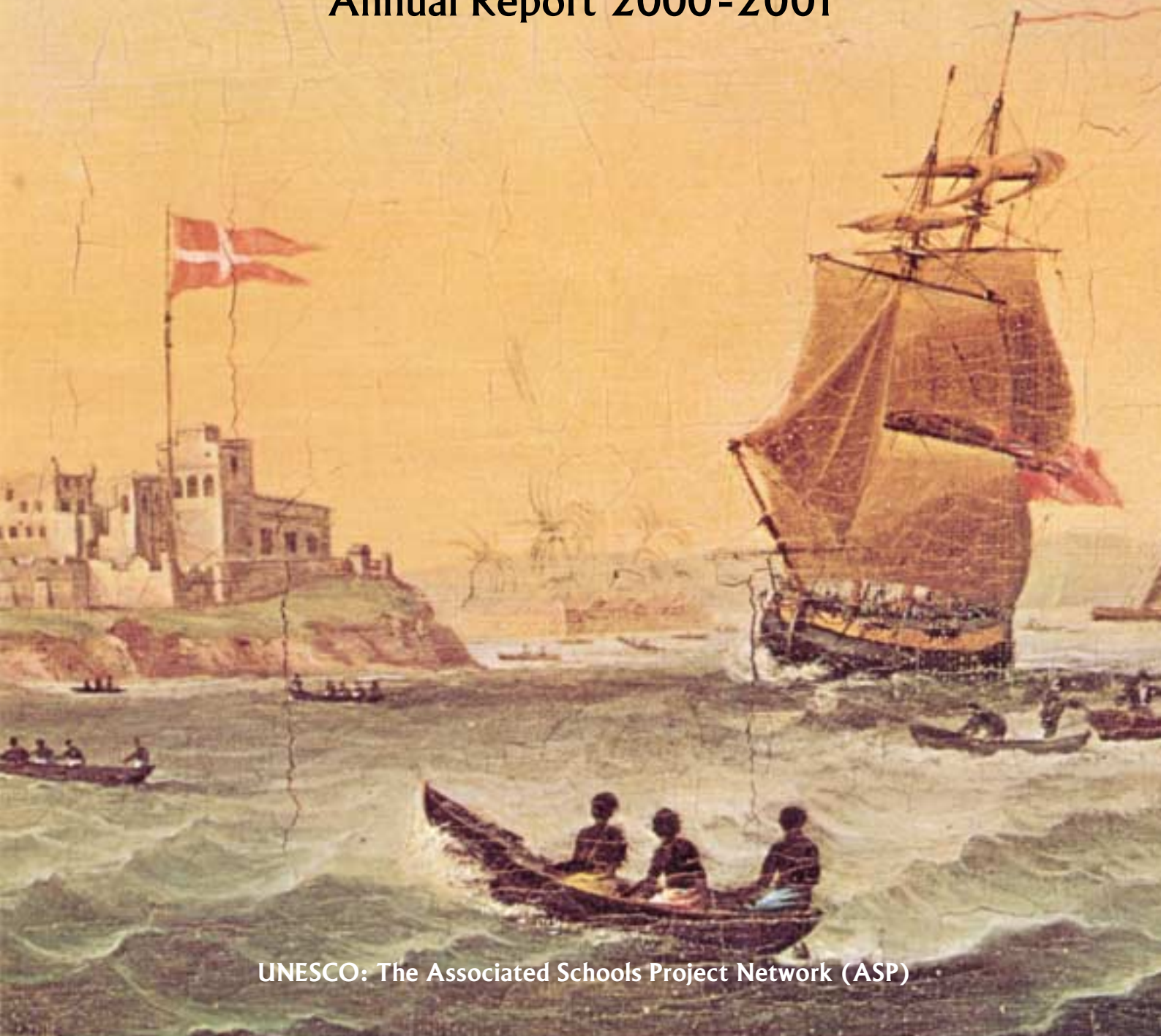


Transatlantic Slave Trade Education Project (TST)

