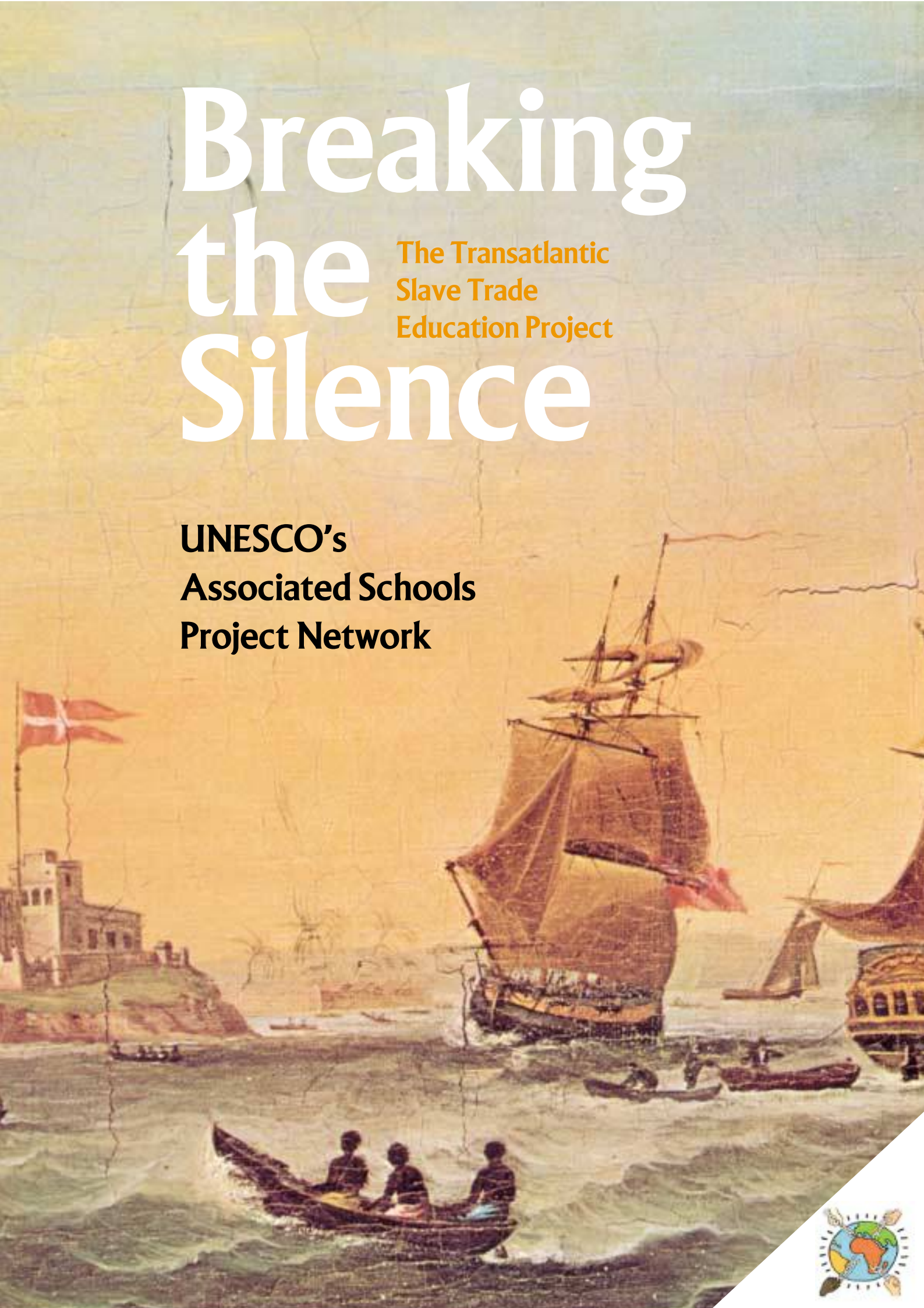


Breaking the Silence

The Transatlantic
Slave Trade
Education Project

UNESCO's
Associated Schools
Project Network



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TST International Co-ordination:

Associated Schools Project Network

Division for the Promotion of Quality Education

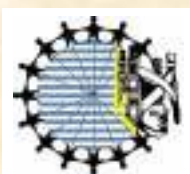
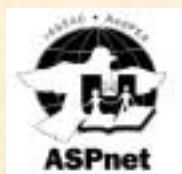
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Cover: What truths lie behind these images? European slave ships anchored at the Danish Fort of Christiansborg on the West African coast.



