Haley, Alex: Roots (*TST teachers, The Gambia, Spain and USA*)

Hassan, Yaël: Le Professeur de musique (*TST teacher, Spain*)

Lester, Julius: Day of Tears (*TST teacher, USA*)

Lucena Salmoral, Manuel: Códigos negros de la América Española, Ediciones UNESCO/ Universidad de Alcalá, 1996 (*TST teacher, Spain*)

Porgurgo, Michael: African Symphony (*TST teacher, Spain*)

Twain, Mark: The adventures of Huckleberry Finn (*TST teacher, Spain*)

Poems by **Léopold Sédar Senghor** (Sénégal, 1906-2001) (*TST teacher, Spain*)

Sierra i Fabra, Jordi: La piel de la memoria (*TST teacher, Spain*)

“Biographies of: Frederick Douglas, W.E.B. Du Bois, Olaudah Equiano, Martin Luther King, Toussaint Louverture, Nelson Mandela, Rosa Parks, Harriet Tumban, Desmond Tutu, Victor Schoelcher and William Wilberforce” (*TST teacher, Spain*)

PUBLICATIONS: SECONDARY SOURCES

Carney, Judith/ Rosomoff, Richard: In the Shadow of Slavery Africa’s Botanical Legacy in the Atlantic World (*TST Expert, USA*)

Curtin, Philip: The African Slave Trade: A Census (*TST teacher, Trinidad and Tobago*)

'Free at Last?'

<http://www.centreforglobaleducation.org>

"A focus material for teaching slavery for primary school teachers and suitable for teaching pupils in the basic schools. The pack was developed for the Centre for Global Education, York." (*ASPnet National Coordinator, Ghana*)

Un problema de nuestros días- La esclavitud hoy nº6

<http://www.manosunidas.org/publicaciones/folletos/n6/sumario.htm>

(*TST teacher, Spain*)

Gauvin, Gilles: Abécédaire de l'esclavage des Noirs, Edition Dapper, 2006

(*TST Focal Point, France*)

Gauvin, Gilles: Idées reçues sur l'esclavage, Le cavalier Bleu, 2007

(*TST Focal Point, France*)

Gauvin, Gilles: Tambour battant. T1: Bahiya, Orphie editions, 2007

"Bande dessinée sur l'esclavage à La Réunion" (*TST Focal Point, France*)

Dr Mahoney, Florence: The liberated Slaves and the Question of the Return to Africa: From the Slave Trade to The Challenge of Development

(*ASPnet National Coordinator, The Gambia*)

"The resource material that I use varies from the Arawaks to Africans by Robert Greenwood et al., Caribbean Story Bks 1 & 2 by William Claypole and John Robottom, The Caribbean People by Lennox Honeychurch to the CXC History Revision Guide to Caribbean History Bks 1 & 2 by William Claypole and John Robottom." (*TST teacher, Barbados*)

Phillips, Caryl

"Fiction and non-fiction on the subject of the slave trade itself and African diaspora." Further information: <http://www.carylphillips.com> (*TST teacher, Denmark*)

SONGS

African instruments: mbira or sanza, balafon, tambores, gospels "Swing Low, Sweet Chariot", Blues, Jazz, "Duerme, duerme negrito", Bob Marley: "Redemption song" (*TST teacher, Spain*)

"We also use present day reggae lyrics and music, to make the subject more relevant for the pupils. For example the mighty Iration Steppas' tune 'I'm a warrior' (<http://www.youtube.com/watch?v=kEWcUyLCSZU>) where a present day use of the history and legacy of the slave trade is clear." (*TST Teacher Denmark*)

OTHERS

"The travelling exhibition 'Itineraries of memory, slavery and the transatlantic slave trade in Portuguese-speaking countries', has been circulated among ASPnet schools and libraries. The exhibition was edited, by the time, for the Portuguese Committee of Slave Trade, supported by the guide "Places of memory and the Slave Trade". Some bibliography and documental information, prepared by me, also accompanies this exhibition with 30 panels." (*TST Focal Point, Portugal*)

Annex VI: Announcement of the consultation

The online consultation was officially announced on the UNESCO Education Sector and ASPnet websites as well as through an e-mail listserv reaching out to all participants of the TST Project.

