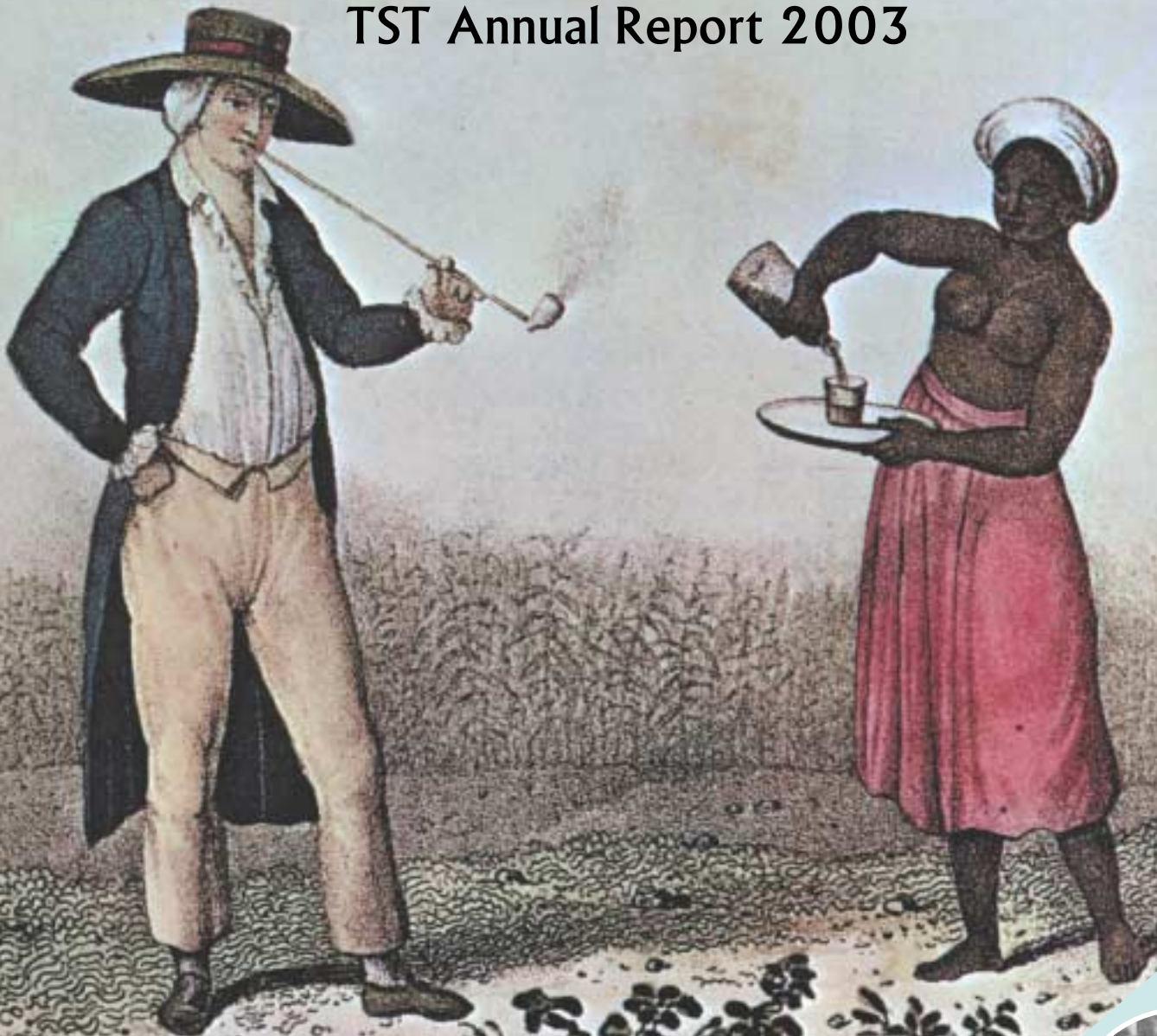


# Transatlantic Slave Trade Education Project (TST)

## Denmark

TST Annual Report 2003



CDrom



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The ASP network in Denmark is managed by an ASP steering committee with representatives from the Danish National Commission for UNESCO and from the Ministry of Education.

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## **The Transatlantic Slavetrade Education Project (TST)**

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# Introduction

Since the spring of 2000 Danish schools have participated in UNESCO's world-wide school network with renewed force. The UNESCO Associated Schools Project Network – ASPnet.