The TST: In the Wake of the Slave Trade



The Transatlantic Slave Trade Education Project (also known as the TST) is an integral part of the UNESCO Slave Route Project. It is conducted through UNESCO's Associated Schools Project Network (ASPnet) and involves just over 100 schools in three continents: Africa, Europe and the Americas/Caribbean.

Under the title of *"Breaking the Silence"* an opportunity has been given to young people to study the events and developments of their common past, regardless of their backgrounds and present-day living conditions.

During the triangular slave trading between Europe, Africa, the Americas and the Caribbean, millions of Africans were captured, forced aboard European ships and transported in appalling conditions to the Americas and the islands of the Caribbean where the atrocities continued. For the rest of their lives the captives were enslaved and left to the mercy of their owners.

Hundreds of years of slave trading have certainly affected these societies, where the past is very much part of the present and will surely be for years to come.

It is precisely this link between the past, present and future which presents new perspectives. By confronting the tragedy of the past we can understand how a number of mechanisms in our modern societies are interwoven with long-ago events.

In their work on the Transatlantic Slave Trade, young people can:

- Better understand the legacy and impact of the TST;
- Pay tribute to the African diaspora for its contributions towards the development of the Atlantic world;

- Contribute to the elimination of racism, discrimination and present day forms of enslavement and foster intercultural dialogue;
- Promote and preserve TST places of memory and the intangible heritage derived from the TST;
- Ensure observance of 23 August, the International Day for the Remembrance of the Slave Trade and its Abolition and 2 December, the International Day for the Abolition of Slavery.

The Transatlantic Slave Trade was in every way characterized by a deep violation of individual integrity and young people of today must be confronted with the reality of how humans have treated each other. They must also be alert to every violation of human rights and make it their duty to act to prevent all future transgressions on all peoples.

This brochure will not tell the whole story of the TST, but it will attempt to reveal how schools from three continents have accepted the challenge with enthusiasm. It will reflect how energetic and creative young people make demands and take action to build a world in which we all can live in harmony.

The brochure presents a mosaic of experience, knowledge, ideas and suggestions, with opportunities to explore all aspects of the quest for knowledge and insight.

Most of all it shows how much can be achieved when people at all levels and across all boundaries are determined to establish a new worldwide triangle of dialogue and solidarity.

The efforts of all those involved in the UNESCO TST and Slave Route



Break the silence about these crimes

Projects helped to prepare the terrain for the year 2004, which the United Nations General Assembly proclaimed as The International Year to Commemorate the Struggle against Slavery and its Abolition.

ASPnet is one of the keys which opens the door to a world of education. The following pages are an invitation to embark with us on an important journey in the wake of the Slave Trade. Welcome aboard!

Elizabeth Khawajkie
International Co-ordinator
Associated Schools Project Network
Division for the Promotion of
Quality Education

The TST: The Hunt is on – for the Truth!



On 1 December 1768 the Danish-Norwegian frigate, Fredensborg was trapped in a raging storm off the jagged coastline of southern Norway. The crew was saved and the vessel's documents brought to Copenhagen and deposited in the national archives. The catastrophe was quickly forgotten.

A number of ships had suffered the same fate on this dreaded coast and the Fredensborg was just one of the many vessels to end their final journey on the bottom of the sea.

200 years later the wreck was found, and the remains recovered from the wreckage shed new light on the dusty papers still filed in the national

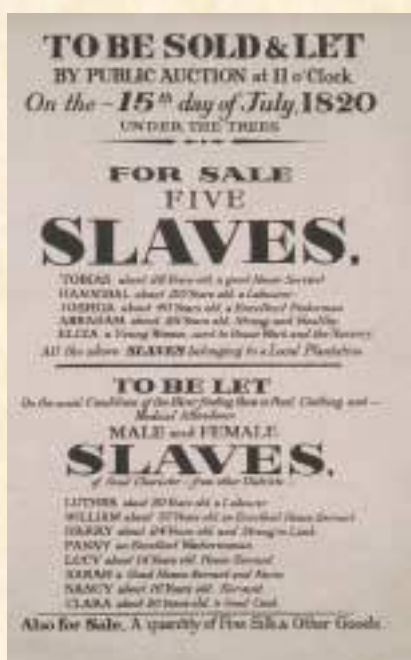
archives. A story was uncovered – that of the true venture of the Fredensborg. She was no ordinary merchant ship, but a slave ship homeward bound after successfully completing the mission of sailing 265 Africans across the Atlantic to a life of enslavement on the plantations of the Caribbean.