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Education

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UNESCO » Education » Networks » Global Networks


Global Networks

ASPnet

- Study Areas
- International Cooperation & Flagship projects
- Good Practices
- Multiplier Effect
- Laboratory for Pilot Testing and Research

Other Global Networks

Teaching the Transatlantic Slave Trade: an ASPnet online consultation (30 Nov – 14 Dec)



UNESCO/ASPnet/Jean O'Sullivan

"Teaching the Transatlantic Slave Trade: Achievements, Challenges and Perspectives" is the theme of the first online consultation of the UNESCO Associated Schools (ASPnet) which is taking place from 30 November - 14 December. Selected teachers, ASPnet National Coordinators and experts from the three regions involved in the triangular Transatlantic Slave Trade (Africa, the Americas and Europe) will discuss and exchange best practice.

As part of the ASPnet Transatlantic Slave Trade (TST) Education Project, the consultation aims to map current TST practice in participating schools, share existing resources and advice for effective teaching about the TST, and to facilitate new cooperation in this project among schools and countries.

Issues to be addressed will include:

- 1) Achievements and challenges in teaching the TST
- 2) Identification and exchange of TST educational material
- 3) Perspectives for cooperation within the ASP Network and external partners

The results of the consultation will feed into an ASPnet resource package on the TST. An overall report is expected to lead to the formulation of follow-up proposals on the TST Education Project.

Contact: [u.storost\(at\)unesco.org](mailto:u.storost(at)unesco.org).

Related Links

- ASPnet Transatlantic Slave Trade Education Project
- UNESCO Associated Schools
- UNESCO Slave Route Project

[<- Back to: ASPnet](#)

RELATED INFORMATION

ABOUT THE THEME

- Mission
- Strategy
- Historique
- Partners
- Who's who?
- Country Contacts


RESOURCES

- Coordinating Tools
- Publications
- Newsletter
- Educational Kits
- Interviews
- FAQs
- Events

ASPNET WORLDWIDE

- Africa
- Arab States
- Asia and the Pacific
- Europe and North America
- Latin America and the Caribbean

VIDEO



Annex VII: Call for school twinning

As one of the main objectives of the TST Project is the strengthening of school partnerships, the ASPnet International Coordination announced a call for twinning during the online consultation. This has the aim to encourage the participating schools to share their implemented TST projects with another school at national or international level in order to establish partnerships and exchange ideas and projects on the long run.

The Transatlantic Slave Trade Education Project – Call for school twinning 2010/2011



Background: TST – Breaking the Silence

Launched in 1998 by UNESCO, the TST Education Project links schools in the regions that were involved in the triangular Transatlantic Slave Trade - Africa, Latin America and the Caribbean and Europe and North America. The primary goal is an increased awareness of causes and consequences of the TST – including modern forms of slavery and racism – through educational exchanges, sharing best practice and developing and diffusing educational material.

The ASPnet International Coordination invites you, the TST participating schools, to develop local and international TST projects throughout the school year 2010/11.

To know more:

[Website of the TST Education Project](#)
[Internal platform for TST participating schools 2010/11](#)



Welcome on board of the TST Education Project

You have already undertaken some important steps:

- Expressed your interest to work on a TST project during the school year 2010/11
- Received your school password for the TST platform
- Participated at the TST online consultation
- Started to plan or implement a school project on the TST

What's next?



Next steps to participate in the TST Education Project

- Go to the TST online platform until 15 January 2011:
 - Verify your school data entered by your National Coordinator
 - Enter a preview of your ongoing or planned TST project
 - Indicate whether you plan to work on a local project or a project in partnership with a school from another country
- Complete your project until 15 May 2011



The Call for Twinning

Why twin with another school?