Denmark

Annual Report 2000-2001



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Transatlantic Slavetrade Project (TST)

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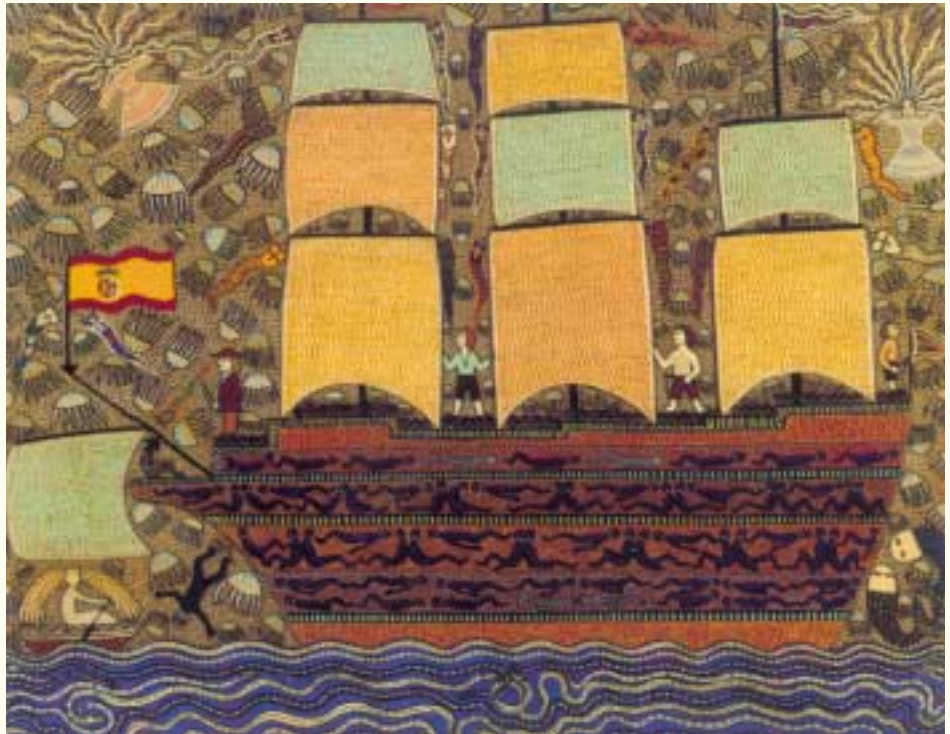


Introduction

On behalf of the steering committee for the UNESCO Associated Schools Project network and the Transatlantic Slave Trade Education Project in Denmark we are proud to present to You our first annual report on the activities carried out in the network of TST-schools in Denmark from September 2000 to August 2001.

Some of the main objectives of the Transatlantic Slave Trade Education Project are to

- Establish triangular networks of associated schools in Africa, the Americas/Caribbean and Europe,
- Develop new and innovative educational approaches,
- Increase teachers' and pupils' knowledge about the slave trade and its impact on societies and peoples way of thinking.
- Open gateways of intercultural dialogue and communication to reinforce positive values in relation to citizenship, human rights, democracy and freedom.



As such the TST-project provides a valuable framework for schools to support and prepare their pupils and students to live and act in the

globalised world of today, giving them new skills and knowledge, real opportunities to engage in intercultural dialogue for mutual understanding and sense of responsibility for the shaping of a common future.

From the articles in this report it is clear that the Danish schools have been successful in engaging a great number of pupils and teachers in the activities of the TST-project, and a considerable variety of interesting and creative approaches, new teaching materials, special arrangements, schools festivals and student projects has already been the result of this.

In the coming year a number of schools would like to give priority to the establishment and consolidation of communication and common projects with partner schools in Africa and the Americas/Caribbean, so please do not hesitate to contact us if your school would like a partner in Denmark for common TST-projects.

We are looking forward to continue the fruitful work of the TST-network and to the future cooperation on the four pillars or challenges of education and learning today: Learning to be; Learning to know; Learning to do and Learning to live together.

