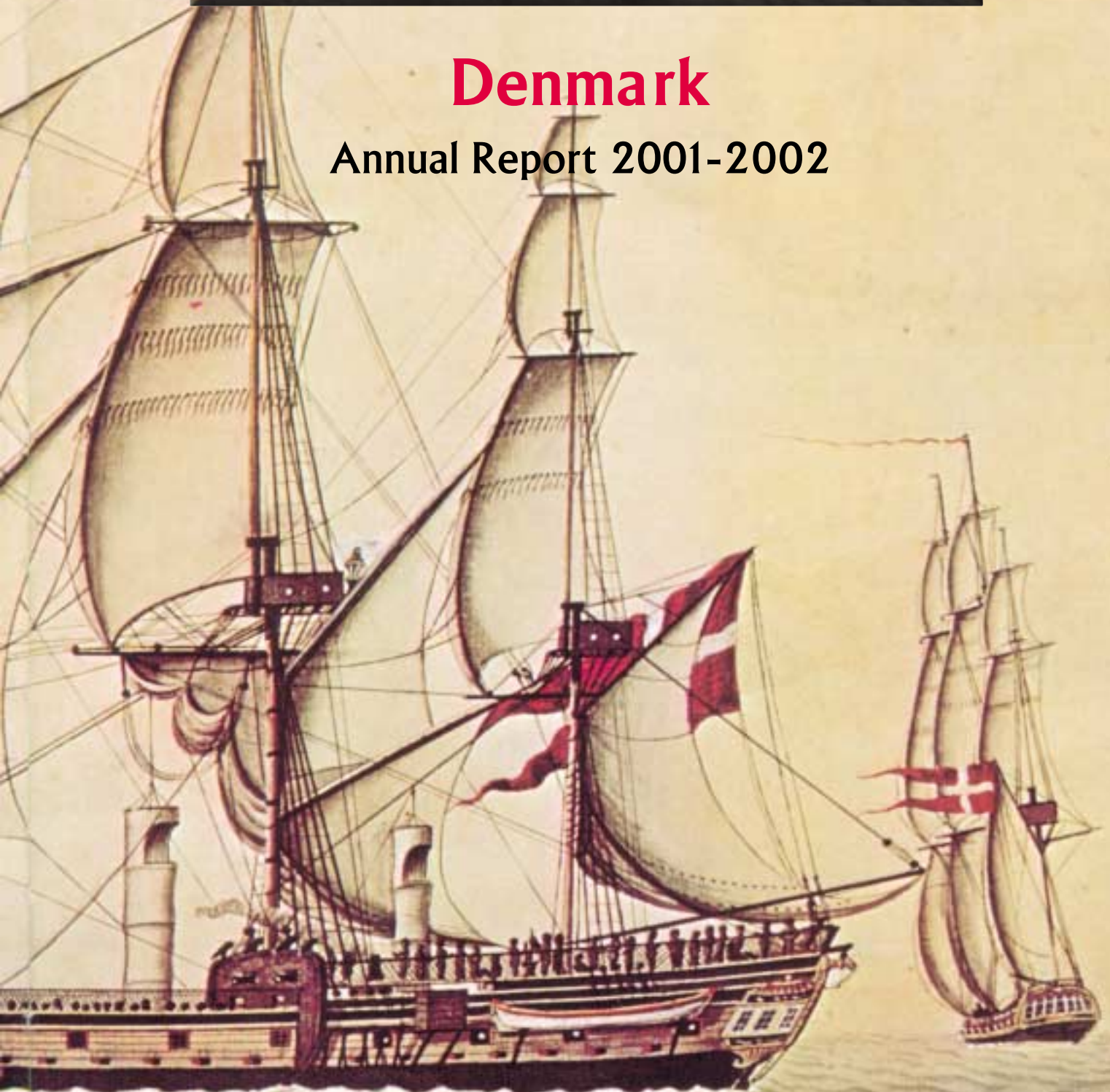


Transatlantic Slave Trade Education Project (TST)

Denmark

Annual Report 2001-2002



Contents

- 3 Introduction
- 4 Targeted Development: Strategies and Objectives
- 8 AKWABA GHANA...
- 10 From Africa to the Caribbean
- 12 TST: A School Paving the Way
- 13 TST – Across All Borders
- 14 Activities in the TST Network in Denmark 2001 - 2002
- 16 On Our Way to Ghana

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Introduction

Since the year 2000 a number of Danish schools has had the opportunity to join the UNESCO Associated Schools Project Network and to focus in particular on the Transatlantic Slave Trade Education Project. Together with schools in Africa, the Americas/Caribbean and in Europe we have been working to break the silence surrounding the history of the Transatlantic Slave Trade, its impact in shaping the world of today and its role in generating racism and discrimination.