This network started back in 1953 and has, as its main objective, the establishing of a school network across the boundaries of cultures, ideologies and continents, and thereby contributing to peaceful co-existence and to the development of a cultural and educational framework for peace. In the course of the last 3 years and within this framework 16 secondary schools (age groups 6-17 year olds), high schools and business schools have



worked with an extremely absorbing and rewarding project.

This project has focused upon the transatlantic slave trade and is thus named: The Transatlantic Slave Trade Education Project.

Under the motto: "Breaking the Silence" schools in Africa, America, the Caribbean and Europe have worked with the main aspects of slavery and slave trading. The starting point is initially historical – what exactly happened as regards the so-called trilateral trading, what significance did it have for the regions involved and what role did our own country play in this not very glorious past?

We must break the silence and ignorance of Africa and the Africans' immeasurable contribution to the development of the nations of the Atlantic region, economically, socially and culturally. At the same time we must gain awareness of the present day perspectives and parallels and the contemporary forms of slavery and similar violations of human rights. The project has inspired a broad spectrum of educational and creative activities and fine results have been achieved.

The aim of this annual report and the enclosed CD is to supply information on the best results attained by the schools and inspire relevant and interesting classroom activities. Over and above presenting articles in this booklet, the CD rom will provide educational activities and materials to almost all subjects, an impressive series of pictures from Ghana, an actual example of how an international curriculum could be materialised and much more. We hope this material can inspire all those interested and support all teachers in their efforts to introduce the transatlantic slavetrade in their schools with all the consequences and present day perspectives this would involve.

The UNESCO School Network is all about developing an awareness of values in the education of children and the youth of today with an emphasis on intercultural dialogue and understanding, respect for human rights, international co-operation and peaceful conflict resolution, sustainable development and global solidarity and responsibility.

As you know it is 50 years since the foundation of UNESCO's ASP network. This is to be celebrated with the compilation and promotion of this booklet as well as the launching of the new UNESCO ASP homepage. All those interested will be able to find further information from the end of August giving the opportunity to follow the network's activities on [www.unesco-asp.dk](http://www.unesco-asp.dk).

We trust that you take great pleasure in your reading.

NILS-GEORG LUNDBERG  
*Chairman, ASP Steering Committee*

JENS DALSGAARD  
*ASP Co-ordinator*



# Persevere, develop and visualise

A description of a pilot project – the first three years of the Transatlantic Slavetrade in Denmark

Educational Consultant, Claus Buttenschøn, the National Innovative Centre for General Education

Have all our efforts made a difference? An important question we should pose the 16 Danish schools that through the course of the last three years have worked within the framework of the UNESCO-ASP network: The Transatlantic Slavetrade (TST).

The outlines of a status, yes, but also an attempt at drawing the contours and perspectives of a pilot project that, as its starting point, had a series of tragic sequences of events that took place about 200 years ago.

How can one ensure a professional and educational practice in the face of such a challenge? The questions were manifold – materials, possibilities, co-operation, organisation, activities, facilitation and the passing on of our new-found knowledge? There were no easy answers. Schools had to find their own answers from scratch –

through their own efforts and in co-operation with others. But on hindsight it is precisely this aspect that has been the greatest inspiration, both for the individual schools and the whole network. Here was the possibility to view knowledge and teaching from new perspectives and new contexts.

## From the battlefield

The first careful steps were taken on safe and familiar ground. Historical events and developments were housed within the subject of History. History teachers were the main instigators for the process and great efforts were made to provide basic teaching materials for schools involved.

But in the first stages of the project other dedicated colleagues quickly became aware of the possibilities housed in the project. These tragic



events were not merely another misty historical phenomena. Through the interpretation of the past we were able to focus upon the present and the future. Values and attitudes could be put to debate in a practical and contemporary forum. A process had begun to take form. Other subjects joined the venture to shed light upon the Transatlantic Slavetrade utilising their own content and methodology. In doing so a lot of valuable experience has been gained and new questions have arisen. But above all a new awareness has been gained of seeing these educational activities as a unified whole.

### *A new starting point*

In working with TST there is a clear tendency of a shift away from the more traditional teaching of subjects and towards a starting point where the formulation of a common problem is in the forefront. This sheds new light on an understanding of how subjects can be integrated. In our pilot schools TST has developed into an area where subjects and their integration, pupil participation and activities and the compilation of materials now interact in ways which provide new paths to tread in the classroom. This new functional subject-integration expresses itself in the intense work of the committed staff where an abundance of relevant teaching materials have been explored. Archives and collections, libraries and museums have provided much of this information, but research has continued far and beyond.