Teaching the Transatlantic Slave Trade needs the perspectives of different countries and regions. Discover how collaboration with a school from another continent enhances the learning experience: Through twinning, your students will practice intercultural dialogue and learn from others.



TST Education Project schedule

	Local project	Twinning project
15 January 2011	Complete school data and project preview on the TST platform	
		Indicate on the TST platform if you still look for a partner school. UNESCO can assist you, if needed.
February-May 2011	School project phase (local and/or international)	
1 May 2011		Decide who submits the project results to UNESCO
15 May 2011	Latest submission of project results and material to UNESCO (on TST platform, tangible results via e-mail/post)	
June 2011	Jury meeting and certificates of participation	
July-August 2011		Awards for selected twinning projects



Proposed themes

- History of the Slave Trade/Plantation Slavery
- Places of Memory
- Tangible and intangible legacy of the slave trade (incl. contributions of the African Diaspora to science, technology, agriculture, the arts and spiritual values)
- Struggles against slavery / abolition processes
- Work against racism, discrimination and intolerance
- Modern forms of slavery



Selected ideas for activities/ final results for your twinning project

- A **Website/blog**
- A **Journal** composed of photos and articles written by students
- A storyboard for a **film**
- A **PowerPoint-Presentation** on your activities
- A common itinerary **exhibition**
- And many more...



Checklist for twinning project phase (Feb-May 2011)

Introduce yourselves to your partner school

- ☐ Identify and exchange contact persons / contact details

Select language and major communication tools to be used for your exchanges

- ☐ Language of communication: English, French or Spanish
- ☐ Email
- ☐ Phone
- ☐ Post
- ☐ Other e-tools (such as skype, facebook, google groups etc.)

Plan project work

- ☐ Decide on main theme and activities of the project
- ☐ Decide on responsibilities
- ☐ Plan working steps
- ☐ Plan timing
- ☐ Decide on final results, a joint one or separate results
- ☐ Inscribe your project plans on the ASPnet TST online platform
- ☐ Decide which team will inscribe/submit the project results



Submission of entries (15 May 2011)

- All local or twinning projects must come from the school year 2010/11
- Projects can only be considered if reported on the TST online platform
- Additional tangible products (photos, films etc.) can be send by e-mail or post to:

UNESCO Associated Schools

7, Place de Fontenoy
75352 Paris, France

u.storost@unesco.org



Criteria for successful twinning projects

- A completed project and report (including challenges and solutions) inscribed on the TST online platform, additional tangible results
- Relevance of the project to the TST-theme
- Intercultural dialogue as an integral part of the project, and added value to the theme
- Team work
- Effective use of communication tools
- Innovativeness and creativity



Recognition

- All schools that have entered a completed local or international TST project by 15 May 2011 will receive a **certificate of participation from UNESCO**
- International twinning projects will be reviewed by an independent jury who will award selected projects
- In addition, selected projects will be featured in future publications and on the ASPnet website, as appropriate

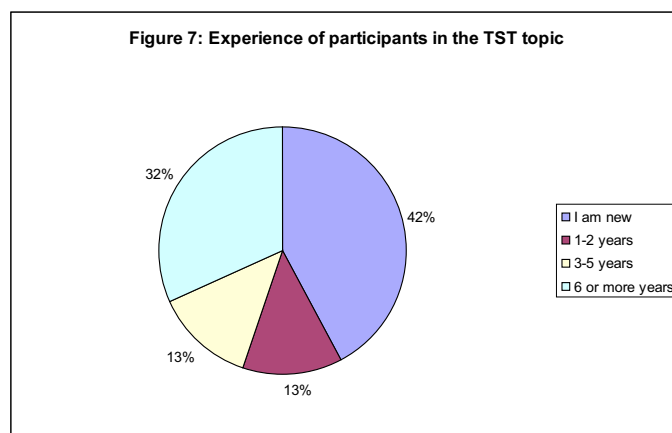


Annex VIII: Evaluation questionnaire and feedback from participants

The following evaluation is based on an anonymous questionnaire set up immediately after the online consultation and circulated as a link among the participants. About 25% per cent of all consultation participants responded and shared feedback or suggestions for future online consultations.