This little story is a small episode among many over hundreds of years of triangular trading between Europe, Africa, the Americas and the Caribbean.

UNESCO's Transatlantic Slave Trade Education Project (TST) was established so that stories like this will never again be allowed to gather dust in the archives. It is of the utmost importance that the young people of today claim knowledge of their past, which



The traces of the past challenge the awareness of all humanity



will allow them to take a stand and act to prevent a repetition of these monstrosities.

It is vital to help the youth of today to be on their guard, as they are daily bombarded with news of child workers, slaves hopelessly indebted to their owners and the trafficking of men, women and children. Human rights do not just evolve! Now, more than ever, the world needs people to stand up and refuse to accept all forms of enslavement.

To help young people to search for the truth, ASPnet established an International Task Force, which is a group of experts specialising in the TST. Their research, knowledge and advice provide a professional foundation for the TST. This has resulted in a wide range of educational guidelines of practical use for both students and teachers.

Young people also stimulate in-depth study with focused questions. They insist on answers

The TST: The Hunt is on – for the Truth!

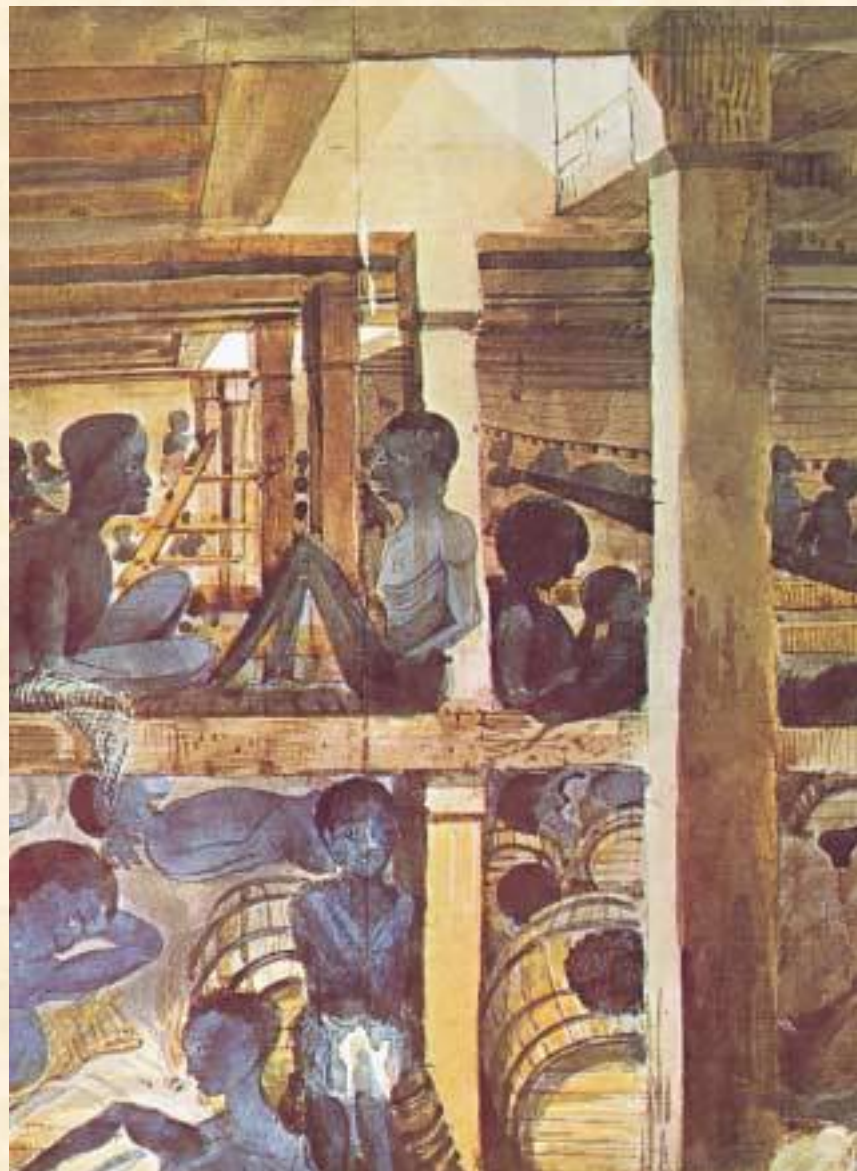


to questions they formulate themselves. What was the situation before the slave traders came to Africa? Who exactly was involved in these developments? What were the consequences of the TST in Africa? These are just a few of the many unanswered questions on which the TST can shed new light. The same questions are asked across Europe, Africa and the Americas/Caribbean.