The TST-triad of past, present and future and such issues as: Slavery: *The Ghosts of the Past are Alive and Kicking*, spread like rings in a pond. Literature, poetry, music, art and drama are obvious areas, which can be incorporated into working with TST. The sky is the limit for what can contribute to the experience. There can be no doubt that social interaction and discourse is at the centre of all teaching, and with this in mind TST is developing into a potpourri of creative and musical educational resources.

### *Battling against and having the wind behind us*

But the task is not easy! It takes more than a run-of-the-mill perseverance. Our colleagues and schools must also play their part. Our endeavours are far from completed in all of the 16 schools participating. In some schools a few committed colleagues have



more than enough to do just convincing their colleagues that TST is a viable proposition despite the uphill battle. At other schools there is an optimism which is reflected in the fact that more and more subjects are integrated in individual classes, at grade levels or as part of a sequence of teaching activities stretching over a number of years.

The consolidation of this process becomes more and more evident on 23rd August every year, UNESCO's International Day for the Remembrance of the Slavetrade and its Abolition. This day is an annual contribution to the international dimension in many schools.

Finally there are the schools that have seriously placed the international dimension in education on their agenda. Here the teaching of TST is developing into an integrated part the everyday life of many schools. Examples can be found of the intention of establishing special UNESCO- or Africa classes, where activities are built on a wide range of international issues. Some schools have adopted a whole new profile based on an international dimension. The first local curriculum has seen the light of day and more will soon follow suit as they consider the framework for teaching objectives and its formal position in the school's aims and objectives.

To retain the metaphor encompassed in this section's title: "From the battlefield". The battle lines have been drawn, but at the same time there is clear evidence of an advance!



### From the TST-headquarters

The basic idea which supports the Danish TST-project is that it is first and foremost a decentralised network of schools that have volunteered to participate in UNESCO's world-wide Associated Schools Project Network (ASP).

Its development was to be built on the ideas and activities from among the grass roots found in schools. It is here that the pupils, teachers, parents, schools and local communities establish their own aims for how this global challenge can be a part of classroom activities. The steering and co-ordination of the network's activities has two main aims. Firstly to support and develop these activities within the network, and secondly to pass on the results achieved and inspire a greater number of schools to put international issues higher on the agenda.



well and use each other as sparring partners at all levels within the network. This tight-knit co-operation and frequent contact has often been of great importance in connection with the schools' applications for funding to support special initiatives. Ideas and visions have been formulated and materialised in co-operation between the participants, the national co-ordinators, the steering group and the National Innovative Centre for General Education ensuring that today we can boast a wide choice of initiatives.

This internal network co-operation will in the course of the coming years be consolidated and strengthened through biannual meetings where mutual information and inspiration will slowly develop a character of more workshop-like activities. In this new forum the network can work towards new strategies for outwardly establishing new contacts and presenting actual examples of classroom activities internally.

Another initiative aimed at the schools will be an attempt to involve the head staff of the 16 TST schools more directly in our activities. At the annual ASP meeting in March 2003 a number of principals participated. The debate revealed that there was a great interest in establishing a network for the head staff where practical and organisational problems could be drafted and thus enabling knowledge of how one copes with special payments, local development funding, teamwork and exchange programmes.

### *Contact to the outside world*

In the aims and objectives and plan of action for the ASP School Network for 2004-2006 two main areas must be emphasised. Firstly, the systematic



### *Consolidating the network*

In the primary stages it has quite naturally been the initial aim to get the project on the right track and functioning. The first priority was to establish main contacts and attract interested parties in schools and give the opportunity to liaise a couple of times a year for mutual inspiration and the exchange of ideas and proposals. At the same time it has also been essential to continually transfer knowledge from UNESCO and other participants as regards materials, opportunities for exchange programmes and courses. Results show that TST participants know each other

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publicising of the ASP Network in the form of a special homepage, [www.unesco-asp.dk](http://www.unesco-asp.dk), which supplies information on TST, BSP and WHE and, secondly, the further expansion of the Danish schools' international contacts and working partners particularly from the Baltic, Arab, African and Caribbean regions.

We can now say that the TST-project has now passed its apprenticeship. The 16 schools have attained splendid results and can proudly present them for the benefit of others. The enclosed CD rom is the first attempt at giving all Danish schools an impression of the TST and its activities and thus providing varying school forms a good basis on which they can build their own experiences. With this initiative the first steps have been taken to enable [www.unesco-asp.dk](http://www.unesco-asp.dk) to grow and inspire and to be a veritable goldmine for teachers and schools in their efforts to establish and maintain an international profile.