Representativity: The professional and regional background of those who responded roughly represented the background of the consultation participants (Annex I), therefore enabling a representative evaluation.

A question on **previous experience in the TST teaching** showed that 42% were new to the topic whereas 58% had at least one or more years of experience (Figure 7). This was a good basis for the exchange of knowledge and experiences between experienced teachers/experts and “newcomers”.



With regard to the **practical organization** of the consultation, 74% reported no technical problems and 69% no language difficulties in following the consultation. Technical challenges mainly had to do with irregular internet access for some participants and the large number of messages per day: “There were a lot of emails coming through, it was hard to keep on top of it all. But very useful exercise that showed the impact of ASPnet”.

Of interest is the question of languages for a consultation covering three regions with a variety of languages. The consultation was mainly conducted in English although key messages from the expert moderator or from the ASPnet International Coordination were translated into French and Spanish. It was noticeable that every translation helped to

increase the responses coming from non-English speaking countries. Online translation tools were not always reliable, in particular concerning this sensitive topic.

Figure 8 shows the participants' opinion on the **benefit of the online consultation** concerning its three main objectives: sharing advice on TST education in different countries, sharing recommended TST educational materials¹⁴ and setting the grounds for school partnerships. The large percentage of affirmative answers signals a very high level of usefulness of the consultation. The objectives of the consultation can therefore be considered as achieved.

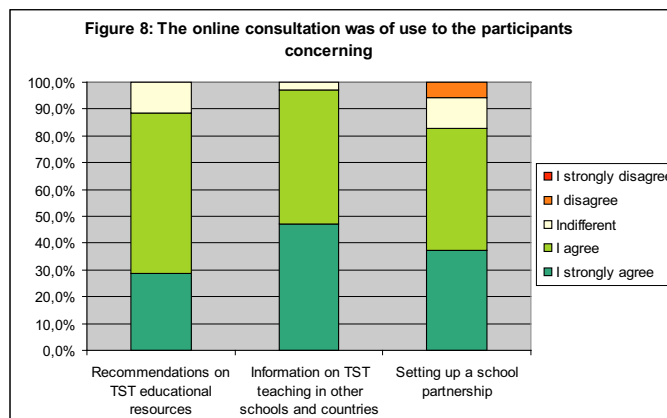


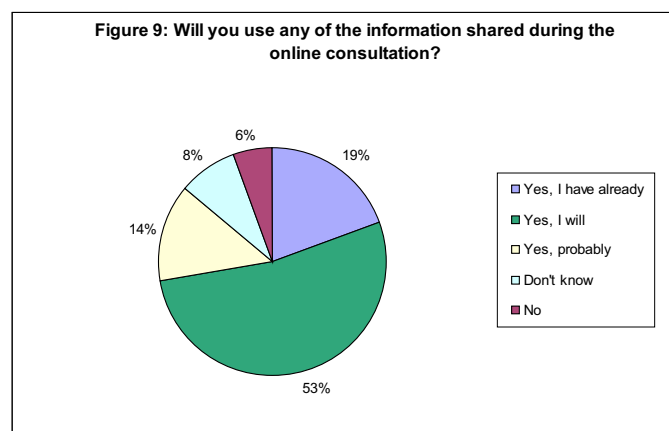
Figure 9 visualizes the participants' opinion of whether they will make use of the information gained by means of the online consultation. Additional comments show that the information will also be spread beyond the participants, for example among teachers from various disciplines:

"I plan to share information (and have already started) with other teachers in my school especially those who teach history & social studies. I also intend to use the French & Spanish translations of the material submitted in my foreign language classroom."

