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Follow-up to the commemoration of the two-hundredth anniversary of the abolition of the transatlantic slave trade

Programme of educational outreach on the transatlantic slave trade and slavery

Report of the Secretary-General

Summary

The present report is submitted in accordance with General Assembly resolution [67/108](#), in which the Assembly requested the Secretary-General to report on continued action to implement the programme of educational outreach on the transatlantic slave trade and slavery, as well as steps to enhance world public awareness of the commemorative activities and the permanent memorial initiative.

The theme of the 2013 commemoration, “Forever free: celebrating emancipation”, paid tribute to the emancipation of slaves around the world. The 2013 commemoration acquired a special significance during a year that marked many key emancipation anniversaries. Working in close collaboration with States members of the Caribbean Community and the African Union, the Department organized a series of activities from 18 to 25 March 2013 to mark the sixth annual observance of the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade.

To increase awareness of the observance internationally, the Department of Public Information worked with its network of United Nations information centres, initiated a robust social media campaign and engaged in new partnerships with Member States and civil society actors.

* [A/68/150](#).



I. Introduction

1. On 17 December 2007, the General Assembly, in its resolution [62/122](#), designated 25 March the International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade.
2. In the same resolution, the General Assembly requested the Secretary-General to collaborate with and build on the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO), including its Slave Route Project, to establish a programme of educational outreach to inculcate future generations with the causes, consequences and lessons of the slave trade and to communicate the dangers of racism and prejudice.
3. In its follow-up resolutions, including resolution [67/108](#), the General Assembly further requested the Secretary-General to report on continued action to implement the outreach programme and steps to enhance world public awareness of the commemorative activities and the permanent memorial initiative.
4. The present report is submitted pursuant to those requests.

II. Background

5. Taking place over a 400-year period, the transatlantic slave trade was the largest forced migration in history. The extensive exodus of Africans to many areas of the world was unprecedented in the annals of recorded human history. The legacy of that migration remains evident today in the large populations of people of African descent living throughout the Americas. In the past few years, efforts have been made to raise public awareness regarding the slave trade and its lasting consequences on societies throughout the world. As part of those efforts, it is essential to recognize the contributions that enslaved people and their descendants have made to the societies that forced them into bondage.
6. The 2013 commemorative activities acknowledged that raising awareness about the transatlantic slave trade can provide an opportunity to underline its lasting impact on the society of today. The consequences of slavery have left a deep mark to this day on many people and can still be identified through bias, hatred, prejudice and intolerance. A better understanding of the history, and knowing about the individuals who rose up against slavery, can provide a valuable perspective and be a source of pride and motivation for present and future generations in overcoming current challenges.

III. Emancipation of slaves around the world

7. The theme of the 2013 commemoration, “Forever free: celebrating emancipation”, paid tribute to the emancipation of slaves around the world. The 2013 commemoration acquired a special significance during a year that marked many key emancipation anniversaries. In 1793, all slaves in Saint-Domingue (present-day Haiti) were freed and slavery was abolished in Upper Canada. In 1833, the Slavery Abolition Act ended slavery in Canada, the British West Indies and the Cape of Good Hope. Ten years later, in 1843, the Indian Slavery Act was signed. It has been 165 years since France abolished slavery and 160 years since slaves were

freed in Argentina. Brazil abolished slavery in 1888. The year 2013 also marks the 150th anniversary of both the abolition of slavery in the Dutch colonies and the Emancipation Proclamation in the United States of America.

8. A visual theme for the 2013 observance featured a man and a woman breaking their bonds as a symbol of emancipation. They are in celebratory poses, thereby illustrating the theme “Forever free”.

IV. Remembrance activities

9. Remembrance activities were organized at Headquarters and other United Nations offices around the world. The activities at Headquarters included a week-long programme that began on 18 March and concluded on the International Day itself, 25 March. An exhibition at Headquarters opened on 11 February and remained on display until the end of May.