As regards international contacts the TST Network has had the pleasure of organising a study trip for 20 teachers to Ghana in the Autumn of 2002 (see back-cover). Over and above this meeting with a wonderfully interesting country and its hospitable countrymen, this trip has established a number of bonds with interesting perspectives between Danish and Ghanaian TST schools. This is a good foundation to build upon, but a vision lives on to send a study group to the Caribbean enabling participants to gain first-hand knowledge of this



region and, not least, to establish new contacts for Danish schools.

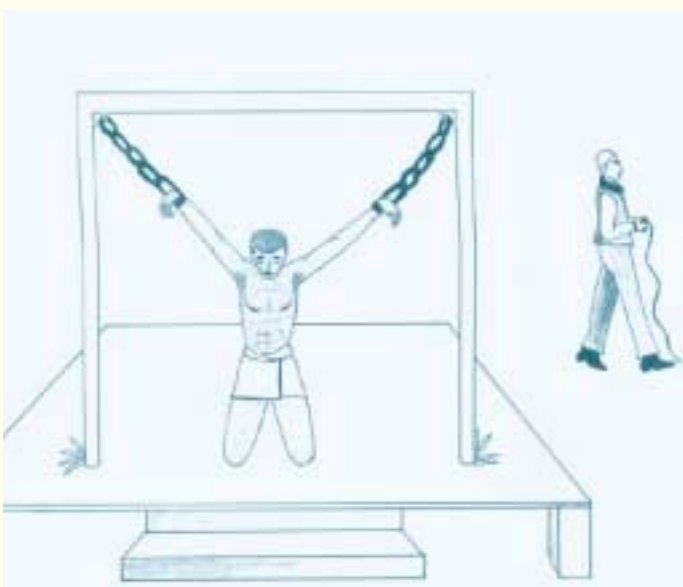
Three years of experience have shown that working with TST has indeed made a difference!

Three years ago one would have had to be a hopeless optimist if one was to maintain that 16 schools would be able to present knowledge that could arouse national interest. That is precisely what they have done! Through their work, of which they are able to present the first examples, they have posed a number of essential and significant questions that must be answered if we are to address the issues of intercultural competence in education.

They present no easy answers, but through their considerations and practice they give a number of professional, educational and organisational ideas as to what the necessary prerequisites are to enable a successful start in the teaching of international issues. They also present invaluable advice on how to engage pupils in global affairs and in doing so ensure that attitudes and action are always based upon knowledge and solidarity.

TST has proved to be a springboard from which we can reach the World.

*Open the CD at the back of this annual report for ideas, courses, materials and opportunities for all forms of schooling.*



# A School's Storyline

By Birgit Rothmann, Søndre School, Viborg

Søndre School has worked with TST for three years and the project will now be established in all classes in the lower secondary school covering the ages of 11-15 years and involving 340 pupils and 15 co-ordinating teachers. The pupils have in this recent period attained knowledge of the historical background of the project and worked with attitudes and values drawn by the notions of human rights, racism and intercultural solidarity.

It has been particularly absorbing work, which has slowly matured and taken form.

In the course of these three years we have taken advantage of as many different methods as possible relating to the slavetrade and slavery to enable us to determine the very best. Our intentions were to work with the same group of pupils for a number of years and at the same time develop teaching materials for the lower secondary school.

The results show that we now have a complete syllabus for the 5th – 7th grades (11 – 13 year-olds). But we are not stopping here. During the course of the coming year a working group will be established to work with an international syllabus for the whole school covering the 1st – 9th grades, where they will graduate with a project in social science and history. Our work during the last three years has also resulted in the production of the teaching material: *The Path of Slavery – on the final voyage of the "Fredensborg"*. The starting point is the Transatlantic Slavetrade, but we think that over and above this the material provides new methods, which pupils can use when working with a number of issues, which regrettably are also of current significance.

The process began in the first year where pupils worked with Africa and its culture particularly along the Golden Coast where the slavetrade had its stronghold. We followed the Africans from their initial capture and detention in the slave fortresses to their "existence" on board the slave ships, their meeting with the new environment and the slave auctions. We were gradually able to utilise the storyline method to its full enabling us to accompany

the slaves on their transportation. It was in particular art, drama and music that supported the project and fine work was produced in co-operation with the tutors and students of the Viborg Teacher Training College.

We concentrated on the West Indies in the course of the second year and we completed this part of the project with a theatre production of a rebellion and the release of slaves from the Town Hall Square in Viborg.