NILS-GEORG LUNDBERG

Chairman of the ASP Steering Committee

JENS DALSGAARD

National ASP Coordinator, Cirius



TST – Knowledge, Attitudes and Values

A summary of the schools’ experiences

A wide range of reasons

The 16 schools have had many and varied reasons for wanting to participate as a UNESCO school in *The Transatlantic Slave Trade Project*.

For some it was the historical angle through which topics in Danish and History could be studied. The dilemmas of slavery and Denmark’s role in Trans-Atlantic slavetrading is an integrated topic at all levels of the education system, but in most historical presentations the topic is somewhat in the background in comparison to what is traditionally emphasised in the 1700’s – the great changes in Danish society through emancipation from the feudal system and agricultural reform.

The possibility of in-depth study in slavetrading and slavery, and in particular from a Danish viewpoint, was a challenge through which many History teachers saw new and interesting perspectives.

For other schools UNESCO’s invitation to become a TST-school was a chance to strengthen the school’s profile as a place of learning where the teaching of human rights, racism, international co-operation and the striving for peace and security world-wide could be given high priority.

In this regard TST was the perfect

opportunity to place this historical topic on a present agenda and, at the same time, aimed at the future. This could give pupils insight into global problems and the possibility of addressing these issues on the basis of humane attitudes and values.

A common ground for all participants was a commitment that, no matter how deeply involved, TST could give them ample opportunity to revitalise discussions concerning a number of educational dilemmas. The topic gave the leeway to motivate pupils so that they were active in all aspects of the learning process – they took responsibility for choice of content, debating materials and methods of gaining insight and knowledge. Last but not least they were inspired to express themselves in a creative and artistic manner.

The Common Framework

The organising group acting for the TST-network in Denmark wanted to describe the visions and ideas of the 16 participating schools in a set of common objectives for all teaching and activities taking place in Denmark for the whole project period.

The TST-network is built up as a decentralised school network where the individual school or schools co-operate in





taking initiative to plan and carry into effect their TST activities within the boundaries of their own capabilities and possibilities.

A compilation of common objectives should not be regarded as an attempt to effect the dynamics housed within each school's potential to develop and experiment. On the contrary these common objectives should rather be regarded as an inspiration to exploit the possibilities and perspectives encompassed within the interaction of the past, present and future. Over and above this the objectives are intended to act as tools for schools enabling them to put forward their wishes and needs to the organising group and co-ordinator. Questions can be posed such as: Which particular areas need to be developed? Which areas should aim at common solutions and which areas require funding?

Viewed from this angle the schools in Denmark working with the Transatlantic Slave Trade Project have the following common objectives:

It is the aim of the project in the TST-network to gain insight in the ASP-network's four – speared theme through work with the dilemmas involved in the term "slavery".

These being:

- *Peace, security, and international co-operation including UN's role.*
- *Human rights and the battle against racism, discrimination and intolerance.*
- *Intercultural education and understanding.*
- *Regional and global environmental issues and sustainable development.*

It is also the aim that schools work with problems in different ways enabling the pupils to study independently, creatively and artistically across the borders of different subjects including the seeking of information and contacts through the electronic media.

The TST-project is practically founded upon:

- *Strengthening the experimental and developmental aspects in the schools' work.*
- *The support and inspiration for schools to forefront UNESCO's work onto a common platform for the whole school and hopefully for the benefit of the whole community.*
- *Developing and supporting the schools' active participation in the international/global network and projects of co-operation.*

Full Speed Ahead

The actual launching of the TST-project took place at the group seminar in Copenhagen in the early autumn of 2000. Representatives from the 16 schools met and discussed the practical framework within which the network was to be built. In particular to structure the project so as to give the possibility to establish seminars where inspiration could be given. This could allow the free flow of information, exchange of ideas, communication and feedback on status and progress made. A common homepage (www.skivegym.dk/unesco) was established from the on-start of the project





of work an attempt will be made in the following to connect the loose ends based on the three main elements formulated in TST's common objectives.

where participants could obtain information and send descriptions of their contributions and suggestions as regards materials, addresses and links on the homepage.

