



UNESCO Associated Schools Project Network (ASPnet)  
"Breaking the Silence": the Transatlantic Slave Trade Education (TST) Project



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International  
Campaign

equal  
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Mobilizing schools  
against racism,  
discrimination and  
exclusion

diversity  
Guidelines

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The Annual Campaign Application Form and Annual Campaign Report Form and Questionnaire are made available separately as paper documents for photocopying and as downloadable PDF files.



# Introduction

Despite countless efforts, racism, discrimination, intolerance and exclusion still prevail in most societies. The origins of racism have different sources. Racism directed principally against black people is rooted in the slave trade, particularly the transatlantic slave trade which, over a period of four centuries, forcibly transported over 15 million men, women and children from sub-Saharan Africa to the Americas and the Caribbean to be sold into slavery.

Wherever they found themselves, these Africans found different ways to mount a vigorous resistance to their conditions of servitude. In 1804, one such resistance met a resounding victory in the French colony of Santo Domingo, with the birth of Haiti, the first state to be founded by former slaves. To celebrate the bicentenary of this event which had such a far-reaching historical impact, the international community declared 2004 the International Year to Commemorate the Struggle against Slavery and its Abolition.

It is nonetheless important to remember that the victory represented by Haiti’s independence, along with subsequent abolitions of slavery and the slave trade, did not put an end to institutionalized racism. This continued into the twentieth century in the forms of segregation and apartheid, while servitude and discriminatory practices are still many and widespread in the twenty-first century.

The struggle against slavery is far from over, which implies a constant battle against insidious new forms of servitude. What weapon, in this context, could be more effective than the duty to remember, allied with education?

“Breaking the Silence”, the Transatlantic Slave Trade (TST) Education Project, carried out since 1998 by the UNESCO Associated Schools Project Network (ASPnet), provides the answer. Some 100 schools in Africa, the Americas/Caribbean and Europe participate in the TST Education project. Their opinions and commitment have formed the basis of the “All Equal in Diversity” International Campaign. By deepening their understanding of the past, these schools work towards a better understanding of the present so as to build a brighter future based on mutual respect and unity in diversity, thus contributing substantially to the quality of education in the twenty-first century.

## Background

Youth meetings played an important part in the development of this international Campaign. In late 2003, three Regional Youth Fora were organized by the ASPnet TST project on the theme “Celebrating the African Diaspora”. These encounters took place respectively in Copenhagen, Denmark (5 - 9 November 2003); Cotonou, Benin (24 - 28 November 2003) and Bridgetown, Barbados (2 - 4 December 2003). During each forum, young people, teachers and experts from Africa, the Americas/Caribbean and Europe explored the transatlantic slave trade and its consequences and learned about the contributions of the African diaspora to the world. Participants at the three meetings also contributed to developing the Campaign objectives and strategy. These were finalized at the International “Celebrating the African Diaspora” Youth Forum held in Port of Spain, Trinidad and Tobago (12 - 16 November 2004). This Campaign is thus the result of extensive consultation of students, teachers and experts in three continents. The Campaign was launched on 21 March 2005, the International Day for the Elimination of Racial Discrimination.

# Global objectives

The celebration in 2004 of the International Year to Commemorate the Struggle against Slavery and its Abolition was not intended to be a single, isolated tribute, but rather the point of departure for a series of actions to bring about greater knowledge of the slave trade and its consequences, including all forms of discrimination.

Schools taking part in the Campaign therefore adopt the following objectives for a period of three years:

- To actively promote equality in diversity and denounce all forms of discrimination
- To learn about international efforts to eliminate racism and discrimination
- To observe March 21, International Day for the Elimination of All Forms of Racial Discrimination
- To become aware of the slave trade and its consequences
- To identify and denounce modern forms of slavery
- To promote intercultural dialogue
- To involve the community in the Campaign
- To conduct joint activities with ASPnet schools in other countries