Through the TST, young people have been given a voice to eliminate humiliation and exploitation. The more knowledge and insights young people can acquire, the more determined they will become to never forget the past. They will know what happened, where it happened and why. They will challenge the scientists, archives and museums to put forward the truth and encourage decision-makers to preserve the physical evidence left behind by our ancestors. The slave forts in West Africa, the castles

and palaces of Europe and the plantations nourished with the blood of the slaves in the Americas and the Caribbean are all a part of an international heritage, which must be preserved for all time. The stories they tell must be told – lest we forget!

How human beings treat each other



Slavery – the ghost of the past is ever present



The TST: The Vision is Launched



UNESCO's decision in 1998 to launch the Transatlantic Slave Trade Education Project (TST) in three continents through ASPnet was both optimistic and ambitious.

Optimistic, because UNESCO stresses that the education of children and young people is the most important driving force in the battle against oppression, exploitation, racism and xenophobia. Its vision is to see the words of international declarations and conventions converted into action.

Learning *to be*, learning *to know*, learning *to do* and learning *to live together* are the goals on which we all focus.

This can result in new methods of education, new challenges for young people and renewed individual and common solutions in a global world.

Choosing the TST as a common project is ambitious, because it opens the doors to a tragic past, which is difficult to shed light on educationally as much of it has been suppressed and distorted.

Under the title *Breaking the Silence* it is now up to students, teachers and decision-makers at all levels to make the vision a reality.

Launching the TST was a challenge. Cultural differences between countries, different educational practices, curriculum planning and teaching aids were worlds apart, but it was precisely these seemingly insurmountable differences and difficulties which provided the necessary challenge for the pilot schools.

Flexibility for the individual school, interaction between schools and authorities and the overall co-ordination involving the three continents have built the "triangle" within which the TST has evolved.



Three continents – The TST presents a common challenge



The TST: All Hands on Deck



At first, enthusiasm for the TST in the schools was rather limited in some countries. Teachers were pressured by demands from the curriculum and exams and although the TST was taught in varying degrees, some found it difficult to expand it further. Consequently, the first and most enthusiastic teachers to take up the gauntlet were history teachers. The TST offered the possibility of incorporating national involvement in the study of the slave trade at various levels of education. Different aspects such as the analysis of the motivation behind the trade, the study of horrific and gripping narratives of recorded incidents, the examination of source material and the opportunity for pupils to investigate historical events in the archives for themselves were important factors.

And still the difficulties continued to arise. Few countries (except in the Caribbean) had the experience or tradition of having the TST centrally placed in their teaching materials. Therefore many of the pioneers of the project had to start from scratch.

To launch the TST ship, teachers received prompt assistance from UNESCO. They were provided with professional and pedagogical suggestions for focus areas and a selection of existing reference materials. At the same time, great efforts were made by TST national co-ordinators to ensure that the schools functioned as laboratories for the development of ideas and materials at national level.



Images of the past sometimes conceal reality ...