Department of Public Information/non-governmental organization panel discussion

10. The briefing for non-governmental organizations on the theme “Forever free: celebrating emancipation” opened the commemorative observance on 18 March and was broadcast on the Internet. The panellists were Eric Foner, DeWitt Clinton Professor of History, Columbia University; Anne Bailey, Associate Professor of History and Africana Studies, Binghamton University; and Françoise Vergès, President of the French National Committee for the Memory and History of Slavery (2008-2012). The panel discussed emancipation and the history of the transatlantic slave trade and its lasting impact on the United States, the Caribbean, Europe and Africa and the Indian Ocean.

11. During the briefing, two civil society representatives, Dieudonné Boutrin and Daniel Proust, introduced an educational ship project, with the support of a video produced for the commemorative week, and took questions from the audience.

Global videoconference for students

12. A global videoconference brought together 600 students from secondary schools in France, Senegal, Trinidad and Tobago, the United Kingdom of Great Britain and Northern Ireland and the United States. Organized with the support of the UNESCO Associated Schools Project Network, the interactive forum aimed to bring together societies linked by the history of the transatlantic slave trade to raise global awareness of the widespread resistance to slavery, to consider the legacy of slavery and its link to racism and prejudice and to discuss specific actions that could be taken to tackle those problems.

13. The keynote presenter for the videoconference, Françoise Vergès, spoke about the work of the French National Committee for the Memory and History of Slavery and the Memorial to the Abolition of Slavery, located in Nantes.

14. A selection of images and materials was made available for download on the Remembrance website and, in advance of the videoconference, Twitter and Facebook pages allowed early exchanges between participating students. To ensure preparations for the videoconference, two study guides — one for students and one for teachers — were created by the Department. For the first time, the

videoconference was conducted in English and French, with simultaneous interpretation in the two languages.

15. A survey was distributed at Headquarters following the videoconference. What follows is a selection of responses given to the request “Please tell us something about the transatlantic slave trade that you did not know before participating in this year’s videoconference”:

- (a) “It was worldwide and slaves were taken everywhere”;
- (b) “Britain compensated slave owners for their loss when the slaves were freed”;
- (c) “Calypsonians made fun of their masters/the upper class through dances and songs”;
- (d) “It all started with Haiti becoming free”;
- (e) “Slavery and emancipation of slaves were not in the curriculum for some countries”;
- (f) “There are millions of people in slavery today. They are forced to work without pay”;
- (g) “Those of other races were affected by slavery”;
- (h) “There are slave memorials all over the world”;
- (i) “Slaves could be traded for spices and goods”;
- (j) “They traded slaves from Madagascar”;
- (k) “The involvement that the island of Gorée in Senegal had in the slave trade”;
- (l) “Liverpool was a big slavery point of transit”.

Exhibitions

16. An exhibit on the theme of the 2013 commemoration opened on 11 February 2013 in the Visitors Lobby at Headquarters, comprising panels retracing the history of the transatlantic slave trade that present heroes and activists, the fight for emancipation and the legacy of slavery today. It remained on display until the end of May.

17. During the commemorative week, an original copy of the Emancipation Proclamation, signed by Abraham Lincoln and William Seward, and an original signed copy of the Thirteenth Amendment to the Constitution of the United States, by which slavery was abolished, were also on display. The documents, whose display was made possible by the generosity of Lawrence Benenson, were exhibited in the Visitors Lobby as the centrepiece of the exhibition on slavery. The official ceremony for the exhibition was held on 21 March.

Film screening

18. In conjunction with the Department of Public Information, the feature film *Lincoln* was screened on 20 March at the United States Mission to the United Nations. The film covers the final four months in the life of Abraham Lincoln and

focuses on his efforts in January 1865 to have the Thirteenth Amendment to the Constitution of the United States passed by the House of Representatives. Tony Kushner, the Pulitzer Prize-winning and Oscar-nominated screenwriter, introduced the film.

Book presentation

19. On 21 March, a book presentation was held at the United Nations Bookshop. Deborah Willis, University Professor and Chair of the Department of Photography and Imaging at the Tisch School of the Arts, New York University, and Barbara Krauthamer, Associate Professor of History, University of Massachusetts Amherst, discussed their book, *Envisioning Emancipation: Black Americans and the End of Slavery* (2012), with the support of an extensive slide presentation. Alan Gilbert, John Evans Professor of History, University of Denver, presented *Black Patriots and Loyalists: Fighting for Emancipation in the War for Independence* (2012).