# Pedagogical objectives

## Knowledge

- to better understand the root causes of racism and discrimination, including its links to the legacy of the Transatlantic Slave Trade;
- to learn more about the social, economic, cultural and scientific contributions of the African diaspora to the development of modern societies;
- to become more aware of the struggle against slavery and its abolition;
- to become familiar with international instruments in support of Human Rights and the elimination of racism and discrimination (e.g. The Universal Declaration of Human Rights, the International Convention on the Elimination of all Forms of Racial Discrimination, the Durban Declaration and Programme of Action, the UNESCO Universal Declaration on Cultural Diversity);
- to be knowledgeable about sustained forms of racism, discrimination, exclusion, human trafficking and modern forms of slavery;
- to raise awareness of institutionalized and state racism in recent history (such as segregation and apartheid) and learn about the figureheads of resistance to such segregation (Nelson Mandela, Martin Luther King);
- to recognize that sometimes it is the majority that is excluded by the minority.

## Skills

- to develop a capacity for critical thinking;
- to improve research and analytical skills;
- to develop communication and language skills and the effective use of information and communication technologies.

## Attitudes

- to be aware of conscious and unconscious racism and promote unity and equality in diversity;
- to identify common stereotypes and examine how they can be counteracted in an inclusive school environment;
- to focus on the process of exclusion and take action against it;
- to develop a vision of a prejudice-free society;
- to oppose all prejudices encountered at home, in schools, in the media and in the community, in video games and on Internet, notably racist jokes and stereotypes.



# Activities

Over this three-year Campaign, participating schools are invited to select and carry out at least three activities annually from each of the following categories.

## Category I


### Awareness-raising

## Category II

### Research

## Category III

### Action

 This symbol indicates the possibility of undertaking the activity jointly with an ASPnet school in another country.

## Category I: Awareness-raising

### 1 Exploring identity

The objective of this activity is to explore personal, family and community identities and to increase awareness about students' origins and on the cultural diversity existing within the class or school.

Invite students to trace the meaning of their family names with the help of their parents. Then ask them to explain how their first names were chosen and how they feel about their names.

#### Questions

Is it a common or unusual name? Is it connected with a profession, a physical description or a site? Was it given in memory of a certain person, such as a grandparent or other relative, or a personality from history or the arts (music, cinema, literature)? Does a name affect the individual identity? If so, in what way?

### 2 International Days

The objective of this activity is to draw attention to and encourage the observance of U.N. International Days relevant to the Campaign. See if you can match the day with the respective date. Answers on p.11.

#### Days

- International Day for the Elimination of Racial Discrimination
- Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
- World Day for Cultural Diversity, Dialogue and Development
- Africa Day
- World Day Against Child Labor
- International Day of Indigenous People
- International Youth Day
- International Day for the Remembrance of the Slave Trade and its Abolition
- International Day of Peace
- International Day for the Eradication of Poverty
- World Teachers' Day
- International Day for Tolerance
- International Day for the Abolition of Slavery
- Human Rights Day

#### Dates

- 12 June
- 23 August
- 21 March
- 12 August
- 5 October
- 21 September
- 21-28 March
- 21 May
- 2 December
- 25 May
- 9 August
- 10 December
- 16 November
- 17 October

### 3 An Alphabet of Cultural Influences

Is your own culture influenced by other cultures?  
 Where do these cultural influences come from?  
 When were they introduced?  
 Complete the following "cultural alphabet" with words showing influences from other cultures, following the proposed categories.  
 Add categories of your own (architecture, the arts and crafts, religion, etc.).

Category	A	B	C	D	E	F	G	H	I	J ..... Z
Flora & fauna			corn							
Music & instruments		blues congas								jazz
Dance, sport, martial arts		capoeira								
Dress & fashion			dreadlocks							
Food & drink		couscous								
Science & technology	astrology									

Now choose a selection of words and try to relate every word to its origin, discover when these influences first appeared in your country, and briefly describe the related historical background.