The 16 schools have all individually produced written reports exemplifying their thoughts and activities for the remaining part of the school term 2000 – 2001.

A diversified picture takes form, but at the same time it is quite impressive to observe the results of the schools', teachers' and pupils' endeavours, especially taking into consideration the short amount of time allocated to the project. Apparently there are no ends to how much a relevant project can inspire true pioneers.

It is self-evident that the de-centralised structure chosen encourages many and varied approaches to finding solutions which characterises a TST-school.

To summarise over this manifold collection

The Experimental and Developmental Dimension

The most striking issue is that the problems arising from TST have mostly been based on the fact that History and History teachers have been the most dominant exponents. It is however only a few schools that have focused upon slavery and slavetrading solely from a historical perspective. On the contrary, it would seem that the added possibilities that arise from problems that transverse subject boundaries have offered inspiration and dynamics to many of the projects. At the "gymnasium" level it is the humanities that have contributed most. Seen in the light of the reasonably stringent formal demands to syllabus content and organisation it is impressive that so much effort has been put into the forming of a common platform for problem solving in which the individual subjects could be utilised in a relevant manner. It is most characteristic that this co-operation across the subjects in the TST-project is not only a formal co-operation where each subject presents its own expertise but more a developing of a new functional expertise. Here subject boundaries are crossed and they are



regarded as tools to attain more in-depth, cohesive learning situations and where explanations, values and attitudes are discussed and situations put forward.

At the "folkeskole" level TST has in fact greatly inspired this comprehensive notion. Frameworks are more flexible and pupils of a younger age are encouraged to find artistic and creative approaches to the solving of problems arising from choice of forms of expression – much more so than in the "gymnasium".

Dramatisation, role play, collages, picture weaving, cooking, music, production of dresses, gowns and utensils are just a few of the many ways pupils have chosen to convey the knowledge and insight they have attained in their work with TST.

It is characteristic that TST has been regarded as an "open" project at all levels and where pupil participation and autonomy has played a significant role. Choice of content, the compilation of problem areas, work forms, ways of attaining knowledge and, last but not least, the presentation and conveying of the results of the learning process have been described as an open dialogue where pupils imagination and creativity have greatly influenced the whole process.

The project-like approach to working with TST is also reflected in the wide range of work forms put into practice, from group work, team formation, workshop activities and to storyline. The pupils have therefore, using their teachers as consultants, experimented with varying ways of obtaining information and knowledge.

Written material has of course, in a number of ways, been the foundation for a lot of work, but at the same time descriptions show that both teachers and pupils have been engaged in elucidating TST from different angles. There is an abundance of examples that art, literature, poetry, music and theatre etc. has been used to place slavery and slavetrading into new perspectives.

How have people in the past and present expressed themselves as regards these



relationships, how are individuals and society effected, how does the past effect the present and can our present learn from the our historical experiences? These are difficult questions to answer, but it is exhilarating to see TST has been the firing ramp for the igniting discussions among children and the youth motivating them to take a stand on a number of essential values and attitudes dwelling in each and every one of us.

Even though schools have used a lot of time and effort on using guest teachers, artists, musicians and many others in the learning process it is evident that our ambition of working with TST in a global perspective would have been much more difficult to carry through without the use of IT and the Internet.

The "gymnasium" schools have been most active in the utilisation of the Internet when finding written material, various sources and pictures. At this level all the involved subjects have benefited from the enormous flow of information found on the Internet. To limit





this immense reservoir and to be more precise in their search for information many of the schools have developed "webquest" which has been placed on the project's homepage.

IT technology has also been utilised by teachers in the development of materials by the storing of important sources, texts, statistics, maps and pictures on a CD rom, which was used as common background knowledge for many pupils.

Finally IT was the obvious choice as a tool for the building of websites and completion of reports and materials to be used in presentations.