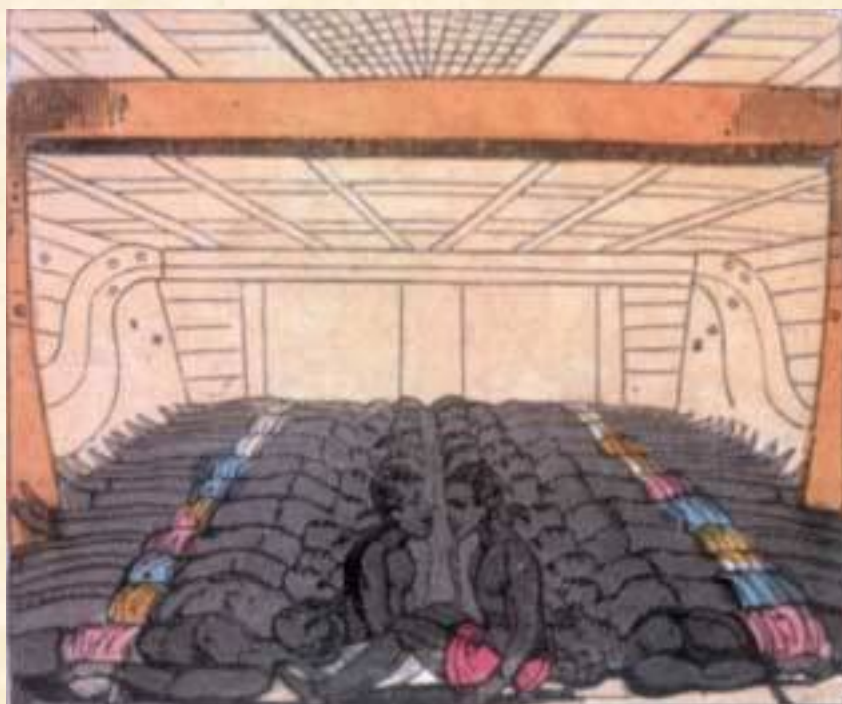
from school to school and from country to country. The common factor was the will to uncover the truth and inspire innovation in teaching so that new possibilities were discovered and solutions found.

In-depth study and the students' determination attracted the attention of other teachers at the schools. The Transatlantic Slave Trade and slavery proved to be an effective springboard for debates on values and attitudes.

Head staff and decision-makers also opened doors. The need to educate young people to become actors in a global future was characterised by a show of solidarity. Contact across national borders with other involved

It is not easy to provide a ready-made recipe, which can be used in the classroom. Nevertheless, a TST Common Programme of Study was provided as a framework to be followed in accordance with national contexts (see page 14). Individual emphasis varied

... and sometimes reveal it



The TST: All Hands on Deck



countries gave the TST experience a broader perspective.

The pioneers made it clear to all that there were new challenges within the TST. Special observance of 23 August – the International Day for the Remembrance of the Slave Trade and its Abolition – was the perfect opportunity to raise the TST flag.

One teacher recounts how 23 August became the catalyst for new developments: "There were only a few of us in the beginning who just jumped in at the deep end. But now everyone is queuing up to take part. Next year over half of our classes have plans to integrate TST in some way. Both young people and adults alike are

amazed when they see the results we have achieved!"

Joint operations with museums, visits to sites of memory, theatre performances and conferences are all ways in which 23 August has been observed. Local and national media have brought the issue to a wider audience.

The past is another world on which the present and the future must be built



The TST: Full Speed Ahead



It takes time to kick-start such an ambitious project as the TST. From the first nervous steps in 1998, the TST is an established network today, which locally, nationally and internationally has developed new teaching materials, educational methods, encouraged student involvement and, above all, is characterized by a number of different ways of co-operating and interacting. One of the most important aims of the TST is to regularly bring together teachers, pupils and decision-makers from all three continents in national, regional and international fora where views can be exchanged.

Over 100 schools tackle the task in different manners. Some engage with historical dilemmas and make efforts to uncover the causes and effects of the slave trade in an attempt to find explanations. This provides in-



Destination? The past!

Knowledge of history forms new perspectives



depth knowledge of the past and a perspective to better understand the present.

Extensive investigation has given impressive results. Teachers and students approach archives and museums and refuse to be brushed off with poor arguments. Documents from the past have been examined for relevant information, which can then be reinterpreted to provide new explanations.

On all three continents, students have uncovered sources, illustra-

The TST: Full Speed Ahead



tions and texts. Some seek at random, others develop their own models for seeking information. Many engage directly with historians and researchers to adapt their specialised knowledge to secondary school level. All provide possibilities to unravel the reality of the past.

The results of TST projects can be freely used by all. Schools and countries establish their own websites to share projects, suggestions for teaching practices, picture series, documentation, source material, suggestions to curriculum planners and much more.

Other schools have a broader approach to their work with TST. Using historical slave trading as a starting point, the challenge has been to integrate other school subjects and the knowledge and competence of other professional groups in their work.