Word	Origin	Period of introduction	Historical background
e.g. JAZZ	Afro-American community, USA.	1920s	Radio broadcasting and commercial recordings

### 4 International Instruments

Carry out research on international efforts to eliminate racism and discrimination, for example, the Universal Declaration of Human Rights and the International Convention on the Elimination of all Forms of Racial Discrimination. Note which countries have ratified them. Consult the "Interactive Declaration" on [www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus) which introduces each article of the Universal Declaration of Human Rights with a plain language version, key issues, definitions, and suggestions for activities. Hold a debate on the need for and usefulness of such instruments. More information on International Human Rights Instruments can be found on: [unesdoc.unesco.org/images/0012/001231/123110m.pdf](http://unesdoc.unesco.org/images/0012/001231/123110m.pdf)



### 5 Thematic Study

Choose and study a given aspect of the slave trade, slavery or its abolition, based on the themes of the programme of study of the "Breaking the Silence" (TST) project (see p.4).

### 6 Working with Images

Study different aspects of the slave trade and slavery through engravings and paintings of the period. Websites such as <http://hitchcock.itc.virginia.edu/Slavery/search> also contain relevant images. Inspired by the images that they have discovered, students can create a collective mural (or individual paintings) on chosen themes.

## 7 Tangible and Intangible Heritage

Research and identify the tangible and intangible heritage of the slave trade or slavery, (not only the better-known aspects such as dance and music, but also the contributions of the African Diaspora to science, technology, medicine, agriculture, as well as spiritual values). Catalogue inventions and innovations by members of the African Diaspora. Invite a specialist in one of these fields and organize an in-school workshop.

## 8 Literature

Make a compilation of literary and other texts connected with the transatlantic slave trade and slavery: poetry, excerpts from such novels as *Beloved* by Toni Morrison, excerpts from laws, and arguments for and against slavery from that period. Many useful excerpts of texts can be found in the TST "Slave Voices" anthology. Students can write original stories or dialogues inspired by their reading.

## 9 Film

Try to obtain video or DVD copies of films or TV series concerning the Transatlantic Slave Trade and its consequences such as "Amistad" (Spielberg) or "Roots" (based on Alex Haley's novel). Organize a screening in your school or community and follow it with a debate.

## 10 Historical Figures

Study the life of a prominent individual in the struggle against the slave trade, slavery, discrimination and injustice or in the promotion of intercultural dialogue. Examples could include such figures as Ottobah Cugoano, Frederick Douglass, W.E.B. Du Bois, Olaudah Equiano, Martin Luther King, Toussaint Louverture, Nelson Mandela, Rosa Parks, Harriet Tubman, Desmond Tutu, Victor Schoelcher and William Wilberforce.

## 11 Internet Research: Slavery and Racism

Identify and visit the websites most relevant to the study of slave trade and slavery as well as the struggle against racism. Compile a list of these websites, with a brief description of each and rating its usefulness on a scale of one to ten. Make the list available to the whole school.

Websites which can be consulted within the framework of this activity:

An online educational resource for teachers and students on the history of the slave trade developed by UNESCO, the British Council, the Norwegian Ministry of Foreign Affairs and Antislavery International: <http://www.antislavery.org/breakingthesilence>

The website of "Breaking the silence", the ASPnet Transatlantic Slave Trade Education Project:

[www.unesco.org/education/asp/tst](http://www.unesco.org/education/asp/tst)

The UNESCO Slave Route Project: [www.unesco.org/culture](http://www.unesco.org/culture)

## 12 Internet Research: Modern Slavery

Research sectors of activity and employment throughout the world that use forced labour (children or adults). Consult websites of Fair Trade campaigns and consider choices that can be made before buying clothes, sports shoes, etc. Students can then study the everyday existence of child workers, particularly in relation to the Convention on the Rights of the Child.

International Programme on the Elimination of Child Labour (IPEC): <http://www.ilo.org>

Antislavery International (news, campaigns and resources on modern forms of slavery): <http://www.antislavery.org>



NOTE: Be vigilant about inaccuracies, racist remarks, misconceptions about the slave trade and slavery on Internet or video games. If you find any, write to national authorities asking that they be eliminated.

## Category III: Action

The activity you choose from this category should be planned if possible to coincide with the observance of 21 March, **International Day for the Elimination of All Forms of Racial Discrimination**, declared by the General Assembly of the United Nations in response to the murder of 70 demonstrators in Sharpeville, South Africa, on 21 March 1960.