Our incentive to engage in this project is first and foremost concern for our pupils and students. We strongly wish to develop the quality of the education that we provide for them, and to make sure that they have the right support 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 their own as well as a common future.

With this TST Annual Report 2002 the steering committee for the UNESCO Associated Schools Project network and the Transatlantic Slave Trade Education Project in Denmark hope to contribute to the documentation of the valuable

potential of the TST project and its transatlantic cooperation, and to facilitate a continued exchange of ideas and inspiration between participating regions, countries and schools.

Together the articles of this report demonstrate that the overall nature and the many important aspects of the TST education project continue to be a valuable source of inspiration and innovation for teachers and schools in Denmark, as in all of the participating countries. Looking back at the activities of the last year a number of striking features comes to mind:

- The impressive range of subjects involved in cross-curricular and creative TST teaching approaches.
- The growing number of teachers and students actively working with TST teaching and project activities.
- The information and involvement of parents and local communities in TST activities.
- The level of enthusiasm and commitment in teachers and students who have experienced international communication, co-operation and real life encounters.

The last point was very clearly illustrated during the International TST Teachers' Seminar which the Danish network had the privilege to host in April this year.

In the coming year we will continue to pursue the development of stable school links to capitalize from the intercultural learning potential of the TST project, and we also hope to see the production of good and cheap TST teaching materials to be put to the disposal of a larger school audience.

We hope that you will find good use of this report and are looking forward to our continued cooperation.

NILS-GEORG LUNDBERG

Chairman of the ASP Steering Committee

JENS DALSGAARD

National ASP Coordinator, Cirius



Targeted Development: Strategies and Objectives

Extracts from the TST-schools' experiences 2002-02

The 16 Danish TST-schools had a good start with the Transatlantic Slave Trade Education Project in its first year.

From widely different backgrounds and differing priorities a somewhat multi-coloured portrait of exciting projects emerged. There was a great need to quickly gain experience by trying out different classroom activities, experimenting with cross-curricular projects and strengthening organisation, which allows pupils more influence in the classroom. IT and information search and presentation, the collection of data and development of new materials were also new areas to be worked on.

If we were to decide on a common title for the first year's innumerable activities we might suggest "Complexity" where the red thread has been a focus on experience and activities widely based on the utilisation of artistic and musical forms of expression.

Maintaining High Ambitions

The challenge in this second year has been twofold. First and foremost it was essential to maintain our ambition that TST-work at schools should investigate and experiment with as many forms of activities as possible. Also this year energy and creativity are characteristic of the activities initiated. These enthusiastic colleagues have been hard at work, but nothing seems to indicate that they lack imagination – new approaches and methods are manifold. TST is a fine project where there is ample opportunity to link the past, present and future in many ways.

One of the main reasons why most schools have been able to sustain their efforts is the fact that the schools' most active and enthusiastic teachers really feel they are an integral part of a network. Though the individual school is still



the centre around which all activities are developed, the common seminars with the ASP/TST have proven to be most important.

This forum is pure energy! Excellent opportunities to look at each others' practice, show new materials, assist each other with contacts, guest lecturing and professional advice. In short, encountering colleagues and working partners has been most inspiring.

Another catalyst to keep us on the right track is the clearer picture the schools now have of the TST/ASP-network. Opportunities for financial support from the development fund have had a great influence.

This is a vital signal to the TST/ASP-network as the ASP-group set out the following criteria at the end of 2001.