The third year was entitled "I Have a Dream". Texts, music, pictures, and sculpture supported our efforts in revealing the overall effects on the nations of Africa, Europe and the Americas, and which are so very evident this very day. It was a trip that produced a manifold of cultural activities from music, song, dance, colour and pictures. Pupils have danced, sung, painted, sewn, read, modelled and discussed their way into the centuries of the drama and tragedy which was the aftermath of the triangular trading. All this culminating in a grand finale where past and present clashed and exploded into a magnificent, all-encompassing show.

If you want to know more about the material: *The Path of Slavery – on the final voyage of the "Fredensborg"*, please contact Birgit: [birgit.rothmann.nielsen@skolekom.dk](mailto:birgit.rothmann.nielsen@skolekom.dk)



# From vision to reality

Jeff Klintø and Jørgen Jørgensen, Vesthimmerland's Gymnasium

In August 2003 an international UNESCO-class is to be established at our school. To think that we have come so far that UNESCO's objectives are to be the pillars that support the next three years is for us indeed a milestone.

Within a framework the class's teachers will compile a curriculum for our work in the course of the next three years.

With the new "third leg" in the ASP-network, World Heritage Education, all high schools' subject areas (the humanities, the natural sciences and the arts) are able to contribute with suggestions of how we can co-operate in working towards UNESCO's objectives.

The UNESCO-class will be characterised by the following:

- The pupils have had to choose French as a new language to be learnt as both English and French will be the main languages used in communication with other UNESCO schools from within the network
- The class will be working across the boundaries of many subjects as these will support each other in shedding light upon the overall themes within UNESCO's sphere, for example: intercultural understanding, human rights as well as the fight against racism, discrimination and intolerance
- The class will be very much involved with the electronic media, partly to search for knowledge of everyday life in the countries, which we will be co-operating with, and partly to establish contacts with other young people

This international co-operation will give ample opportunity for cultural liaison during the course of the next three years – either an international study tour by the class or perhaps a visit where our pupils host a visiting school. The UNESCO-class is, for the time being, the culmination of our efforts to establish a school with an international profile. The path has been long but also most interesting.

As of yet we have had a need to establish further

contacts to other schools in the ASP-network so as to secure the interest of the pupils in relevant issues.

But a light shines yonder! We have closer co-operation to another high school in France, Lycée professionnel Louis Garnier in Audincourt, which is also involved with the TST-network. We plan to work with the project: "La Route des Esclaves". We intend to let the pupils research what attitudes and opinions existed in their own countries, (for example, the French philosophers from the Age of Enlightenment) and encourage them to compare their findings via the Internet. Teachers from both schools have exchanged materials, which hopefully can present more positive counter motifs for our pupils.

It is also our intention to let the pupils compare present day issues with those of yesteryear. In this way some French and Danish pupils have worked with a cartoon: "A l'ombre du Baobab", a story about everyday life in Africa.

Finally the Danish and French pupils are to work together in the production of a tourist brochure!

With help from the school in Audincourt we have also established a new contact to a high school on Martinique and we have commenced our work with a history teacher who has written a book: "La Traite des Noirs de l'Afrique à l'Amérique". We will be continuing in our endeavours to establish yet another contact to Ghana and perhaps a working partner in Jamaica.

Where will this ever end?



# The Aims of our Efforts

Niels Damgaard, Bredager School, Jelling



The school has a lot of teachers who have brought global and international perspectives into their classrooms with great care and enthusiasm. The school has now put its values onto paper so that knowledge and insight into global issues are underlined as being common values enveloping the school's everyday life. We have used a lot of time and effort in our endeavours to become a worthy UNESCO-ASP-school, and we have intensified our work with the Transatlantic Slavetrade and the World Heritage project. We have exchanged students and participated in study trips with our other schools from within the COMENIUS-project. And we are so lucky as to be situated in a municipality that has placed the international dimension on the political agenda for the children and youth of Denmark.

Why was it suddenly so important to establish an international syllabus?

It suddenly occurred to us that there was a missing link. Fine classroom activities and insight were only sporadically shared among teachers, and sometimes there were teachers who hadn't the faintest idea of what was going on. The challenge was quite evident! How could this international project become a shared, common project for the whole school and not for the privileged few? How could we ensure that all the school's pupils attained the necessary insight into international dimensions? What progression should be used?

Our answer was to establish our own international syllabus. We wanted coherence and clarity in matters concerning the international dimension at Bredager School. And all teachers were to be invited to participate in the project!