Alternatively, your activity could be planned for one of the two international days related to struggles against slavery listed below :

### **23 August, the International Day for the Remembrance of the Slave Trade and its Abolition.**

This was declared by UNESCO to commemorate the uprising at Bois Caiman, Santo Domingo (now Haiti) on 23 August 1792 – an opportunity to raise awareness of the different rebellions that helped to end the slave trade.

### **2 December: International Day for the Abolition of Slavery.**

This date recalls the adoption, by the United Nations General Assembly, of the UN Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others (resolution 317 (IV) of 2 December 1949).

Other United Nations days are indicated on the Campaign poster and p. 9.

### **13 Invite an Expert**

Invite an expert on the struggle against racism to give a lecture in your school followed by a question-and-answer session. Invite the whole school, the local community and the media.

### **14 Places of Memory**

Visit a place of memory linked to the slave trade or to slavery and make proposals for publicizing and/or preserving it. Prepare a tourist brochure presenting the chosen site with the basic historical information. Think about the advantages and the potential threats of tourism to such sites. Invite students to present each point of view and monitor the group discussion.

### **15 Photos and Posters**

Organize a school photo or poster competition with anti-racist and anti-discrimination images and slogans, and display the best ones in an exhibition. Combine with a debate.



### **16 Including the Excluded**

Organize a brainstorming session during which students identify different groups that are victims of discrimination in your country.

Examine the possible origins for such discrimination (prejudice, poverty, fear of difference) and the arguments used to justify it.

Discuss ways and means of combating discrimination, locally, nationally and internationally.

Organize a solidarity campaign in school in favour of the excluded and victims of discrimination (persons with special needs and other marginalized groups).

### **17 Media studies**

Make a critical study of the print media and how they represent (or exclude) different minority groups and if they perpetuate prejudice and stereotypes, even in subtle ways. Note the terminology used to describe such groups, the adjectives used in descriptions, the presence, absence and size of photos, and the importance given to the news stories in question (e.g. what page they appear on). Assign different population groups to students (individually or in small working groups) who compile press cuttings over a school year. Compare and exhibit the results and conclusions at the end of the school year.

## 18 Timeline □

Using texts and images from your research, make a timeline of slavery from Antiquity to modern times. Present it in the form of a frieze.

Identify the most widely known modern forms of slavery, then organize an awareness-raising campaign with a view to informing others in the community on this subject.

## 19 Celebrating other Cultures □

Invite a representative from another culture than yours to present all its different aspects to the students (traditions, beliefs, customs, crafts, traditional costume and music, typical dishes, etc.). Following this description, students will be invited to communicate what they have learnt by organizing an information day at school to highlight the culture in question.

You can also organize with your students a multicultural festival to celebrate diversity in school and in the community. Create five groups representing the different regions of the world (Africa, Latin America, North America, the Caribbean, Asia, the Pacific, the Arab States, Europe...). Each group carries out research on the culture(s) of one or several countries in its region, seeking information from fellow students and members of the community. During the multicultural festival, each of the five groups can organize a stand corresponding to "its" region. The stand can include flags, objects, posters, postcards, photos, currency, costumes, music and even typical dishes.

## 20 Information and Communication □

Prepare a newsletter on the school campaign activities, including articles, interviews with experts, photos and fact sheets. Distribute it widely among your school, your community and the media.

You can also produce a short film on activities carried out as part of the campaign for widespread distribution in school, the community and the media.

Inform primary school pupils about the Campaign and involve them in it through drama, role play, art, music, etc.

## 21 A School Exhibition

Set up an exhibition in school on one of the following themes:

The slave trade and slavery (including modern slavery)

The struggle against racism

Intercultural dialogue and the promotion of cultural diversity

The exhibition can be combined with creative workshops and a performance.

Possible exhibits: student artwork, literary excerpts, photos and symbolic objects, texts written by students (see previous activities).