"At present, a committee in my school is reviewing useful issues raised during the consultation."

"I begun sharing the information with my Head of Department and we are actively seeking to implement some of them next term."

14. Annex IV and V show a complete compilation of the recommendations by teachers, ASP National Coordinators and Focal Points.



Overall, it can be stated that the participants' satisfaction with the content and the outcome of the online consultation was very high.

The evaluation also enabled further comments, for example on possibilities evolving from the TST Project as such and the intention for international school partnerships and ideas for future ways of communicating, e.g. via platforms or blogs. Samples of this can be found below:

"It was a good idea to have this consultation so that so many teachers could exchange what they are doing in the classroom but more importantly to make contact with each other".

"It was really interesting and educative and I hope it will continue and participating schools will continue to share ideas and strong partnerships".

"The consultation was well organized. It gave participants the opportunity to contribute and share experiences regarding the TST".

"Thanks by the opportunity and the possibility to join other schools. The organization was very flexible and very easy to follow proposals. Also allowed to proceed smoothly and achieve results".

"I was skeptical at first about the value of this approach but found it very useful for energizing the TST sites".

"My only concern is with who we are in the deprived areas where internet could not be accessed. How could you do to help us break this silence of this modern slave trade

whose root is mostly in those unfortunates villages / areas where children, women and some men's rights have been abused?"

"Yes you can try pairing up the newcomers with those who are more experienced in a sort of mentorship/mentoring to boost our confidence. But it was very interesting and educational reading about the challenges and the solution used to overcome those challenges."

"I look forward to further contact and hopefully develop a partnership with two other colleges. This has been a most enjoyable and fruitful experience".

"Sería interesante crear un blog o espacio virtual donde colgar nuestros trabajos y experiencias".

"Will the on line experience become a regularly- occurring ASPnet event?"

Annex IX: List of participants

Africa, Angola

Mr Manuel Teodoro Quarta, ASPnet National Coordinator

Africa, Benin

Mr Irénée Fidégnon Boko, ASPnet National Coordinator

Africa, The Gambia

Mr Yahya Al-Matarr Jobe, ASPnet National Coordinator and TST-Focal Point

Ndow's Comprehensive Primary School (primary school)

ASPnet Responsible: Mr Dawda Nasso

Gambia Senior Secondary School (secondary school)

School's ASPnet/TST Responsible: Mr Abdul Salam D. Seesay

Nusrat Senior Secondary School (secondary school)

School's ASPnet/TST Responsible: Mr Sainey Jallow

Rev. JC Faye Memorial School (secondary school)

School's ASPnet/TST Responsible: Ms Aminatat Louise Demba

St Joseph's Senior Secondary School (secondary school)

School's ASPnet/TST Responsible: Mr Lamin Jarju

Africa, Ghana

Mr Apollonius Osei-Akoto Asare, ASPnet National Coordinator

Accra Girls' Senior High School (Secondary school), Principal: Ms Veronica Akabame

School's ASPnet/TST Responsible: Mr Victor Klevator

Accra Academy (Secondary school), Principal: Mr Samuel Ofori-Adjei

School's ASPnet/TST Responsible: Mr Solomon Bagmae

Abutia Senior High (Technical School), Principal: Mr Anthony Yao Fiashide

School's ASPnet/TST Responsible: Mr Janvier Emmanuel Agbotome

Bechem Presby Senior High School (secondary school) Principal: Mr Moses Sogah

School's ASPnet/TST Responsible: Mr Kwame Nti-Yeboah

Africa, Mozambique

Mr Augusto Nunes, ASPnet National Coordinator

Escola Secundária da Matola (secondary school), Principal: Mr Henrique Ovinto Mavinga

School's ASPnet/TST Responsible: Mr Agostinho Raul Daniel

Escola Secundária Emilia Dausse (secondary school), Principal: Mr Martins José Chelene Mapera, School's ASPnet/TST Responsible: Mr Justino Alfredo Nhar