TST/UNESCO as a School Project

Many schools had applied to be accepted as a UNESCO school and it would seem that the driving force for this interest was that the teachers and head staff of the respective schools saw a challenge in integrating international relations and issues into the forefront of the school's everyday life.

This has proved to be a difficult task at least on the short term. Working with TST/ UNESCO as an area of focus had to fit into already planned syllabuses and pedagogical priorities, not to mention the schools' financial standing. This takes time and many of the schools are interested in suggestions and ideas

as to how their school's daily teaching can focus on the topic. It is too early to predict if this process will prove successful, but a glance at the feedback from these schools so far show that great efforts are being made and tangible results have been achieved during the course of the first year.

At some schools working hours have been allotted to the TST-project. At one school these hours have been given to two teachers who have co-operated with the library in building a "topic box" which can hopefully entice a broader spectrum of their colleagues to consider participation in TST.

As an acceptance of the fact that more tangible tools are needed in working with the dilemmas of TST, and that these are prerequisites for the whole school to develop into a UNESCO school, staff members have commenced the planning and implementation of the construction of a flexible UNESCO classroom. This will be fully equipped providing material for exhibitions, IT equipment and the such. In addition to this a continuing further education of all teachers over a number of years is desirable and locally an international syllabus can secure that TST and UNESCO topics can be integrated in all pupils' everyday school life.

In other places the schools have elected a committee, which aims externally at building contacts to NGO's and other organisations and internally of conveying the notions behind TST and conducting courses for the whole teaching staff on how international aspects can be focused upon in the classroom.

At many other schools the pupils council and parents association have been introduced to the work. The pupils council arranges exhibitions, invite participants to debates and have competitions on different topics. The parents association, on the other hand, have started information campaigns informing all parents and encouraging them to undertake tasks.

Finally many schools have made great efforts to establish a tradition for an annual



TST/UNESCO arrangement celebrating either Remembrance Day 23rd August or UN Day 24th October.

TST has had a good start. As one of the TST teachers expressed it:

"There were only a few of us in the beginning who just jumped in at the deep end. But now they're queuing up to take part. Next year over half of the classes have plans to integrate TST in some way. Both children and adults alike are amazed when they see the results we have achieved!"

The Schools and International Cooperation

Hidden in many of the schools' applications to become a TST/UNESCO school was the notion that being a part of a global network would give ample opportunity for even more contacts between schools, teachers and pupils across the borders of countries and continents.

Many had considered TST work as a perfect way to utilise the Internet and modern technology to discover new horizons for international contact. Just one "click" from the "reality" of other peoples, countries, languages, pictures, videos and music. This "reality" is just not quite so real! Neither in West Africa nor the Caribbean has the technological know-how been sufficient to enable fruitful communication. Many schools would therefore like UNESCO and the National ASP co-ordinators to investigate further into the possibilities the Internet can offer.

Also in the areas of teaching materials it is the common wish that UNESCO is more direct in their efforts. On a general plane the traditional historical material is quite sufficient, but there is a need for materials that exemplify how one can take a stand on slavetrading and slavery in other places in the world, how the "victims" describe what has happened and what effect these incidents have had on their present day society.

Finally there are many schools that have



experienced shortcomings in their use of guest teachers in the classroom. Many believe that as regards TST work quality could be raised if there was a more systematic effort for teachers from within the network to be able to meet on conferences, study tours to appropriate countries or gaining teaching experience as guest teachers themselves over a longer period of time.

Next Year and TST

TST is widely accepted as being a suitable topic for in-depth study. Many schools have experienced great interest both from their colleagues and their head staff. It seems that as regards working hours and economy new possibilities have been created which can be exploited both in classroom activities and the pioneering of special events for the whole school.

UNESCO's "International Day for the Remembrance of the Slave Trade and its Abolition" 23rd August 2001 was such a day where great efforts were made to focus upon the problems of TST locally and nationally. At this early stage the project can be characterised by its dynamics and creativity and this certainly looks promising for next year. There are clear implications that the New Year can offer a continuation and developing of TST. At the same time more and more teachers and pupils will be drawn into taking a stand to the global issues interwoven into this learning process.