On application funds can be supplied for:

- *Funding of trips to Denmark for colleagues from schools in Africa, the Caribbean and the Baltic Region.*
- *Funding of Danish teachers' trips to schools in Africa, the Caribbean and the Baltic Region. A detailed plan for the trip is required exemplifying direct links as to how activities can enhance ASP-teaching.*
- *Funding of inspirational teaching material and collections of data which can contribute to working with ASP.*
- *Funding the development, decoration and equipping of suitable UNESCO classrooms, which encourage cross-curricular and creative activities associated with UNESCO values and ASP.*
- *Funding key persons involved in developing courses, study trips etc. To contribute to and inspire the whole network.*
- *Funding the participation of further educational activities specifically developed for ASP at home and abroad.*
- *Funding the development of an innovative and exemplary curriculum and detailed course descriptions.*

Activities involving as many pupils, subjects and teachers as possible and willingness to



distribute the results and examples of successful projects would receive highest priority

It would also be expected that the applicant schools would be willing to contribute to the funding of their described projects.

This message was clearly understood. In this way it was possible to determine which schools needed most funding. The project's funds have of course been limited, but have been a catalyst igniting progress. This meant that the TST-projects have in a number of cases been taken into consideration when discussing the schools overall priorities. In addition it is worth noting that schools have been very positive about the ASP-group's decision to partially fund a study trip for TST teachers to Ghana in the autumn of 2002. This catalyst effect is most evident when considering the fact that 20 teachers representing almost all the network's schools have been awarded both time and financial support internally.

Long Term Planning

The TST-project's second challenge is now at hand. New methods and strategies must be developed in an attempt to make these activities an integral part of the schools' contribution now and in the future.





About the Teaching

TST still uses a historical dimension as a starting point in many schools and in particular Denmark's role in the Slave Trade and slavery plays an important part. Teaching materials for History at Preparatory and Secondary school levels are now in the healthy process of being developed. Thus the central role of History as a subject. Ambition levels are varied and range from finished products of compilations of source information and picture archives to IT-based materials, search models and pupil's guides. It is common, however, that in depth study in subjects are now linked with other approaches of a more artistic and creative kind. In this way artistic expression from both the past and the present form the basis for a number of experiments with problem orientated activities.

Increased cross-curricular activity is another tendency. There are apparently no limits to this vast array of opportunities for combining the different activities.

It seems that TST's global character has inspired subjects such as English, French and Spanish. When combining the historical context and artistic and musical forms of

expression fine teaching methods and activities can be produced. These activities challenge the pupils' head-on from many angles – in the past and present, emotionally and intellectually.

Another aspect appears to emerge with the inclusion of guest teachers and contact to both Danish and foreign schools and pupils. Teachers and pupils quite naturally discover good possibilities for authentic and relevant contacts in their mutual planning. It can often be expensive and troublesome but colleagues help each other with contacts by exchanging net addresses or lobbying in NGO's.

About the Teachers

Busy and enthusiastic teachers can sometimes feel quite alone at some schools. Everyone has a tight schedule and why should they take on extra work? But the teachers involved are apparently good salesmen with a marketable product.

As regards reports for this year's work participants have been asked to outline how many pupils and teachers that have been involved in TST. These numbers vary quite a lot of course. There is however a number of schools that report growing interest. This is reflected in both the numbers of classes and teachers who are willing to contribute time and effort in the larger projects.

This is most evident at preparatory school level. Work with TST (Human Rights, racism, underdevelopment etc.) are integrated into a progression where historical events concerning slave trading and slavery are built upon year after year. All these efforts are supported by the expansion of small courses, inspiration material and local study groups – a growth supported by many schools.

At the same time that experiments are carried out to anchor TST in everyday teaching activities, colleagues are encouraged to get involved in TST with offers of local courses and lectures on TST. One way to draw attention to

6



TST is to concentrate on local conditions. At a preparatory school in South Jutland for example, a teacher's outing was arranged to Flensburg in North Germany (the town, which was the second largest in the country, was a part of Denmark until 1864). Here the teachers could meet informally and professionally and discuss TST in depth. Flensburg was a competitive alternative to Copenhagen as regards the triangular trading. Flensburg refined Danish – West Indian sugar cane to rum.