Instituto de Formação de Professores da Matola (teacher training institution), Principal and School's ASPnet/TST Responsible: Mr Jiliciano Mahalambe

Escola Secundária Josina Machel (secondary school), Principal: Ms Maimuna Amade Ibraihato, School's ASPnet/TST Responsible: Ms Mraia Telma Parruque Mutisse

Escola Francisco Manyanga (secondary school), Principal: Mr Orlando Dima
School's ASPnet/TST Responsible: Ms Rosalina Queco

Africa, Nigeria

Mr Gregory Olujide Odewale, ASPnet National Coordinator

CITA International School (secondary school), Principal and School's ASPnet/TST Responsible: Mr M. Adebola

Grange School (secondary school)

Champions International Schools CIS (secondary school)

Africa, Senegal

Ms Fatou Dramé Niang Sec, ASPnet National Coordinator and TST-Focal Point

Europe and North America, Denmark

Mr Carsten Skjoldborg, ASPnet National Coordinator

Mr Peder Wiben, TST-Focal Point

Egaa Gymnasium (secondary school), Principal: Mr Eigil Diken
School's ASPnet/TST Responsible: Ms Tina Lynge

Zahles Gymnasium (secondary school), Principal: Ms Anne Birgitte Klange
School's ASPnet/TST Responsible: Mr Christian Vollmond

Næstved Gymnasium (secondary school), Principal: Ms Susanne Stubgaard
School's ASPnet/TST Responsible and TST-Focal Point: Mr Peder Wiben

Europe and North America, France

Ms. Beatrice Dupoux, ASPnet National Coordinator

Mr Gilles Gauvin, TST-Focal Point

IUFM de la Martinique (teacher training institution), Principal: Mr Gilbert Pago
School's ASPnet/TST Responsible: Mr Christian Jean-Etienne

Lycée du Val de Saône Anne-Marie Javouhey (secondary school), Principal: Ms Catherine Thevenin-Delmas, School's ASPnet/TST Responsible : Ms Agnes Thevenin

Collège Jacques-Yves Cousteau (secondary school), Principal: Mr Pascal Clement,
School's ASPnet/TST Responsible: Ms Patricia HUREAU

EPLEFPA de Guadeloupe (secondary school), Principal: Mr Franck Gastine
School's ASPnet/TST Responsible: Ms Mirto Ribal Rilos

Europe and North America, Netherlands

Ms Suzan van Dieren, ASPnet National Coordinator

Europe and North America, Norway

Ms Merete Baekkevold, ASPnet National Coordinator

Ms Mari Hareide, Senior Advisor, Ministry of Education and Research, Oslo, Norway

Nannestad Videregående Skole (secondary school), Principal: Mr Rolf Hexeberg
School's ASPnet/TST Responsible: Ms Ulrikke de Vibe

Briskeby Skole og kompetansesenter AS (secondary school)
School's ASPnet/TST Responsible: Ms Else Marie Hoie

The Norwegian School Costa Blanca, Den norske skole Costa Blanca (secondary school), Principal: Mr Knut Lithell, School's ASPnet/TST Responsible: Ms Grethe Moller

Europe and North America, Portugal

Ms Manuela Galhardo, ASPnet National Coordinator

Ms Fátima Claudino, TST-Focal Point

Escola Secundária Filipa de Vilhena (secondary school), Principal: Ms Lurdes Ruivo
School's ASPnet/TST Responsible: Ms Dalia Diás

Escola Secundária de Sá da Bandeira (secondary school), Principal: Ms Adélia Esteves
School's ASPnet/TST Responsible: Ms Maria Ribeiro, Mr José Barrão

Escola Secundária Maria Lamas (secondary school), Principal: Ms Anà Catarina Craveira
School's ASPnet/TST Responsible: Mr José Carlos Reis e Silva