# The UNESCO TST project

## UNESCO Transatlantic Slave Trade (TST) Education Project

### Programme of Study (adapted)

#### 1. Africa in world history before the Transatlantic Slave Trade

- i. its social, economic, political, and cultural life before the European trade encounter with West Africa; African contributions to world history
- ii. the origins of the Transatlantic Slave Trade; its historical context, geography and intellectual and scientific rationalisations

#### 2. Participants in the Transatlantic Slave Trade

- i. Promoters, companies, financial institutions, civic organisations, political representatives, and individuals
- ii. description of various interests, and ideological explanations

#### 3. Magnitude and organisation of the Transatlantic Slave Trade

- i. methods of recruitment
- ii. volume, and methods of calculation

#### 4. The Middle Passage:

- i. general conditions of captivity, before, during, and after the Atlantic passage; social, physical, and psychological context; the situation of women
- ii. punishments, mortality and survival
- iii. technology (e.g. ships and chains)

#### 5. Financial and Commercial organisation

- i. methods and instruments of trade
- ii. viability and profitability
- iii. relationship to economic growth and modernisation

# "Celebrate Freedom"

## 6. Resistance to the Transatlantic Slave Trade

- i. before, during, and after the Middle Passage
- ii. among peoples in Africa, the Americas and Europe

## 7. The impact of the Transatlantic Slave Trade with its economic, political, social, psychological and spiritual dimensions

- i. on Africa
- ii. on Europe
- iii. on the Americas

## 8. The contemporary legacies of the Transatlantic Slave Trade:

- i. enduring racial practice and supportive ideologies; aspects of European intellectual and scientific history and culture
- ii. persistent ethnic tension and discord
- iii. uses of history in the searches for justice, peace and tolerance
- iv. the rediscovery of fundamental African values; the process of 'mental decolonisation' and reappropriation of African identities

## 9. The founding myths of white supremacy

- i. Ideologies and ideologues
- ii. The relationship between white people and The Other, and the use of 'scientific' knowledge
- iii. The myths that endure today
- iv. Impoverishment and enrichment

## Young People's Declaration on the occasion of the International Year to Commemorate the Struggle against Slavery and its Abolition (2004)

We, the students from Africa, the Caribbean, the Americas and Europe have come together to take part in the UNESCO TST International World Youth Forum in Port of Spain, Trinidad and Tobago, 12 to 16 November, 2004, on the occasion of the International Year to Commemorate the Struggle against Slavery and its Abolition (2004) and have adopted the following declaration:

We, the youth of today, and the leaders of tomorrow are not ignorant of the pains and hurts of the past. We are conscious of the parts played by our ancestors in the slave trade and the struggle for freedom. Recognising this, we will fight for freedom, freedom from slavery of minds, economic slavery and all other forms of slavery and discrimination in the world today.

We will strive for equality all over the world. Disregarding colour, religion, culture and gender we will adopt ideas from across continents that will help our future. It is not going to be easy, but we will work towards it. If we are willing to work together we can, and will, change our world in a few years to come.

As participants in this Port of Spain TST International Youth Forum we commit to launch and to take part in an international school Campaign "All Equal in Diversity: Mobilizing Schools Against Racism, Discrimination and Exclusion".

To understand the present, we have to know the past in order to build together a better and peaceful future.

We should therefore pay tribute to the African Diaspora for its economic, technological, spiritual and cultural impact on the development of the Americas, the Caribbean, Europe and the world at large.

The interaction of cultures should therefore be seen positively, as a challenge, instead of negatively, as a problem. Unfortunately, society has not fully awakened to this reality.

Racism, intolerance and discrimination create low self-esteem, inferiority complexes, and the refusal to accept differences. The result leads to exclusion and a lack of understanding.

We therefore pledge to achieve harmony and equality in diversity, at school, in the community, at national, regional and international levels, through the UNESCO ASPnet Schools Campaign: to actively denounce all forms of discrimination; to become aware of the slave trade and its consequences; to promote intercultural dialogue and to mobilize against modern forms of slavery – because although the slave trade was abolished, slavery still continues.

To reach these goals, we want every young person to adopt this Declaration, in order to achieve peace. Furthermore, we, the youth of today demand every government to ensure the respect of human rights and education for all, in order to create enlightened citizens who are ready to participate in the struggle for a better world free of racism, discrimination and all forms of enslavement.

The past was changed by inhumanities,  
The present influenced by past atrocities,  
The future will be changed by our attitudes,  
Let's work to improve the world today.