About the Schools

Schools are also busy. A number of them have felt that an obligation goes hand in hand with the title "UNESCO-school". There is a clear agreement that an international profile should be projected.

Schools do this in different ways. Some have decided that at least once or twice a year TST/UNESCO projects should be high on the agenda. This could for example be a whole week with topics, feature days or exhibitions, where parents are invited to take part.

Others supplement these somewhat outward going activities by decorating classrooms into a sort of workshop for international teaching activities. They can include showroom stands, collections of ethnographies, materials and technical aids, which pupils can service in teaching situations.

Others go the whole way and insist that international aspects must be a part of the schools curriculum. This guides the schools, teachers, pupils and parents through a structured syllabus with a clear progression. The intention is that by maintaining close control of developments advantages can be gained. There is a generally accepted agreement that future global issues will demand new qualifications from our citizens. To improve the quality of subjects and pedagogical considerations our work must be structured on the foundation of clear and precise objectives.



On the Right Track?

TST is very much alive and kicking and growing tendencies seem to indicate that more and more people are becoming more and more involved.

As regards quantity there is every reason to be optimistic, but what about the quality of the projects? It is quite naturally difficult to document what happens inside the head of a young person especially when discussing attitudes, values, insight and the will to act in a chaotic and increasingly more globalised world. Let the following comments from a preparatory school pupil give one possible perspective on all the efforts the entire TST-network have provided:

"That I now know so much about the Slave Trade and slavery has in a way changed me.

In the past I have been unexplainably angry when confronted with war, oppression and poverty. Why can't they just solve these problems? Now I am able to define and reach a deeper understanding of all this suffering and misery. I have probably not become a better human being, but perhaps just a little more aware that things are not quite as simple as they seem".



AKWABA GHANA...

Yrsa Høyer, Bakkeskolen, Kolding

"It's always so interesting to receive a letter from our pen friends in Ghana. We send small gifts to each other, write about ourselves and our families, our favourite dishes, the weather and what it is like being a Dane or a Ghanaian".

These are the views of a girl from the 6th grade in Bakkeskolen, which is one of the 16 UNESCO schools in Denmark.

Bakkeskolen, led by the Principal, Povl Erik Wolff, regards it as a unique opportunity to participate in the worldwide ASP-Network. By working with the Transatlantic Slave Trade Education Project (TST) it is possible to create a link between the past, where Denmark played an active role in slave trading and the global issues of today.

The school's work with TST takes up two challenges as a starting point.

Firstly classroom activities were to be centred on topics concerning the Slave Trade and slavery in such a way that pupils gained knowledge and insight of past events. In this way they could exploit the opportunity to express themselves artistically and in a creative manner showing how these past experiences have influenced the lives and cultures involved in the Slave Trade Triangle. It has been most important to visualise this knowledge in the form of exhibitions, drama, music and arrangements involving pupils, parents and the local community.

Secondly we have developed a current international perspective by viewing the slave trade via our contacts to children and young people in other countries around the world. This increased awareness and knowledge of each others lives and means of existence were to be the starting point for children and young

people to establish friendship and attain a common understanding of values and opinions worth fighting for.

In practice an alliance was established between Ashanti Goldfield School in Ghana and Bakkeskolen. The classes started to exchange letters, poems, pictures and drawings and in the beginning of September 2001 three teachers from Ghana were invited to Bakkeskolen. In this way the pupils gained first hand knowledge of Ghana – the everyday life, the school system and opportunities for children and young people. In short they experienced the similarities and differences of peoples divided by thousands of kilometres.

In the February of 2002 our co-operation was strengthened when a group of teachers





from Bakkeskolen visited Ghana and the Ashanti Goldfield School. It was a strenuous trip and the school and UNESCO in Ghana had compiled an extensive programme with visits at schools, towns, villages and historical sites along the coastal areas and further inland.

Our work is now consolidated. There is excellent contact between teachers and classes and ambitious plans are being made for the

future. E-mail is a wonderful instrument, but it can never replace face to face encounter. And that is our goal!

But the silence has now been broken and we are on our way towards a common future based on the mutual understandings of our common past. A Ghanaian pupil expresses the rewards our work with UNESCO has provided in the following:

In the past

When the whites directed their eyes to Africa

Did the slave trade occur.