This was quite a challenge, as at our school we are not particularly enthralled by the prospect of being pinned down in our own teaching practice. The individual teacher must be able to retain some amount of time and space with freedom to choose methodology as this also enhances individual enterprise and pupil democracy. This was an exercise in rationalisation. Firstly we had to agree on the

common denominators binding us to the syllabus. This would give us time for the other tasks in school. So the agreements had to be necessary but at the same time without limits! We had to define Intercultural Competence and list our teaching objectives. After this we had to weight the existing viable and successfully completed projects and newer research. Lastly we wanted to assist our colleagues into the world of international issues as easily as possible. Good access to teaching materials was essential in addition to suggestions as to how one could work with the project.

Now the syllabus is complete and has been received by the staff board and the school's governing body and has now been sent to the municipality council.

But this is not the end of the story, and it never will be as working with the syllabus is an on-going task. We think of it as a living organism which will develop, change and grow during the coming years. New opportunities for co-operation will arise and new topics and themes will blossom while others will wither away.

Who knows where this will end? Our visions and hopes for the future are many – sometimes they coincide and sometimes they clash.

We can be sure of one thing: we have a common platform on which we can build the future.

And the future has just begun. We hear the African drums, big and small, just arrived from Ghana, so.....!



# TST: From the Real World

Lisbeth Helm, Allerød Gymnasium

*TST on the agenda. A look behind the scenes of a UNESCO-school shows that international perspectives are spreading like rings in a pond*

The 23rd August was a TST-theme day for all pupils and included:

- A lecture by the author, Peter Tygesen on the Congo, slavetrading and contemporary Africa. 2 hours of lessons for all classes. Quite simply – very interesting and very inspiring. On this basis all were more able to continue their work in the course of the day – both pupils and colleagues, who had not yet worked with TST
- 2 lessons in all classes in the normal timetable, where TST was to be integrated in almost all school subjects. In this way both subjects and colleagues were brought together in new constellations. Inspirational folders were compiled containing ideas for activities in the individual subjects
- A 3-hour block after lunch for the 1st and 2nd grade high-school students. Here we worked creatively with TST in 10 workshops: dance with Agoro, 2 music groups (African and Salsa), drama, 4 groups with the Aché game, an art group with masks, a chemistry group, with sugar as a topic and finally a press group. Culminating in presentations from all groups!

Project Week: A project for the 1st graders at the high school was a new initiative. Three of the six classes' teachers chose to work with the TST-theme.

Class 1A worked for a whole week with cross-curricular activities in seven subjects: history, Danish, English, Spanish, Music, biology and natural science. All pupils compiled reports in Danish and English.

Class 1B worked with three subjects: history, English and music with a concluding oral presentation.

Class 1X worked with the topic "CUBA" in



cross-curricular activities in history, Spanish, English and music and also concluded with an oral presentation.

Other activities: Some classes have also worked with TST for periods of varying lengths.

Framework and conditions: The school's head staff have been very supportive as regards resources, that is to say funding the necessary lessons for the successful completion of the project.

After our trip to Ghana, Henrik Skovgaard and I entertained our colleagues with pictures and music, and the participating teachers were those supporting the TST-project. Books and exhibits from Ghana have now found a home in the study centre. The TST-theme day gained added impetus from the subjects and colleagues, who now support the project.

We have not been successful in establishing a rewarding contact to the school in Accra. We hope of course that our efforts will bear fruit in the next term. On the other hand we are now exploring the opportunities of co-operating with a school in Jamaica.

Our international committee are in the process of planning an arrangement next year – we hope to invite Leif Svalesen, author of "The Slaveship "Fredensborg" for an afternoon.



## The Future of the TST-network: Perspectives and Ideas

Henrik Friis, TST-Co-ordinator, Ingrid Jespersen Gymnasium

After three years the Danish TST-network has become a consolidated network. People know each other and exchange ideas, classroom activities and materials on all levels. There are biannual meetings. A permanent item on the agenda has been "around the table" where participants have had the opportunity to describe projects and ideas successfully completed at their schools. At these meetings we have inspired each other with new viewpoints and topics. We have received pictures, links and materials as if in support of the oath of the three musketeers: "All for one and one for all". The atmosphere has been exhilarating with input from lecturers from the Caribbean, Ghana, European colleagues, researchers and experts all providing replenishment for our own teachers. This enables them to return to their own schools revitalised and inspired with new plans for action.

But our ambitions just keep on growing. The network no longer requires artificial respiration! In the future we will ensure renewed systematic and focused efforts to exploit the abundance of resources of knowledge, experience and enthusiasm from the teaching of the Slavetrade and Slavery, which is now freely available.