*Port of Spain, Trinidad and Tobago, November 2004*

# The Durban Declaration

The goals and aspirations of “All Equal in Diversity” Campaign are intrinsically linked to the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Durban, South Africa (31 August- 8 September 2001). The slave trade and slavery were recognized as a crime against humanity at this conference. The Durban Declaration and Programme of Action emphasizes the potential of education to change attitudes and behaviour. It underlines the need to respect and preserve cultural diversity within and between communities and nations with a view to creating a harmonious multicultural world. It also specifically calls on UNESCO to support States in the preparation of materials and tools for promoting teaching, teacher training and educational activities relating to human rights and the struggle against racism, racial discrimination, xenophobia and related intolerance. (ref. Paragraphs 136, 156, 179 Durban Programme of Action)

The following excerpts particularly concern the themes of this Campaign.



## The Durban Declaration (excerpts)

“[...] All peoples and individuals constitute one human family, rich in diversity. They have contributed to the progress of civilisations and cultures that form the common heritage of humanity. Preservation and promotion of tolerance, pluralism and respect for diversity can produce more inclusive societies.” (Paragraph 6)

“[...] Slavery and the slave trade, including the transatlantic slave trade, were appalling tragedies in the history of humanity not only because of their abhorrent barbarism but also in terms of their magnitude, organized nature and especially their negation of the essence of the victims [...] slavery and the slave trade are a crime against humanity and should always have been so, especially the transatlantic slave trade and are among the major sources and manifestations of racism, racial discrimination, xenophobia and related intolerance [...] Africans and people of African descent, Asians and people of Asian descent and indigenous peoples were victims of these acts and continue to be victims of their consequences.” (Paragraph 13)

## The Durban Programme of Action (excerpts)

“Encourages all States, in cooperation with the United Nations, the United Nations Educational, Scientific and Cultural Organization and other relevant international organizations, to initiate and develop cultural and educational programmes aimed at countering racism, racial discrimination, xenophobia and related intolerance, in order to ensure respect for the dignity and worth of all human beings and enhance mutual understanding among all cultures and civilizations [...]” (Paragraph 126)

“Urges States to introduce and, as applicable, to reinforce anti-discrimination and antiracism components in human rights programmes in school curricula, to

“We consider it essential for all, countries in the region of the Americas and all other area of the African Diaspora to recognize the existence of their population of African descent and the cultural, economic, political and scientific contributions made by that population, and recognize the persistence of racism, racial discrimination, xenophobia and related-intolerance that specifically affect them [...]” (Paragraph 33)

“[...] Education [...] in particular human rights education, is a key to changing attitudes and behaviour based on racism, racial discrimination, xenophobia and related intolerance and to promoting tolerance and respect for diversity in societies;” (Paragraph 95)

“[...] International and national exchange and dialogue, and the development of a global network among youth, are important and fundamental elements in building intercultural understanding and respect, and will contribute to the elimination of racism, racial discrimination, xenophobia and related intolerance.” (Paragraph 120)

develop and improve relevant educational material, including history and other textbooks, and to ensure that all teachers are effectively trained and adequately motivated to shape attitudes and behavioural patterns, based on the principles of non-discrimination, mutual respect and tolerance.” (Paragraph 129)

“Urges States to encourage all schools to consider developing educational activities, including extra-curricular ones, to raise awareness against racism racial discrimination, xenophobia and related intolerance, inter alia by commemorating the International Day for the Elimination of Racial Discrimination (21 March).” (Paragraph 131)

## Applications

In its first phase (2005 - 2008), this campaign is addressed to the Associated Schools Project Network (ASPnet) secondary schools in countries participating in the TST Project. Young people aged 12 to 19, supported by their principals and teachers, are invited to carry out an agreed number of campaign activities within the framework of their school. In 2006 the campaign will be extended to other countries.

A single Annual Campaign Application Form per school (included in the Kit and available online at [www.unesco.org/education/asp](http://www.unesco.org/education/asp)) should confirm that the entire school supports the campaign.