Building its foundation in the people

Who took part in it

As if it will never return.

The slave trade brought tears to many eyes,

And sorrow to many hearts.

It took away the able bodied young men and women,

And many lost their lives,

Which made it useless for them to be bought

One may ask the other,

Why is it that?

One could buy another being as a slave?

Where was the law?

Where were human rights?

So, far far too long, that slave trade had its way.

But in the present,

We will not bow to the slave trade again.

And we hope it will never come back, into the third world.



From Africa to the Caribbean

Birgit Rothmann, Søndre School, Viborg

Søndre School in Viborg in the north of Denmark has included all classes in the middle school (11 – 16 year-olds in the year's TST project). The pupils have worked with cross-curricular activities and the classes have participated in the developing of new classroom activities and teaching methods.

TST has certainly left its mark on the whole school and not least the plans of concluding the project with a magnificent arrangement in the centre of town. All this ignited our imagination to make us all aware of the importance of the triangular trade connections for the lives of the Africans. The pupils' knowledge of the Slave Trade and slavery could now form the basis upon which they could build a deeper understanding of the sad chapter of past cultural encounters.

In co-operation with 50 students from different educational institutions the school embarked on the extensive project. Thorough preparation was now to stand the test of time.

From pupil to slave

There was a lot to be done if things were to fall into place in the course of one week in May. 240 pupils, 50 students and teachers were very busy.

The planning group and the students had previously distributed the activities between 8 large families. 4 groups assisted the 5th graders in constructing African huts in a large gravel pit behind the school. Here they sewed colourful costumes, made jewellery and cooked chicken on the fires scattered between the huts.

The 6th graders stayed in the school for the first few days to paint West Indian props and worked in groups writing and practising for their dramatic presentation of the living conditions of the slaves in the Caribbean – in the fields, the sugar mills, the slaves' huts and the plantation's headquarters.

There was hectic activity everywhere. Some used a lot of time producing the tools used in the fields whilst others were busy constructing slave pounds and chains. Some were even involved in the macabre production of instruments of torture such as whips, gallows and stocks. White costumes were also sewn and there were never-ending rehearsals for the event.

One pupil recounts:

"I was in the group of plantation slaves. They worked long hours every day and it was hard. They ploughed the soil, chopped sugar cane and compressed the sugar molasses in the mills. We also built background props on which we painted a large field of sugarcane. We also had to make hatchets so as to work in the fields. The slaves sang as they worked to keep



10





up the tempo so we composed a hatchet song. We stood in a circle and hacked into the ground rhythmically as our teacher beat on a drum. We sang "Jembelimalietto" which means – "Our hatchets are our weapons" It was good fun but our hatchets broke very easily and had to be prepared!"

On the fourth day the slave traders attacked the Africans and escorted them to the ships, which were anchored down in the lake. It was a terrible trip as just then the heavens opened and heavy rain was accompanied by thunder and lightning. 20 Africans managed to rescue themselves onto the mainland only to be sold at an auction. After this all was ready, practised and rehearsed for the big day, and what a day – bright sunshine and not a cloud in the sky!

Early that morning all the pupils and all the students prepared their costumes and make up. They cycled in a massive happy congregation through the town and to the amazement of the local residents.

One of the girls recounts:

"We naturally had to look like slaves so we had old worn out clothes on. The boys had worn trousers on and the girls had skirts and a scarf tied about their heads. On the day we had even blackened our faces! Some even dyed their hair black! It was fun seeing all your friends as black Africans!"

The props were arranged in the Town Square and we were all busy decorating the African village, the plantation and preparing the exhibition.

The show lasted for about an hour and was cohered by an old African storyteller. The pupils walked through the town chained together and exhausted driven by the never-ending whiplashes. The Town Square experienced the drama of the capture and sale of the slaves and their rebellion for freedom.

Playing for real

The older pupils worked with the varying forms of present-day slavery. They also documented the whole project – the homepage, publication and distribution of a daily newspaper, video and sound recording of songs performed in the dramatic presentation. In addition they also produced posters, collages, poems, paintings, short stories and stalls where small exotic delicacies could be enjoyed.