From this exchanging of experience and ideas for mutual inspiration we will also seek mutual solutions – solutions for the development of classroom activities, materials, publication, international contacts and the solving of practical problems.

It's not going to be any easier being as committed as some of us are – especially when the challenges are so practical. The TST-meetings should develop more towards workshops, where the participants have prepared work prior to meetings to ensure that results achieved present complete and tangible initiatives before the day is over.

The network meetings will not only be sailing in the wake of the slaveships of times gone by. The



TST-network will itself set sail for:

- The development of a TST-transportable exhibition for use in schools and institutions.
- The compilation of articles and series about Ghana in a historical and contemporary perspective, which can be made known in the media and periodicals
- The development of teaching materials for "The Ethnographic Ghanaian Workshop" This to enhance ethnography in education at all levels.
- The development of a powerful TST section on the ASP homepage: [www.unesco-asp.dk](http://www.unesco-asp.dk). Including the opportunity for relevant pupil democracy in the form of chat rooms and project publication.
- The development of an electronic handbook for consolidating international contacts in the form of pupil exchange and teacher job-swaps, funding, contact persons, ASP/TST schools, communication on the Internet and fax and postal services.
- The establishing of a common "TST-central" to promote contact to our working partners in schools in Ghana, for example the collection and forwarding of English teaching materials.



# On Course for the Caribbean

Carsten Bové, District High School in Sønderborg

The Transatlantic Slavetrade comprised a tripod – Europe, Africa and the Caribbean.

This is also the case with the TST-Network, where the teaching of slavery and slavetrading also includes co-operation between the three geographical areas of Europe, Africa and the Caribbean. I was on the tracks of the Caribbean leg. This was made possible by the support of the TST-development fund and enabled me to spend 14 days on Cuba and Jamaica.

The UNESCO office in Jamaica had done all in their power to arrange a comprehensive and well-planned itinerary. Despite the heat and jetlag, I was on the road all day long with visits to cultural organisations, schools and not least the long conversations with our TST-colleagues in the north-easterly province of Portland.

In Cuba I was based in Fomento for most of the time – a small sleepy country town with 30,000 inhabitants in central Cuba. All my time was used on school visits, formal functions and informal discussions about Cuba in the times of slavery and its modern socialistic society. Cuba is under a great deal of economic pressure and the locals are poor.



But at the same time this country can quite rightly boast significant progress in the areas of health care, education and its culture in general. As regards race, Cuba is very focused upon the diminishing differences between the blacks and whites. There is still a difference but it is not as evident as it is in Jamaica. Here problems are so deep-rooted that history teaching has almost ignored the shady past and the part played by slavery in their national identity.

The trip had many peaks and I sometimes had to pinch myself to ensure that this was not all a dream:

- Like when I stood in front of 100 pupils who were waving Cuban flags and bringing me flowers – all this while placed at a seat of honour! Here I was presented with an hour-long programme with song, dance, recitals and much more.
- Or when I vehemently discussed with my black Jamaican colleagues as to whether or not compensation should be paid to the descendants of the slaves.
- Or whilst visiting the remote "Maroon Town" (founded by escaping slaves) in Jamaica I met the local leader, who was kind enough to explain events of the past and present. And incidentally had the title of Colonel – a remnant from the past where military actions against the white slave hunters were an everyday occurrence.

Did I manage to see everything I had planned?

Yes, I have in fact arranged future contacts with my Cuban friends which present a promising future. And yes, I established a number of contacts to Cuba and Jamaica, and some good viable ideas for a future study trip.

It is most important that we have the possibility of standing on our "third leg" – and these opportunities are ever present!

For more information, please contact Carsten at [KB@amtsgym-sdbg.dk](mailto:KB@amtsgym-sdbg.dk)



## Activities in the TST-network in Denmark 2002 - 2003

### 2002

- 23 August Activities at several TST-schools commemorating "UNESCO's International Day for the Remembrance of the Slave Trade and its Abolition", 23 August 2002.
- August Release of the TST-networks yearly report.
- 6-7 September TST weekend seminar at The National Innovative Centre for General Education – preparation of project study tour to Ghana in October.
- 21-25 September "Conference for European UNESCO ASPnet National Co-ordinators – International – Co-operation and Solidarity through ASPnet", Oslo.
- October Karsten Bové, Amtsgymnasiet in Sønderborg visits partner-schools in Cuba and Jamaica.
- 11-26 October TST study-tour and in-service training course in Ghana – focus at the history and influence of the slavetrade and the conditions for education and development today.
- 27-28 November National TST Seminar in Nyborg – focus at the presentation of the ideas and experiences of the project schools including the results of the Ghana course.