Cultural and culinary event

20. Organized jointly with the International Organization of la Francophonie and the Martinique Promotion Bureau, the event began with a poetry recital to honour the 100th anniversary of the birth of a famous poet from Martinique, Aimé Césaire. Françoise Vergès, author of a book about the poet, introduced the recital. The evening included poetry readings by actors from France, Haiti and South Africa, a musical performance by a kora player from Mali, a dance performance by Ballet des Amériques and the screening of clips from *Aimé Césaire: une voix pour l'histoire* by Euzhan Palcy.

21. The evening, which highlighted the importance of remembering slavery through culture and also served as the official ceremony for the exhibition, continued with remarks by the Under-Secretary-General for Communications and Public Information; the Ambassador of the United States, Rosemary DiCarlo; the Chair of the Permanent Memorial Committee, Shorna Kay-Richards; and the lender of the copy of the Emancipation Proclamation and the Thirteenth Amendment, Lawrence Benenson.

22. A presentation of kanga fabrics from Kenya and the United Republic of Tanzania highlighted the importance of Kiswahili as a language with its origins in the East African slave trade. A pamphlet on the history of kanga and its place in the history of slavery was distributed during the presentation. The text of the pamphlet was adapted, with permission, from a longer article by a Nairobi-based kanga researcher and expert, Christel de Wit, who also provided a video that was screened during the event.

23. Students from Hofstra University contributed to the cultural evening by reciting slavery-related speeches by Frederick Douglass, Abraham Lincoln, Toussaint Louverture and Sojourner Truth, among others. The evening concluded with culinary displays from Africa and the Caribbean.

Concert

24. On 22 March, a concert on the theme of the 2013 commemoration was held in the General Assembly Hall, organized by the Department of Public Information with the collaboration of the States members of the Caribbean Community and the

African Union. It was intended to raise awareness of the transatlantic slave trade and its continuing legacy. In his opening remarks, the Secretary-General evoked the resilience of the culture of Africa that can still be seen today through many art forms, most notably music. He said:

The rhythms of Africa travelled on ships with their human cargo. They were handed down from parents to children. Not only did they survive the slave masters' attempts to destroy identity, heritage and a sense of home — they defined the music of a culture and ultimately a nation.

25. Following remarks by the Chair of the Permanent Memorial Committee and Françoise Vergès, the United Nations Foundation Girl Up Champion, Monique Coleman, moderated the musical event, which featured performers from Africa, the Caribbean and the United States, including Benyoro, Somi, the National Ballet of Cameroon, Steel Pulse and the UNESCO Artist for Peace and well-known jazz musician, Marcus Miller.

Solemn commemorative meeting of the General Assembly

26. The solemn commemorative meeting of the General Assembly was held on 25 March. Formal remarks were delivered by the Vice-President of the Assembly and representatives of the regional groups and of the host country. Statements highlighted the devastating impact of slavery and called for that painful chapter never to be forgotten or repeated. Evoking Aimé Césaire and his warning against crossing arms in the sterile attitude of a spectator, because life is not a spectacle, the Secretary-General stated:

I agree we must be more than spectators. While we recall slavery's horrors, we must also address the lingering consequences. While we remember the victims, we pledge to fight for equality, justice and peace. This is the most meaningful way to honour their memory.

27. The keynote address was delivered by Ali Mazrui, Director of the Institute of Global Cultural Studies and Albert Schweitzer Professor in the Humanities, Binghamton University, who described how and why it was important to educate young people of African descent about their history. His speech was entitled "From Wilberforce and Lincoln to Toussaint Louverture and Mandela".

28. In an informal component of the meeting, dancers and drummers from the National Ballet of Cameroon performed.

Radio and television features

29. United Nations Radio covered the commemorative week with a series of programmes in all six official languages, in addition to Kiswahili and Portuguese. Programmes included interviews with some of the speakers who participated in the week. United Nations Television produced a video of the events of the week, which was featured as the cover story on the United Nations website on the International Day.