What did we want to achieve? First and foremost we wanted to encourage activities where pupils could use their newly found knowledge of slavery and express themselves through music, dance and drama. And this made a great impact on the pupils. Violation of Human Rights in the past and present is neither distant nor abstract. They have bodily experienced it. They have accumulated knowledge, formed opinions and have defined some of the concepts of values that are worth fighting for!

Experience TST at Søndre School:
www.soe.viborgskoler.dk



TST: A School Paving the Way

Christa Pålsson, Haderslev Katedralskole, Haderslev

A UNESCO-School is an impressive title, but how can we produce classroom activities to meet the objectives set out by UNESCO for schools wishing to integrate global issues as a natural part of the curriculum.

The starting point for Haderslev Katedral-skole, which is a preparatory school in southern Jutland, was to use TST as a firing ramp enabling the school to incorporate global issues as a natural part of classroom activities and in a variety of ways.

Seen in this perspective it was most important to introduce TST to as many classes as possible, and make teachers aware of the fact that their individual subjects could also contribute to shedding light on the slave trade and slavery from different angles.

We are far from finished but in the school's second year as a TST school a pattern is beginning to emerge:

- The school year 2001-02 started with a visit from the AGORO band, who played, sang and danced for all the schools 2nd and 3rd grade classes on our celebration of Remembrance Day, 23rd August.
- Colleagues took part in a Latin American dance evening inspired by one colleague's visit to Cuba.
- 11 colleagues visited the school's maritime museum in Flensborg in an attempt to find historical evidence of the town's trade with the West Indies and the production of rum.
- An inspiration and information centre for TST is being built up in the school's library.
- Two colleagues participated in an international TST teaching seminar in Copenhagen (April 2002).
- One colleague is going to participate in a TST study trip to Ghana in October 2002 arranged by CIRIUS.



- We have engaged a local instructor to give lectures to the 2nd and 3rd graders at a meeting on 23rd August. The instructor has acted in an annual theatre production in Salvador in Brazil in remembrance of the Trans-Atlantic Slave Trade.
- We hope to start a study group in the autumn. We will initiate with presentations from colleagues who have taken part in study trips to countries involved in the school's TST-project (Ghana, Cuba and Burkina Faso). We are also planning a visit from Bernard le Roux, from the National Innovative Centre for General Education, where he will instruct in conflicts and conflict resolution. The study group will serve as inspiration to cross-curricular activities such as a Storyline project in co-operation with Roskilde Business School which is also a TST-school.

The school's project has involved the subjects of English, History, Spanish, Music, German, Physical Education and Religion in 10 -12 classes.

TST has reaped the rewards of local development funding and substantial support from the school's head staff.



TST – Across All Borders

European TST In-service Training Seminar for Teachers
Copenhagen, Denmark, April 17 - April 21, 2002

Helle Gudmandsen, the Danish TST-coordinator had difficulty in bringing the audience to order in the packed conference room. The 34 TST-teachers from six European countries and with representatives from Ghana and Trinidad and Tobago had already started talking.

The following four days would prove to be a challenge and an experience for all the participants. Here they were to be given the opportunity of listening to the experiences of others involved in TST-teaching, exchanging ideas and discussing possibilities for co-operation. Teaching materials were presented, pictures shown and music played. All in all The Transatlantic Slave Trade as a historical event in a contemporary setting, where children, young people, teachers and teaching were the points of focus. So many "busy bees" congregated under one roof didn't really need any programme – they were in full control! But as good hosts the TST-network took the opportunity to present the issues of slavery in a Danish context. With the help of lectures and excursions in north Zealand and Copenhagen the delegation visited some of the sites that to this very day still have traces from the days of the Danish slave trade. In the 17th century factories, residential areas, warehouses, mansions and castles one can find the silent

witnesses of the activities and wealth which blossomed from the dark age of slave trading.

It was also found necessary to focus upon research in the history of the Slave Trade. The starting point was from a Danish viewpoint in the lecture "An Act of Humanism or Economic Speculation? – Europe's First Act on the Abolition of Slave Trade, Signed by the Danish King in 1792" – but the perspectives were much broader. For the Teaching of TST it is essential to repaint the somewhat stereotype picture of the slave trade characterised as "victim and aggressor", "hero and villain".