TST – an Artistic and Creative Approach

Kirsten Meyer, Skovvang School, Allerød

Inspiration, acquisition of knowledge, in-depth study, astonishment and indignation, personal commitment etc. in working with TST – but how can we ensure that these impressions

become so firmly anchored in the individual that the principal elements for the whole process remain *pupil autonomy, active participation and responsibility?*

We all know that the communicative power of speech only covers 10% of all

the impulses and influence we receive in the classroom and everyday life so another form of artistic or creative approach to the more serious aspects of working with TST could present new possibilities.

Discussions as to how we can convey and express information without the use of an abundance of the spoken and written word formed the starting point for our theme, "Meeting Foreigners" in a 7th grade class, the pupils of which were well acquainted with the problems and dilemmas of slavery and the slave trade.

One of the *aims* of the project (approx. 14 lessons) was that the pupils were to *choose a means of expression after which they had to agree on a suitable product and take responsibility for the planning of deadlines and its completion.*

Personal commitment, topicality and an expressive form that matched the attitudes and understandings of 13 – 14 year old pupils were the supporting elements for a proposed presentation for the their parents.

The pupils decided quickly on which forms of expression they wanted to work with and these were associated with the following subjects:

Drama – One group focused upon the problems of child soldiers and produced a scene which ended with an appeal to their parents imploring them to value the secure life they live today with their own children

Music – One group found appropriate songs and lyrics, which they performed, and they even composed and performed their own song accompanied by a piano. The performance was capped by a recitation of the poem "HUE and CRY".

Needlework – inspired by materials, colours, forms and an introductory brainstorm on the theme "foreigners" and what this meant for the pupils one group produced wall



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decorations with accompanying text justifying their choice of motives. On the parent presentation evening the adults were asked what their impressions were from the presented motives of "foreigners". This gave rise to many interesting discussions about the apparent differences and similarities portrayed.

Art – two pupils engaged themselves in the production of a large frieze entitled "UNITE the CULTURES of TODAY" and surrounded by a globe and stereotype motives of different indigenous peoples. Taking into consideration the short period of time allowed for their work the pupils had no option but to accept that they had probably bitten off more than they could chew. But as they so precisely express it "this work will never be finished as the world is always in motion as are opinions!"



UNESCO -poster 23rd August – Official Day of Memorial for the Triangle Trade was the starting point for three of the pupils. The pupils juxtaposed a "real slave" and a "modern slave". The pupils presentation was of excellent quality and they exemplified the modern slave by chaining a classmate to "the generally accepted mode of dress, the politically correct opinions, "real" friends, expectations from parents and to oneself, demands from society, the power of money " etc.

Parents were then confronted with their own sense of values. Questions were posed such as: "Who has a comfortable home?" "How many of you have a summer residence?" "How many of you have two cars?" etc. The idea of course was to ignite

reconsideration in the minds of their parents as regards their own "chains" of time, stress and the like.

During the whole process the pupils have been extremely active and absorbed in the subject matter and have been enlightened as regards relationships they had not previously been occupied with. Not only this but also to the compilation of the programme, the appeal of the messages conveyed, respect for deadlines, responsibility for ones own efforts and the common aims of the class and anticipation of the response from parents to their incisive questions.

They were quite clearly satisfied with the day's work and very proud of their efforts.



TST

– The Project at Næstved Gymnasium and HF 2000-2001 (2003)

Peder Wiben

During the school year 2000-2001 Næstved Gymnasium (NG) commenced their work with the subject of the Trans-Atlantic Slave Trade.

We promptly chose to view our work in the light of the school's particular areas of development, which were project work, IT, international themes and the UNESCO project. Our work could be accommodated most suitably within each of these areas. We saw it as our mission to facilitate the teachers work with the subject, so we decided to divide the process into three phases and in this way engage as many colleagues as possible:

- Pupils in 1.g would be able to work with the project within the area of many subjects – with History as the main instrument in co-operation with Danish, Languages, Music, Physical Education and the Sciences.
- Pupils in 2.g could, the year after, work with the project in Geography as the main instrument supported by other subjects that could adjust the subject matter to fit the syllabus. (For example in Languages).
- Pupils in 3.g could work with the project in History (but now in connection with related topics such as Human Rights) and in co-operation with Religion and Danish (and once again Languages).