### 2003

- 3 February The ASP Steering Committee. Approval of a 30 page report to the Ministry of Education about the network's work and results in 2001-2002
- 10-11 March Annual meeting for all UNESCO ASP-schools in Denmark with participation of the Minister of Education Ulla Tørnæs.  
Focus at the results and challenges of the network in connection with the 50th anniversary 1953-2003, introduction to a new project network – World Heritage Education Project and further development of present activities.
- End March The ASP Steering Committee agrees to a plan of action for the Danish UNESCO ASP-network in a perennial perspective.
- 4-8 June Students and a teacher from Vesthimmerland Gymnasium participate in a global student reunion in La Bourboule in France. The theme is distribution and management of water resources – Carrefour International des Messagers de l'Eau.
- 21-24 June A student and a teacher from Næstved Gymnasium participate in the UNESCO arrangement: "Youth of Europe" in Wroclaw, Polen.
- 9-17 July A student and a teacher from Næstved Gymnasium participate in the international summer academy: "Learning Tolerance and Partnership" in Smoljan, Bulgarien.
- 3-8 August UNESCO Associated Schools Project Network 50th Anniversary – International Congress on Quality Education for the 21st Century. From Denmark the chairman of the ASP steering Committee Nils-Georg Lundberg and the ASP Coordinator Jens Dalsgaard participate.
- August Presentation of ideas and experiences from the TST-schools by distribution of the annual TST-report including a cd-rom to all schools in Denmark.
- August Opening of a new web-site for the UNESCO ASP-network in Denmark: [www.unesco-asp.dk](http://www.unesco-asp.dk)

## The Danish TST-network

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## TST 2003

The CD-rom contains for instance:

- Teaching examples and materials
- 200 pictures from Ghana
- An example of an international curriculum
- TST annual reports 1-3 in English

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# Our Past – Our Future

Educational Consultant, Claus Buttenschøn, the National Innovative Centre for General Education

The silence was deafening as the 20 Danish TST teachers slowly went up the stairs to the old Danish fortress, Christiansborg. The fortress is today the official residence of Ghana's President and the seat of the government, so just the fact that we were allowed to enter the premises was a fantastic experience.

This was the last day of the study trip and it was precisely this event that ignited the thoughts of all the participants making them materialise in a most dreadful manner. Very lucid pictures of almost 200 years of Danish participation in this horrendous injustice. On the upper floors Danish officials and soldiers, often desperate, ill or drunk. Deeper down in the dungeons of the fortress men, women and children cramped together waiting for months on end for the "mercy" of the slaveships, which would soon transport them over the Atlantic to slavery and the New World.

The present gleaming white fortress and the inhuman suffering of the past presented just one of the many contrasts the Danish participants met on their 14-day study-trip to Ghana in the autumn of 2002.

The trip started in Accra, where the Danish Ambassador, the UNESCO Commission and the Ghanaian Minister of Education welcomed us.

The next stop was Cape Coast, where we heard the story of the old coastal fortresses and participated in lectures at the university of Cape Coast learning more about historical and present day issues in Ghana.

Interwoven into our programme we experienced time after time dancing and music – a living tradition borne with enthusiasm and professionalism. This made a great impression on their reserved Nordic guests.

Another highlight for the trip was our meeting with the Ashanti King in Kumasi. Surrounded by the hustle and bustle of this massive city we experienced the King with his court as they preserve the traditions developed over many centuries, but in a modern forum, where we could discuss, focusing on education, exchange and development.

The last week was devoted to an interesting school visit in Accra, cultural experiences and a visit at the Danish NGO, IBIS.



Here we gained first-hand knowledge of the challenges facing international aid and development programmes. But there was also time to explore at our own leisure and meet the locals. Overwhelming friendliness and curiosity, hopeless poverty and challenging wealth, sounds, smells, noise and traffic chaos. All contributing to the mosaic that is Ghana and which still fights against the bonds of underdevelopment.

Quenched by the experience and loaded with souvenirs and gifts from schools, we said goodbye to our hosts, tired and somewhat exhausted. The tropical evening forced the sweat, or was it tears, to the surface as we reluctantly mounted the stairs to our KLM plane - home to another world, but eager to use our new-found knowledge, impressions, contacts and friendships in our future teaching.

At a height of 10 kilometres and heading north the message was clear: contact between peoples is a necessary path to tread towards peace, international understanding and solidarity.