Another stance was taken. How can we work practically with these sensitive issues within the realms of teaching? The South African, Bernard le Roux accompanied the participants through this minefield – three hours in which they bodily experienced how the narrative and music, exercises and drama can be the paths on which new understanding can be built and thus empowerment to act accordingly.

Bring people face to face and something inexplicable occurs – it's as simple as that! 34 individuals became a group with a common interest although they crossed borders and continents for this encounter. The world is not new but it has changed – just a little!



Activities in the TST Network in Denmark

2001 - 2002

2001

- July 25-29 • UNESCO TST International Meeting: "New Prospects, New Partnerships" in Charleston, South Carolina, USA. The Danish TST network was represented by national advisor for history in the Ministry of Education and member of the ASP steering committee Mr. Henrik Skovgaard Nielsen.
- August 16 • Meeting of the ASP Steering Committee.
- August 23 • Commemoration of "UNESCOs International Day for the Remembrance of the Slavetrade and its Abolition, 23. august 2001". TST school activities and common manifestation in Copenhagen.
- September 22-24 • International TST Cultural Festival in Oslo, Norway. The Danish TST network was represented by Ms. Kirsten Gravesen, Roskilde Handelsskole, Ms. Victoria Garcia, Haderslev Katedralskole and Mr. Søren Brønne, Bredagerskolen in Jelling.
- November 15 • Meeting of the ASP Steering Committee. Decision on criteria for economic support for TST and ASP school activities.
- November 30 • "Exploring the TST" Competition – Deadline for creative contributions making use of role play in TST teaching and learning. Two Danish schools came forward with contributions: Ingrid Jespersens Gymnasieskole in Copenhagen and Vesthimmerlands Gymnasium in Aars.
- December 13 • National TST Teachers' Workshop in Odense. The programme included presentations by guest teacher from Ghana Mr. Patrick Mumuni Boakye, and by Mr. Henrik Skovgaard Nielsen, member of the ASP steering Committee, who reported from the international TST seminar in Charleston. Discussion on the suggested in-service training study tour to Ghana and on the international TST teachers' seminar to take place in April.

2002

- January 30 • Deadline for signing up for the TST Teachers in-service training study tour to Ghana in October 2002. 20 TST teachers and members of the ASP steering committee register to take part.
- February • School Head Mr. Povl Erik Wolff, Ms. Yrsa Høyer and Ms. Alice Sommerlund from Bakkeskolen in Kolding visit their TST partner school in Ghana, Ashanti Goldfield School.
- February 7-19 • Ms. Helle Gudmandsen, TST Coordinator in Denmark and Mr. Claus Buttenschøn, consultant to the TST project were warmly received and assisted by TST and ASP colleagues during their preparatory visit to Ghana to make contacts and agreements ahead of the TST Teachers in-service training study tour in October 2002.
- March 11-12 • Annual Meeting for all Danish ASP schools in Nyborg. The programme included presentations by Ms. Min Jeong Kim, UNESCO Paris, Mr. Nils-Georg Lundberg, Chairman of the ASP steering committee, Headmaster Ms. Birgitte Vedersø, School Head Mr. Povl Erik Wolff and Mr. Peder Kjøg, the Danish national commission for UNESCO.
- March 21 • The International Day for the Elimination of Racial Discrimination – ASP Coordinator, Mr. Jens Dalsgaard, contributed to a panel discussion in Geneva, Switzerland: "Young People Against Racism: The Road from Durban" – The results and the potential of the TST project to promote human rights and anti-discrimination.
- April 16-19 • International Workshop for ASP-net TST National Co-ordinators in Havana, Cuba. The agenda included reporting on the progress of the TST project in the participating countries, overall evaluation of the achievements so far and development of contributions for the TST Strategy and Plan of Action 2002-2004. The Danish TST network was represented by ASP Coordinator Mr. Jens Dalsgaard.
- April 17-21 • European/International TST Teachers' seminar in Magleås, Denmark hosted by the Danish ASP/TST network. The programme included presentations on historical, sociological and human rights aspects of the TST, workshops on good practice, demonstration of teaching materials and a tour of Copenhagen's slave-trading past. Participants from France, Norway, the Netherlands, Portugal, the United Kingdom, Ghana, Trinidad and Tobago and from all of the Danish TST schools.