To make it easier for our colleagues to commence their work we took the following measures:

- A common experience for all 1.g-classes, where we rented Næstved Cinema for the showing of Spielberg's "Amistad" 23rd August. (In 2001 this common experience was the Agoro Band)
- Made "inspiration folders" where the participating teachers were encouraged to store courses, links and experiences for the benefit of all participants. We also placed a number of links, for example to Amistad to ignite the process.
- Collected written material, which was placed on a stand in the library enabling others to start their investigations. We have gradually built up a substantial amount of information and material. (Not to be borrowed but remain at the disposal of all participants at the school)
- Encouraged colleagues to place all web – projects on the school's pre-arranged homepage. (See: www.naestved-gym.dk – "Daily Activities at the School" – "UNESCO"). There are now three large-scale projects with a web-quest, which can inspire anyone interested in the project: Two from 1.g classes and one from a 3.g class project.
- Presented a short afternoon course for all interested participants with a presentation of different teaching possibilities and perspectives.

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- Worked as consultants for our colleagues who had started projects, and assisted as much as possible in all aspects as well as international contacts.
- Wrote an article for the school's annual publication.
- Participated in an international youth conference in Bristol 2000, where we took the opportunity to ensure media coverage in local newspapers and TV stations.
- At present we are co-operating with the County Centre for Education and are to arrange a course for "Folkeskole" teachers and "Gymnasium" teachers twice with a four-month period in between. Here the participants will be able to exchange their experiences with the project. We have been promised the participation of four presentations from appropriate external lecturers.

Our experience with the work so far clearly indicates that the project in the school year 2000-01 had a strong backing from the school's teaching staff: All 1.g pupils had in some way been occupied with the TST-project.



Remembrance Day, 23rd August 2001

The impressive hall in the middle of Copenhagen with its pillars, plaster figures in relief and maroon-coloured walls did not resemble itself.

On the occasion of UNESCO's International Day for the Remembrance of the Slave Trade and its Abolition the hall echoed with song and the rhythmic sound of drums. There was a wonderful array of exhibits in the form of posters, photographs, colourful drawings and collages displayed on the walls along which one could view the innumerable computers with educational programmes. Paintings and illustrations were hung between the windows portraying exotic lands and foreign peoples.

The hall was packed with young people and adults alike. The occasion was that the TST-schools in Denmark were celebrating this day by focusing upon the solemn story of slavery where they drew parallels to present day exploitation of modern man.

These young people were the main actors. Through their music, mask dancing, drama, poetry and their artistic expression they produced a mosaic of impressions reflecting their opinions and commitment.

They showed that the slave trade and slavery are not only abstract concepts but also depressing everyday truths, which we must all fight and take a stand against.

Locally the TST-schools have also taken up the challenge. With the pupils and teachers who have worked with TST in the forefront whole schools took on the project, where attitudes and values were in focus.

Once again striking pictures and artistic expression were the foundation on which the process was built.

265 pupils were crammed into the area of a football pitch – the size of a slave ship. At the school a mini Africa was reproduced with the production of national dresses and dance. Some schools placed African and Caribbean delicacies on the menu. There were active workshops where the "slave caravan" and a "slave's life on the sugar plantation" were experienced. Assemblies were also arranged where the Ghanain-Danish group Agoro Band performed. Pupils worked with external teachers, there were lectures, films and competitions....

Remembrance Day will also in the future be an interesting contribution to TST-schools' work putting knowledge, attitudes and values on the agenda.