The completed form should be sent each year of the three-year campaign to UNESCO Headquarters by fax, e-mail or post, addressed as follows:

UNESCO (ED/PEQ/ASP)

“All Equal in Diversity” Campaign

7 Place de Fontenoy, 75352 Paris 07 SP, FRANCE

Fax : + 33 1 45 86 56 39

E-mail : [aspnet@unesco.org](mailto:aspnet@unesco.org)

## Deadline for registration

15th June of each year during the three-year Campaign.

## Participation

Schools commit themselves to take part in the Campaign over a three-year period. During this period, they should implement at least nine of the proposed activities, that is, three per year. The activities fall into three categories: awareness-raising, research and action. Schools should choose one activity from each of the three categories annually. The proposed Campaign Activities, on pages 4-8, can serve as starting points and inspiration for other initiatives.

## Annual Report and Questionnaire

Each year schools will send a completed Annual Campaign Report Form and Questionnaire (included in the Kit and available online at [www.unesco.org/education/asp](http://www.unesco.org/education/asp)) to UNESCO Headquarters, Paris, with a copy to the ASPnet National Co-ordinator. The report should present the school's activities and results, including photographs documenting the work undertaken. The deadline for these reports is 15 June of each year .

## Communication

Schools should inform local and national authorities and the media about the Campaign so they can pledge support for it.

## Recognition

At the close of the Campaign, UNESCO will publish a selection of good practices and award a number of special merit certificates for activities that have had most impact on the school environment. Prizes will be awarded to a limited number of outstanding campaigns.

## Answers to Activity 2

Selected international days declared by the United Nations and its agencies

21 March	International Day for the Elimination of Racial Discrimination
21-28 March	Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
21 May	World Day for Cultural Diversity, Dialogue and Development
25 May	Africa Day
12 June	World Day against Child Labor
9 August	International Day of Indigenous People
12 August	International Youth Day
23 August	International Day for the Remembrance of the Slave Trade and its Abolition
21 September	International Day of Peace
5 October	World Teachers' Day
17 October	International Day for the Eradication of Poverty
16 November	International Day for Tolerance
2 December	International Day for the Abolition of Slavery
10 December	Human Rights Day

**This booklet is part of the "All Equal in Diversity" International Campaign Kit comprising a poster and stickers promoting the campaign, an Application Form, a Report Form and Evaluation Questionnaire, and a CD-ROM with all these elements along with "Breaking the Silence", a song composed by young people participating in the Transatlantic Slave Trade Education Project.**

The Associated Schools Project Network was launched by UNESCO in 1953 with 33 secondary schools in 15 Member States. Today it includes some 7 600 institutions in 175 countries.

[www.unesco.org/education/asp](http://www.unesco.org/education/asp)



International Day for the Remembrance of the Slave Trade and its Abolition  
Journée internationale du souvenir de la traite négrière et de son abolition  
août  
August

International Day of Peace  
Journée internationale de la paix  
septembre  
September

World Teachers' Day  
Journée mondiale des enseignants  
octobre  
October

International Day for the Eradication of Poverty  
Journée internationale pour l'élimination de la pauvreté  
octobre  
October

International Day for Tolerance  
Journée internationale de la tolérance  
novembre  
November

International Day for the Abolition of Slavery  
Journée internationale pour l'abolition de l'esclavage  
décembre  
December

Human Rights Day  
Journée internationale des Droits de l'Homme  
décembre  
December

International Day for the Elimination of Racial Discrimination  
Journée internationale pour l'élimination de la discrimination raciale  
mars  
March

Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination  
Semaine de solidarité avec les peuples en lutte contre le racisme et la discrimination raciale  
mars  
March

World Day for Cultural Diversity, Dialogue and Development  
Journée mondiale de la diversité culturelle pour le dialogue et le développement  
mai  
May

Africa Day  
Journée de l'Afrique  
mai  
May

World Day against Child Labor  
Journée mondiale contre le travail des enfants  
juin  
June

International Day of the World's Indigenous People  
Journée internationale des populations autochtones  
août  
August

International Youth Day  
Journée internationale de la jeunesse  
août  
August

# all in diversity

# not a step back

# to

le racisme, la discrimination et l'exclusion

mobiliser les écoles contre

Mobilizing schools against racism, discrimination and exclusion