- May 13-17 • Søndre skole in Viborg breaks the silence. A huge dramatic performance on the TST is prepared and carried out by hundreds of pupils and students from the local teacher training college. The event involves big parts of the community and takes place in and around city squares and lakes.
- May 16-23 • European Discussion Forum for teachers and students "The Art of UNESCO Synergy II" in Rousse, Bulgaria, organised by the Bulgarian National Commission for UNESCO. The Danish ASP network was represented by teacher Ms. Anni Rasmussen together with 2 students from Amtsgymnasiet in Sønderborg.
- May 22 • Meeting of the ASP steering Committee.
- May 23-25 • Nordic Meeting in Stockholm for ASP coordinators and teachers organised by the Swedish ASP Coordinator, Ms. Kerstin Lundmann. The Danish ASP network was represented by BSP National Coordinator, Ms. Birthe Zimmermann.
- June 25 • Ingrid Jespersens Gymnasieskole in Copenhagen is awarded a second prize for their contribution to the "Exploring the TST" Competition. The title of the entry is "Black & White Stereotypes", and consists of a mime performance recorded in connection with the commemoration of August 23, 2001.
- August 23 • Commemoration by TST schools of "UNESCOs International Day for the Remembrance of the Slavetrade and its Abolition, 23. august 2002.
Release of the Second Annual report of the Transatlantic Slave Trade Education Project in Denmark.



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On Our Way to Ghana

The vast myriad of isolated lights are replaced for a moment by a pitch black darkness as the big Boeing 767 makes a sharp turn over the bay of Guinea on its approach to Accra Airport. The heat and the humidity suffocate the body like a heavy blanket, and after just a couple of minutes clothes become sticky and the sweat begins to pour. The crowds are overwhelming. People stand drearily in long queues fumbling with their passports, vaccination certificates and quickly scribbled information forms for the authorities – who are they, where do they live, what will they be doing and what is the purpose of their trip to Ghana?

Outside the airport people push and drag luggage and bags. Total confusion, but suddenly a dark face lightens up the blackened night. A signboard is held up – "Paloma Hotels and Suites". This seems to be the life belt in a sea of chaos. Finally there is a meaning in this madness. Confusion is replaced by a sense of purpose.

It's time to start!

These were the first impressions to be met on a planning trip to Ghana in February 2002. And all because the ASP-Group for the Danish TST – Network had decided to contribute to the funding of a study trip for teachers to Ghana.

Why Ghana and why teachers?

Ghana –because in the 17th and 18th centuries Denmark was a "Great Power" on the coast on which today Ghana is situated. Denmark's history as a slave trading nation and colonial power up until 1848 is not particularly flattering, but is a part of a history, which Danes must be made aware of.

Teachers because Denmark's participation in the UNESCO – project "The Transatlantic Slave Trade Education Project – TST" has put a focus on this period from the past. It is seldom that children and young people from these two countries would be able to meet and learn from one another, but by the funding of this trip, an opportunity was presented enabling Danish teachers to gain first hand knowledge, which could benefit their own pupils in Denmark.



And the ASP – Group's wishes have been granted. In the October of 2002 20 teachers from almost all the network's schools travelled to Ghana for a two-week study trip!

The study trip will be hard work. The Slave Trade and Denmark's role will of course be an important topic for discussions. Visits to the different forts – in particular a trip to the Danish Head Fort "Christianborg" in Accra – is part of the programme. This is now the official residence for the President of Ghana. But Ghana is so much more. The people, their culture and society and the impressive natural beauty is also playing an important role in the programme of the trip.

The teachers also participate in the seminar activities. With the assistance of UNESCO a number of school visits are arranged, where there will be ample opportunity to discuss how TST teaching activities should be arranged in Denmark and Ghana. Above all there will be opportunities to establish contacts and discuss exchange trips between Denmark and Ghana.

Our expectations are high. The participants have commenced their preparation.

We are indeed on our way to GHANA!