Colegio Torre Dona Chama (secondary school), Principal: Mr Bruno Carvalho
School's ASPnet/TST Responsible: Mr Ezequiel Pires and Ms Magda Borges

Escola EB 2,3 Professor José Buisel (secondary school), Principal: Ms Maria Cortes Rosa
School's ASPnet/TST Responsible: Ms Maria Cristina Freitas

Europe and North America, Spain

Ms Moreno Cañizares, ASPnet National Coordinator

IES Luis Seoane (secondary school), Principal: Mr Raimundo Naveira

School's ASPnet/TST Responsible: Ms Luisa Márquez

Colegio Sagrada Familia (secondary school), Principal: Mr Jesús Marín

School's ASPnet/TST Responsible: Ms Águeda Tutor

Colegio Virgen de Europa (secondary school), Principal: Mr Enrique Maestu

School's ASPnet/TST Responsible: Mr Enrique Maestu

IES Francisco Giner de los Rios (secondary school), Principal and School's ASPnet/

TST Responsible: Ms Isabel Lopez Palacios

Europe and North America, United Kingdom

Ms Anne Breivik, ASPnet National Coordinator

Ms Michaela Alfred-Kamara, TST-Focal Point

Northbrook CoE School (secondary school)

School's ASPnet/TST Responsible: Ms Melvina Marius

Holly Lodge Girls' College (secondary school)

School's ASPnet/TST Responsible: Ms Rachel Powell

The Bishop's Stortford High School (secondary school), Principal: Mr A. E Goulding

School's ASPnet/TST Responsible: Mr Paul Noble, Ms Marina Fraser

Croydon College (secondary school), Principal: Ms Mariane Cavali

School's ASPnet/TST Responsible: Ms Di Layzelle

Hockerill Anglo - European College (secondary school), Principal: Mr Dr Robert

B Guthrie, School's ASPnet/TST Responsible: Ms Janice Chalmers

Sir William Ramsay School (secondary school), Principal: Ms Gaynor Comber

School's ASPnet/TST Responsible: Mr Matthew Flynn

Cirencester Deer Park School (secondary school), Principal: Ms Chiquita Henson

School's ASPnet/TST Responsible: Ms Helena Dovey

Europe and North America, United States of America

Mr Paul Kruchoski, ASPnet National Coordinator

Ms Rachel Burcin, Robotics Institute of Carnegie Mellon University, Pittsburgh, USA

Ms Sylvia Frey, Professor of History Emerita, Tulane University New Orleans, USA

Ms Angela Keiser, Expert Moderator of the online consultation, Robotics Institute, Carnegie Mellon University, Pittsburgh, USA

Waldorf School of Baltimore (secondary school), Principal: Mr Larry Snyder

School's ASPnet/TST Responsible: Ms Alejandra Lorenzo-Chang

Three Rivers Middle School (secondary school), Principal: Ms Marney Murphy

Thetford Academy (secondary school), Principal: Ms Martha Rich
School's ASPnet/TST Responsible: Mr Joseph Deffner

Latin America and the Caribbean, Barbados

Ms Harriet Daisley, ASPnet National Coordinator

Ms Celeste Clarke-Cox, TST-Focal Point

Parkinson Memorial (secondary school), Principal: Mr Alleyne Orson
School's ASPnet/TST Responsible: Ms Tocelyn Waterman

Garrison (secondary school), Principal: Mr Matthew Farley
School's ASPnet/TST Responsible: Ms Sonia Ashby-King

Grant Ley Adams Memorial (secondary school), Principal: Mr John Mascoll
School's ASPnet/TST Responsible: Mr Anthony Reid

Combermere (secondary school), Principal: Mr Vere Parris
School's ASPnet/TST Responsible: Mr Charles Morris

Latin America and the Caribbean, Brazil

Ms Myriam Tricate, ASPnet National Coordinator

Latin America and the Caribbean, Cuba

Ms Vera Medina Delia, ASPnet National Coordinator

Escuela Secundaria Básica "Julio Antonio Mella" (secondary school)
Principal: Ms Aymée Montané Loaces