Activities in the TST-network in Denmark 2000 - 2001

2000

- September 7-9* Opening seminar for the TST-schools in Denmark at The National Innovative Center for General Education/Statens Pædagogiske Forsøgscenter, Copenhagen.
- Oktober* Construction and opening of a national TST-web page, www.skivegym.dk/UNESCO.
- November 15-19* European TST Co-ordinator Meeting in Portugal. The Danish TST-network was represented by co-ordinator Ms. Kim Søborg, the Ministry of Education and Ms. Helle Gudmandsen from Ingrid Jespersens Gymnasieskole.
- November 29 - December 3* European TST Youth Festival in Bristol, United Kingdom. The Danish TST-network was represented by teachers and pupils from Skovvangsskolen in Allerød and from Næstved Gymnasium.

2001

- February* The national coordination of ASP and TST activities was taken over by Cirius – the Danish Centre for International Cooperation and Mobility in Education and Training.
- March* Agreement between CIRIUS and The National Innovative Center for General Education/Statens Pædagogiske Forsøgscenter on future cooperation and pedagogical support of TST-school activities.
- April 19-20* National TST Seminar in the regional resource centre of Vejle County. Participation and contribution also by Ms. Sandra Gift, Regional TST Coordinator of the Americas/Caribbean region.
- May* Production and distribution of booklet with inspiration and ideas for school activities commemorating "UNESCO's International Day for the Remembrance of the Slave Trade and its Abolition, 23. august 2001".
- May 28* First meeting of the newly appointed ASP steering committee. Mr. Nils-Georg Lundberg, rector of the teacher training college in Hjørring, was elected chairman.
- June 5* Deadline for TST-schools to apply for economic support for school based activities on August 23. 2001.
- June 12-17* "International Friendship Encounter – Sport for a Culture of Peace" in Dinard and Saint-Malo, France. The Danish TST-network was represented by 3 teachers and 6 pupils from Skovvangsskolen in Allerød and from Ingrid Jespersens Gymnasieskole.
- August* Production and distribution of information folder on UNESCO, The Associated Schools Project Network, TST, BSP and World Heritage.
- August 16* Meeting of the ASP steering Committee.
- August 23* Commemoration of "UNESCO's International Day for the Remembrance of the Slave Trade and its Abolition, 23. august 2001". TST-school activities and common manifestation in Copenhagen.

The Danish TST-network

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The Transatlantic Slave Trade Project in Denmark



In the spring of 2000 UNESCO offered Danish schools the possibility of participating in the world-wide project: The Associated Schools Project Network – ASP.

The main theme was to be The Transatlantic Slave Trade – TST with participants from the European countries that had profited from slavetrading, the West African countries where slaves were interned and sold and countries in the Caribbean and America where slaves were an integral part of the development of their societies.

Denmark was an active participant in all parts of the so-called "slave triangle".

In Africa a number of Danish forts were built, which controlled hundreds of kilometres of the regions of the Guinea coastal slavetrade. Danish ships transported over 100.000 slaves over the Atlantic Ocean. On the Danish West Indies slavery was an important prerequisite for the extensive sugar production.

In the second half of the 1700's Copenhagen developed into an influential centre for this trading and grew into a major northern European business centre, which still accommodates many of the reminiscences of activities and wealth, which followed in the wake of the slave trade.

16 schools were awarded the status of UNESCO-TST schools and started in the autumn of 2000 with a number of classroom activities aimed at raising the awareness of the slave trade and slavery – awareness of

the causes and consequences of Denmark's role in 200 years of slavery.

For many of the Danish schools the historical facts and events of the past have formed the basis of classroom activities from which they have acquired new knowledge and an acceptance of the depressing contribution from Denmark's past. Not forgetting of course that teaching has focused upon the fact that slavery is not only a historical phenomenon but also this ghost from the past is ever present in our everyday lives.

The Transatlantic Slave Trade Project in Denmark is a starting point enabling even more young Danish pupils to acquire knowledge as to the present day conditions in the countries that were exponents for slavery. Also insight as to how slavery and slavetrading have left their mark and what can be done on a worldwide basis to fight against present day slavery and racism.