Social media and the Internet

30. For the first time, the International Day was promoted through several United Nations social media accounts. The presence on Twitter (@rememberslavery), Facebook

(<http://facebook.com/rememberslavery>) and Tumblr (<http://rememberslavery.tumblr.com>) was established in December 2012. The accounts will remain active throughout 2013 to increase their audiences and to continue the conversations.

31. The Facebook account reached a total of 141,727 followers during the commemorative week. The most popular post was seen by more than 100,000 people and the Facebook page and the Twitter feed were supported by social media posts from UNESCO, the Office of the United Nations High Commissioner for Refugees, the United Nations Children's Fund, the United Nations Foundation, the United Nations Development Programme, United Nations Volunteers, United Nations information centres, the Envoy of the Secretary-General on Youth and several United States embassies, in addition to a range of artists, including Mia Farrow, Marcus Miller, Monique Coleman, Steel Pulse and Somi.

32. The website for the event was updated to include detailed event information, background documents and links to partner websites. In addition, to make the website easier to find, the subdomain rememberslavery.un.org was established.

Internal communications

33. To help to raise staff awareness of the International Day, articles were featured on iSeek, the Secretariat intranet. The management of the cafeteria also agreed to feature African and Caribbean cuisine throughout the commemorative week.

Outreach through United Nations information centres in collaboration with civil society organizations and Member States

34. The network of United Nations information centres, services and offices around the world organized educational outreach activities to raise awareness of the International Day in collaboration with local partners, including host Governments, media, civil society, youth associations and academic and cultural institutions.

35. The following summary provides examples of activities undertaken by United Nations information centres during the week of the commemoration:

(a) The United Nations Information Centre in Almaty, Kazakhstan, screened several videos to a local audience that included university students. The screenings afforded an opportunity to pay tribute to those who bravely fought against the transatlantic slave trade and those who continue to stand up against modern forms of slavery;

(b) The United Nations Information Centre in Ankara continued to display a travelling exhibit on the history of slavery throughout the year. The exhibit was on display at the Anatolium shopping mall in Ankara from 12 to 23 October 2012. On 25 March, it was inaugurated at the Antares shopping mall by the United Nations Resident Coordinator and the mayor of Keçiören. The exhibit was on display for a week. Mall officials noted that some 100,000 people visited the mall each week. On 25 May, the Centre opened the travelling exhibit at Cer Modern, one of the most popular modern art centres in Ankara and the biggest in Turkey;

(c) The United Nations Information Centre in Asunción organized screenings of several films on the issue of racial discrimination, including *Slave Routes: A Global Vision* by UNESCO. The screenings were held in public and private schools and followed by discussions;

(d) The United Nations Information Centre in Antananarivo organized a conference with students and members of United Nations clubs to celebrate the International Day. The event was held at the Engineering School of Tourism, Informatics, Interpretership and Management, a private university, and attended by some 200 students. Other students and professors from various universities and high schools also participated. The Centre shared the Secretary-General's message, talked about the lessons of the transatlantic slave trade and stressed the importance of the celebration, given that Malagasies were also of African descent;

(e) The United Nations Information Centre in Brazzaville organized a tour of the ancient port of slaves in Loango, a coastal city located close to Pointe-Noire, the second city of the Congo. The tour began with an introduction by Centre staff and also involved the curator of the Loango museum and the local Director of Archives and Patrimony;

(f) The United Nations Regional Information Centre in Brussels, in collaboration with Ciné-ONU and the United States Mission to the European Union, organized a screening at the Goethe Institute of *Traces of the Trade*, a far-reaching personal documentary examining the legacy of a family involved in the slave trade. The screening was a success, assisted by the attendance of the director of the film, Katrina Browne;

(g) The United Nations Information Centre in Dakar organized, on 10 April, a visit to the historic island of Gorée for students from the suburbs of Dakar. They visited the House of Slaves and the town hall, where the mayor delivered welcoming remarks and invited them to reflect on the history of slavery. Journalists covered the visit;