The TST has become a cross-curricular project where there are no limits on creativity or imagination. Problems are viewed in a new perspective, interacting between the past, present and

future. Questions such as: How could this happen? What effect did slavery have on the map of the world? How can we prevent a repetition of these inhuman events today and in the future? Our present-day values and attitudes must be examined.

The answers reflect an array of different forms of expression illustrating student involvement and their will to make a difference. Theatre, drama, poetry, song, exhibitions, re-enactments, pain-

tings, posters, discussion and debate – all shed light on their present and future intentions: "We want to know what happened and we want to ensure that it does not happen again!"

Finally, some classes have worked so intensively with TST that it has influenced the whole character of the school. Inspired by the TST, schools make a greater effort to incorporate an international perspective in their daily work. This includes issues of

Lest we forget



The TST: Full Speed Ahead



development, migration, identity, racism and the contributions of the African Diaspora to world culture and economy.

Because of this focus on international issues, efforts are made to establish contact across the borders of the participating countries.

UNESCO ASPnet has been the catalyst for a number of the contacts already established. Students, teachers and head staff have co-operated in tapping all resources. Decision-makers, embassies, NGOs, the private sector, universities, the media and many others have been approached for guest teachers, financial aid and practical assistance. Where schools have Internet access, this has greatly enhanced communication between the three continents. Study trips and private travel have also laid the foundations of rewarding relationships between schools, to strengthen their co-operation by exchanging knowledge, experience and arranging meetings between teachers and students alike.

The historical triangular slave trade is replaced by a dialogue conducted through the same routes. Only the content has been changed – from exploitation and suppression to equality, solidarity and co-operation.



Events from the past form the people of the future

The TST: A New Course – A New Cargo



The cargoes of the ships sailing the triangular routes consisted of weapons, textiles, gunpowder and spirits from Europe; a human cargo of captives from Africa to America and sugar, tobacco, coffee and rum on their homeward voyage. Our cultural encounter using the same routes leaves behind a different wake. The TST is a humane project with a common cause whose focus is the education of young people. The supporting pillars are a community spirit and solidarity, whereas the actions of the past were driven by material gain and ruthless self-interest.

One of the greatest challenges of the TST is to ensure that ideas and educational issues relating to the TST and human rights should be understood by all, both within and outside the ASP network.

UNESCO opens the doors to information collected through its Slave Route Project in the Culture Sector and through the TST in the Education Sector. In co-operation with the International TST Task



Knowledge, values and attitudes are our hope for the future

Force, UNESCO has published a number of works on the pedagogical and methodical concepts in support of the project. A wide range of professional approaches to the slave trade is also available. Over and above this, a number of posters, publications, and conference reports can also be found. And add to this a continual flow of news and descriptions of current initiatives from the three regions in national and regional news-

letters as well as in the international newsletter, ASPnet News Infos, ...

In co-operation with Anti-Slavery International, The British Council and Norway's Ministry of Foreign Affairs, which supports the UNESCO TST project, a comprehensive web resource (www.antislavery.org/breakingthesilence/) has been developed. Here teachers and pupils interested in the TST can discover information, class plans, illustrations, archives and useful links. All these provide in-depth knowledge of the challenges of teaching and learning about the slave trade and enslavement. Project information can also be found on ASPnet's home page (www.unesco.org/education/asp).

A wealth of information is available from over 100 schools in 24 countries on human rights, discrimination and modern forms of slavery. All these participants have put globalization on the agenda. So why not share their experience!



The TST: Facts, Figures and Landmarks



Countries participating in the TST project:

Africa

Angola
Benin
Gambia
Ghana
Mozambique
Nigeria
Senegal

Latin America and the Caribbean

Barbados
Brazil
Cuba
Dominican Republic
Haiti
Jamaica
Netherlands Antilles
(associate member)
Trinidad and Tobago

Europe and North America

Canada
Denmark
France
Netherlands
Norway
Portugal
Spain
(co-operating member)
United Kingdom
United States of America



The TST: Facts, Figures and Landmarks



The Aims of the TST

- Increase the knowledge of teachers and students about the TST as a human tragedy and its legacy of racism and discrimination and to heighten awareness and action to abolish modern forms of slavery
- Develop positive attitudes through dialogue that promotes understanding and tolerance and a commitment to combat racism and all forms of enslavement and discrimination
- Improve teacher training about the TST, focusing on the psychological and human rights dimensions of the subject
- Facilitate co-operation and the pairing of schools within the triangular network of Associated Schools in Africa, the Americas/Caribbean and Europe in order to ensure a systematic exchange of information and common projects on the development of new teaching material and innovative educational approaches
- Create a synergy between schools, universities, museums and archives encouraging all types of humanistic institutions to support the project and the teachers who carry out its mission
- Promote the preservation and protection of historical places of importance related to the slave trade as well as its intangible heritage
- Mobilize schools to observe 23 August, the International Day for the Remembrance of the Slave Trade and its Abolition, and 2 December, the International Day for the Abolition of Slavery.