Instituto Preuniversitario Ernesto Che Guevara (Instituto Preuniversitario)
Principal: Ms Hernadith Asley Curbelo Castillo
School's ASPnet/TST Responsible: Mr Daniel Bulgado Benavides

Escuela Secundaria Basica Martires de la Familia Romero (secondary school),
Principal: Mr Modesto Estévez Pérez, School's ASPnet/TST Responsible: Mr Orlando José González Sáez

Conservatorio Guillermo Tomás (secondary school), Principal: Ms María Cristina Arce de Nacimiento, School's ASPnet/TST Responsible: Ms Marta Sordo Torrientes

Escuela Secundaria Básica Rubén Bravo Alvarez (secondary school), Principal:
Ms Yusimí Aguirre Caraballo, School's ASPnet/TST Responsible: Ms Pilar Mejias Caballero

Universidad de Ciencias Pedagógicas Fèlix Varela (teacher training institution),
Principal and School's ASPnet/TST Responsible: Ms Juana Elena Fragozo Ávila

Escuela Secundaria Básica Camilo Torres Restrepo (secondary school), Principal:
Ms Lisbey Hernández Cabello

Escuela Vocacional de Arte “Alfonso Pérez Isaac” (Vocational School)

Principal: Mr Alejandro Morales

Latin America and the Caribbean, Haiti

Mr Dieufort Deslorges, ASPnet National Coordinator

Latin America and the Caribbean, Jamaica

Mr Everton Hannam, ASPnet National Coordinator

Latin America and the Caribbean, Dominican Republic

Ms Maria-Mercedes Brito-Feliz, ASPnet National Coordinator

Mr José Miguel Coradín, TST-Focal Point

Liceo Prof. Juan Bosch (secondary school), Principal and School's ASPnet/

TST Responsible: Ms Juliana Arias

Centro de Formación Los Clavelines (secondary school), Principal: Ms Daysi

Thamara Márquez, School's ASPnet/TST Responsible: Mr Richard Cespedes

Liceo Matutino Ramón Emilio Jimenez (secondary school), Principal: Ms Griseida

Sánchez, School's ASPnet/TST Responsible: Mr Franklin Jesus Tejeda

Colegio San José Obrero (Initial, basic & medical), Principal and School's ASPnet/

TST Responsible: Mr José Miguel Coradín

Instituto Superior de Formación docente Salomé Ureña. Recinto, Emilio

Prud'Homme (teacher training institution), Principal: Sor Basilia Ramírez

School's ASPnet/TST Responsible: Ms Amelia Pons

Latin America and the Caribbean, Trinidad and Tobago

Ms Monica Regisford-Douglas, ASPnet National Coordinator

Bishop Anstey High School (secondary school), Principal: Ms Patsy-Ann Rudder,

School's ASPnet/TST Responsible: Ms Kim Reece

Holy Faith Convent, Couva (secondary school), Principal: Ms Angela Iloo

School's ASPnet/TST Responsible: Ms Erma Antoine-Murray

Naparima Girls' High School (secondary school), Principal: Ms Patricia Ramgoolam,

School's ASPnet/TST Responsible: Ms Verda Maharas

University of Trinidad and Tobago (teacher training institution), Principal: Mr Joseph

Stephen, School's ASPnet/TST Responsible: Ms Cecilia Hall

St. Joseph Convent (secondary school), Principal: Ms Dinna Bainley

School's ASPnet/TST Responsible: Ms Antoinette Valentine-Lewis

Speyside High School (secondary school), Principal: Ms Shery-Ann Rollocks-Hackett, School's ASPnet/TST Responsible: Ms Margaret Sampson, Tutor in History: Ms Shane Andrews

St. Georges College (secondary school), Principal: Mr George Sammy
School's ASPnet/TST Responsible: Ms Gail Ganpat

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