(h) The staff of the United Nations Information Centre in Dar es Salaam, United Republic of Tanzania, along with 55 students from various schools, participated in an educational visit to Kilwa Kivinje, Kilwa Masoko and Kilwa Kisiwani in the Lindi region, on the Tanzanian coast. In 1981, Kilwa Kisiwani was declared a UNESCO World Heritage site. It was a trading centre linking the Arabian Gulf, the Far East and Africa. All students participated in interactive learning sessions while they visited buildings reflecting the way in which slaves were housed and saw wells built by slaves centuries ago. Discussions about the history of the slave trade and slavery in the United Republic of Tanzania were led by the Centre's Information Officer. The students watched *Roots*;

(i) The United Nations Information Centre in Dhaka, jointly with ASA University Bangladesh and Daffodil International University, organized an event on 25 March at ASA University Bangladesh. The commemoration included a seminar, a poetry recital, a poster exhibition, a drama performance and the lighting of candles. A cultural show and a poster exhibition were also organized;

(j) The United Nations Information Centre in Lagos, Nigeria, in collaboration with the African Anti-Slavery Coalition, organized a forum on 25 March. The event was attended by more than 60 participants, including students and teachers from secondary schools, representatives of the Lagos State Police Command, the media and non-governmental organizations;

(k) The United Nations Information Centre in Lima organized a presentation of the book *Mujer negra, esclava y resistencia* by a Peruvian journalist, Zelmira Aguilar. The work included a series of portraits of black women who were enslaved

in Peru and whose life stories are testimony to the social process that led the country to abolish slavery in 1854. In addition, a project entitled “Youth for tolerance”, organized by the Centre, was launched. Over the course of 2013, young people will undertake activities to promote the principle of tolerance and reject racism and homophobia;

(l) The United Nations Information Centre in Mexico City screened *Slave Routes: A Global Vision* and hosted a debate about slavery and a workshop led by Casa Refugio África Hankili. Some 80 high school students attended a screening session and a workshop at the United Nations building. The International Day was the main issue of discussion. Following a presentation on the dangers of racism and racial discrimination, the students debated solutions and ideas to abolish modern-day slavery. From April to June 2013, the Centre developed several activities to promote the International Day. More than 150 students attended the screening sessions and the workshops;

(m) The United Nations Information Centre in Ouagadougou marked the International Day by organizing an exhibit of photographs, posters, books, brochures, decrees and acts and by hosting lectures for 20 schools in Burkina Faso. The exhibits and lectures brought together 6,212 students and teachers. The lectures were given by the Centre’s staff and five history professors from the University of Ouagadougou;

(n) The United Nations Information Centre in Port of Spain hosted an exhibit in the National Library from 25 to 28 March. Other activities included providing information support to the schools videoconference on 26 March and distributing material in two other Caribbean countries and to school libraries in Trinidad and Tobago. Activities will continue with two other displays in Trinidad and Tobago and the printing of postcards for distribution to school libraries;

(o) The United Nations Information Centre in Rio de Janeiro, Brazil, organized, in partnership with Cinemão, two screenings of the UNESCO film *Slave Route: The Soul of Resistance* in the Complexo do Alemão, followed by an interactive debate with Centre staff. The Centre also invited students to participate in an essay contest, the best of which would receive a prize and be published on the Cinemão social network with the support of United Nations media. The activities educated more than 900 people about the causes, consequences and lessons of the slave trade;

(p) The United Nations Information Centre in Washington, D.C., promoted the International Day through its social media networks.

V. Information outreach and resources

36. For the 2013 commemoration, the Department of Public Information created a visual identity, a commemorative poster, banners, bookmarks, T-shirts and postcards depicting the theme “Forever free: celebrating emancipation”. The poster was created in the six official languages of the United Nations, Kiswahili and Portuguese.

37. The Department updated the website in the six official languages of the United Nations to facilitate global access to the commemorative activities. The site provides educational resources on the transatlantic slave trade, with links to the

message of the Secretary-General, a description of events at Headquarters and around the world and related documents.