The TST Programme of Study

- African societies and culture prior to the TST
- The magnitude and organization of the TST
- The legacy of the TST, including the emergence of racism
- The impact of the TST on Africa, the Americas, the Caribbean and Europe; and how it shaped the material and social environments of the Atlantic World (industry, agriculture, culture, religions, language, traditional medicine, technology and family life)
- The middle passage or Atlantic crossing
- The TST in comparison with other forms of servitude
- The main actors, institutions and structures involved in the TST
- Literature written by the enslaved
- Resistance to the TST
- Interaction between cultures and the concept of cultural diversity
- The abolition of slavery
- The continuing struggle for human rights
- Modern forms of slavery and the ways to eliminate them.

Educational Resource Material developed by and for the TST Project

- Beckles. *The TST Common Programme of Study*, 1998
- Beckles, Shepherd. *Slave Voices: The Sounds of Freedom*, 2001
- Beckles. *Slave Voyages: The Transatlantic Trade in Enslaved Africans*, 2002
- Melville-Myers. *Teaching the TST*, 2000
- Sanon Trouillot ; Trouillot Menard (Ed.). *Banishing shadows for a better future*. UNESCO, 2003
- Svalesen. *The Slaver Fredensborg*, 1999
- UNESCO-sponsored programmes and publications: "*Breaking the Silence*", *learning about the Transatlantic Slave Trade*, 2003 (www.antislavery.org/breakingthesilence).

In preparation:

- *Slave Visions* (collective work)
- *Lieux de mémoire de la traite transatlantique*: a multimedia kit by members of the TST network.

TST Project Documentation

- UNESCO "*Breaking the Silence*": the ASPnet TST Project brochure, 2004
- UNESCO "*Breaking the Silence*": the ASPnet TST Project flyer, 2004
- UNESCO. ASPnet TST commemorative posters for 23 August, the International Day for the Remembrance of the Slave Trade and its Abolition: (1998, 1999, 2000, 2001)
- UNESCO ASPnet Poster-calendar for the International Year for the Remembrance of the Slave Trade and its Abolition, 2004
- UNESCO-sponsored programmes and publications: "*Breaking the Silence*", a CD of the student-composed TST project song, 2002
- UNESCO/Les Anneaux de la mémoire *The Slave Route*, Nantes 1998.

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Reference Material

- UNESCO and UN declarations and publications
- UNESCO/Berghahn Books. *From Chains to Bonds, the Slave Trade Revisited*, Paris, UNESCO, 2001
- UNESCO. *General History of the Caribbean. Vol. III. Slave Societies of the Caribbean*. Paris, UNESCO, 1997.
- UNESCO. *General History of Africa. Vol. V. Africa from the Sixteenth to the Eighteenth Century*. Paris, UNESCO, 1992.
- UNESCO. *Slavery: A Crime Without Punishment, The UNESCO Courier*, XLVII, 10: 1994
- UNESCO. *The Slave Route: A Memory Unchained. Sources*, 99, Paris, UNESCO, 1998
- UNESCO. *Universal Declaration on Cultural Diversity*, 2001
- *Universal Declaration of Human Rights*, 1948
- Third World Conference against Racism; Durban, South Africa; 2001: *Declaration and Plan of Action*.

Evaluations

- University of Hertfordshire. *TST Global Evaluation*, 2002
- University of the West Indies. *Report of the TST Knowledge/Attitudes questionnaire*, 2000.



The TST: Facts, Figures and Landmarks



TST Landmarks:

The TST has played a valuable role in bringing together teachers, educators, students, historians and heritage specialists at national, regional and interregional levels in a climate of mutual respect, sharing and solidarity. From the beginning of the project, it was decided that each time a major event was to take place in one continent, it would

include representatives of the two others. Some 25 major interregional TST encounters have taken place, enabling a fruitful intercultural dialogue and a common commitment to combat all forms of discrimination and modern forms of slavery.

Africa

- First TST Regional African Seminar, Accra, Ghana, February 1999
- First Interregional TST World Heritage Youth Forum, Gorée Island, Senegal, August 1999
- Second Meeting of TST International Task Force, Gorée Island, Senegal, August 1999
- First Regional TST Youth Forum, Badagry, Nigeria, March 2001
- Second TST Regional African Seminar, Banjul, Gambia, April 2001
- Second Regional TST Youth Forum Cotonou, Benin, November 2003.

Latin America and the Caribbean

- First International TST Task Force Meeting/launch of TST Project, Haiti, August 1998
- First TST Regional Seminar for the Americas/Caribbean, St. Croix, United States Virgin Islands, December 1998
- Second TST Regional Seminar for the Americas/Caribbean, Trinidad and Tobago, July 1999
- First Regional TST Youth Forum, Trinidad and Tobago, August 2000
- International Workshop of TST National Co-ordinators, Havana, Cuba, April 2002
- Fourth Meeting of TST International Task Force, Havana, Cuba, April 2002
- Second Regional TST Youth Forum, Bridgetown, Barbados, December 2003
- International Experts' meeting on the development and testing of TST educational materials, Bridgetown, Barbados, December 2003
- Fifth Meeting of the International Task Force of the ASPnet TST Education Project, Bridgetown, Barbados, December 2003.

Europe and North America

- First European Regional TST Seminar, Nantes, France, January 1999
- First International Symposium on Teaching about the TST, Tulane University, New Orleans, Louisiana, United States, August 2000
- Third Meeting of TST International Task Force, New Orleans, Louisiana, United States, August 2000
- Second European Regional TST Seminar, Lagos, Portugal, November 2000
- First Regional TST Youth Forum, Bristol, United Kingdom, November-December 2000
- Second International TST Symposium on Teacher Training and New Partnerships, University of Charleston, Charleston, South Carolina, United States, July 2001
- TST Workshop and Cultural Festival, Oslo, Norway, September 2001
- Second Regional TST Youth Forum, Copenhagen, Denmark, November 2003.

Indian Ocean

- First Indian Ocean Slave Trade Education Workshop (planning meeting), La Réunion, France, September 1999
- Second Indian Ocean Slave Trade Education Workshop, Cape Town, South Africa, April 2001
- Third Indian Ocean Slave Trade Education Workshop: "Learning about our Common Past to Build a Peaceful Future", Maputo, Mozambique, March 2004.



The TST: A Common Past – A Common Future



The Transatlantic Slave Trade Education Project (TST) was established to help prevent a collective loss of memory. The greatest forced migration of humans in history must never be forgotten. Knowledge of the victims and perpetrators of these atrocities must accompany all young people on their journey into the future: this is how humans have treated each other: a necessary reminder that human rights can never be taken for granted!

But historical knowledge is not enough. We can use the past as a common platform to discuss the values and attitudes that are needed to make the world a better place.

So let it be known that the TST is a dialogue among people in a modern world – with a common past. Here lies the struggle ahead.



Visit the past and form the future

We know that when people meet to talk, discuss and experience the same hopes and expectations for the future, then great progress can be made.

It is not enough that TST participants inhabit each corner of the "triangle". The challenge for each and every one of them is to find new roads on which they can meet.

Much has been achieved in the short history of the TST. An independent evaluation carried out in 2002 by the University of Hertfordshire (United Kingdom) showed that the project had met its goals by greatly increasing knowledge and awareness of the TST among teachers (and thus the confidence to teach it). The network's co-ordinators meet regularly and know each other well which is a good start. The future will confirm if many more possibilities can be found to

enable teachers and students to sit at the same table and provide mutual inspiration.

This future is the TST's greatest challenge, and luckily it has already begun. TST seminars, teacher-training, workshops and youth fora have been held and more are being planned. The TST network is on the right track and efforts are being made to establish even more contacts.

But this is only the beginning. All over the three regions, enthusiastic souls are continuing their endeavours in creative ways. More and more guest teachers lecture at schools, more exchange programmes and study trips are planned for students. Classes and teachers are exchanging letters and packages not to mention the Internet – which is sizzling!

In a nutshell: the TST has started a process which makes the impossible possible.