38. As part of its outreach programme, the Department facilitated the live webcast of events organized for the observance. Excerpts were made available through the UNifeed programme to television stations worldwide. The Media Liaison and Accreditation Unit provided services to journalists who reported on the commemorative events. United Nations Radio, United Nations Television, United Nations Webcast and the United Nations News Centre all covered the remembrance events.

39. The remembrance activities were covered by diverse media outlets, including the African Press Organization, Afrik Infos, Algérie Presse Service, Ayabás — Instituto da Mulher Negra do Piauí, *Bass Musician* magazine, Bernews (Bermuda), BET News, BiyoKulule Online, Conexão Sindical, Crónica Digital, cynews.tv, the *Daily News*, daily.wired.it, Dreadview, *El Nuevo Empresario*, *El Siglo de Torreón*, *Fátima Missionária*, Geledés — Instituto da Mulher Negra, GhanaWeb, GirlsForAfrica.org, girlsglobe.org, Globedia, Independent European Daily Press, iReggaeNation, *JazzTimes*, knews.kg, *La Tribune*, *La Voz del Sandinismo*, Mag Z Web Afrique, Media International Group News (Ukraine), newKerala.com, *Newsday* (Long Island), Nigeria Daily News, Nordfront, *Notícias da Bahia*, Noticias Iruya, Nzweek, onu.org.pe, Prensa Latina (Cuba), Proceso — proceso.com.do, Sa Ka Fet Matinik, Sinal da Fênix, Sinttonia FM 102.9, Slavernij Online, South-South News, SpringAid (Sweden), Star Africa, Swisslatin, *Témoignages*, *The Africa Report*, The Arabic Network for Human Rights Information, the *Earth Times* (United Kingdom), the *Jamaica Gleaner*, *The Peninsula* and www.ain.cu — Agencia Cubana de Noticias.

40. The interest generated by the 2013 theme afforded a unique opportunity to enhance world public awareness of the importance of sites of memory and the permanent memorial initiative, given that the commemorative activities benefited from improved coverage worldwide through traditional and social media channels.

41. Early contacts made by the Department with the Nantes Memorial to the Abolition of Slavery allowed for the participation in several of the commemorative activities of the project director for the cultural, scientific and educational programmes of the Nantes Memorial, Françoise Vergès, which helped to provide a useful background for efforts to erect a permanent memorial at Headquarters. The Department facilitated a comprehensive presentation by Ms. Vergès to the Permanent Memorial Committee during which the Nantes Memorial educational programme and cooperation with cultural and educational institutions involved in the study of the slave trade were discussed, as were areas of future cooperation between the Committee and the Nantes Memorial.

42. An increased number of United Nations information centres organized local outreach activities that included reference to the permanent memorial.

VI. Activities by Member States

43. Member States transmitted information on national educational programmes as requested in paragraph 8 of General Assembly resolution [67/108](#). The submissions allow the Department of Public Information to develop a compendium of activities

undertaken by Member States. Some Member States submitted new contributions in 2013, while others revalidated submissions made in 2012. The activities are summarized below.

Activities submitted in 2013

44. In Cameroon, history programmes at the primary and secondary levels include a full curriculum on slavery and the transatlantic slave trade, both for the English-speaking and French-speaking educational subsystems. At the primary level, the curriculum covers the following topics: slavery in Cameroon; the origin of the slave trade; methods of the slave trade (domestic, trans-Africa and Atlantic routes); the abolition of the slave trade; reasons for buying and selling slaves; and the economic, social and demographic consequences of slavery and the slave trade. The secondary programme explores the same topics in greater depth and includes a specific course on relations between Africa and Europe, the evolution of the trade routes, trading posts and the beginnings of the triangular trade. The programme's intention is for students to acquire a better understanding of national and international historical developments and of the evolution of society from a social, cultural, political and economic perspective.

45. Slavery existed in Canada from 1628 until it was abolished in Upper Canada in 1793 (the first British colony to do so) and throughout the British Empire in 1834. While in Canada responsibility for education and curricula fall within provincial and territorial jurisdiction, the Government of Canada is committed to working with partners to develop resources that foster a greater understanding of the history and consequences of slavery and the slave trade. February is recognized in Canada as Black History Month, during which the achievements and contributions of people of African and Caribbean descent are recognized.

46. Websites on black Canadian history link to a virtual black history museum, black Canadian organizations and archival and educational resources relating to the slave trade, enslavement, anti-slavery movements and the abolition of slavery.¹

47. In 2013, the Government of Canada created two videos celebrating Harriet Tubman to commemorate the 100th anniversary of the death of the Underground Railroad heroine. In 2012, it produced a video monologue on the life of Richard Pierpoint, an enslaved African who earned his freedom during the American Revolution.

48. The Government's multiculturalism programme funds multi-year projects and community-based events that promote interaction among cultural and faith communities to foster mutual understanding and promote civic engagement. Projects include an exhibit on the Underground Railroad that provided educators with resources on the impact of slavery; a summer institute on slavery memory and citizenship at the Harriet Tubman Institute for Research on the Global Migrations of African Peoples, York University, which established a virtual connection between teachers in Haiti and Canada and launched the African Canadian Memory programme; and a performance of "Voices of the Diaspora" by the Nathaniel Dett Chorale, based on the award-winning novel by Lawrence Hill on slavery and its legacy.

¹ See www.cic.gc.ca/english/multiculturalism/black/index.asp and www.collectionscanada.gc.ca/black-history/index-e.html.

49. The Canadian Directory of Federal Heritage Designations includes districts, buildings, events, heritage sites and people of historic value or interest to the enslavement and abolition experience of Canada.²

50. The Social Sciences and Humanities Research Council provides funding for post-secondary research to foster a better understanding of slavery, abolitionist movement and citizenship issues.

51. The Government of Canada reports on such initiatives through its annual report on the Canadian Multiculturalism Act, which is put before Parliament each February.

52. In Cyprus, new school curricula are being gradually implemented in all subjects and at all levels. They are supported by teacher development programmes and new educational material. Although no explicit mention is made therein of the permanent memorial to and remembrance of the victims of slavery and the transatlantic slave trade, primary and secondary school materials — especially on history, language, literature and civics — do afford teachers and students the opportunity to study the issue of slavery, both past and present.

53. Denmark attaches importance to educating and informing current and future generations about the causes, consequences and lessons of slavery and the transatlantic slave trade. In accordance with national legislation, history students are required to have an understanding of the history and consequences of slavery and the slave trade. The national history curriculum includes a mandatory segment featuring 29 historical events. One of those is the abolition of the slave trade, which students must study. Intercultural skills are also an important part of upper secondary education. In class teaching and in the national curriculum, there is a focus on obtaining knowledge of various cultures, the ability to meet other cultures and to live in a culturally diverse world and, lastly, the ability to handle cultural changes.

54. Jamaica has continued its policies and programmes to highlight the role of slavery and the transatlantic slave trade in moulding Jamaican culture and society. Its efforts have centred on educating the public about the horrors of slavery, the struggle against slavery, the legacy of slavery and the connections to modern Jamaican society. At the same time, most programmes and activities have been organized to celebrate the struggle and victory of Jamaicans over the system of slavery and the transatlantic slave trade, in addition to the colonial legacy.

Activities submitted in 2012 and revalidated

55. Kenya referred to teaching about slavery and the slave trade at the primary and secondary levels. The Ministry of Education has recommended that study of the issue be strengthened in the upcoming curriculum review.

56. The Ministry of National Education of Senegal has developed a curriculum on the history of slavery and the slave trade for secondary school students, which includes a field visit to and/or a school project about the House of Slaves on the island of Gorée. Senegalese schools that are members of the UNESCO Associated Schools Project Network participate in activities to commemorate the victims of the slave trade and the abolition of slavery.

² See www.pc.gc.ca/eng/dfhd/propos-about.aspx.

VII. Contribution of the United Nations Educational, Scientific and Cultural Organization to the programme of educational outreach on the transatlantic slave trade

57. Within the framework of the new strategy defined for its Slave Route Project, UNESCO undertook a number of activities to enhance the teaching of the slave trade and slavery in schools; to more effectively tap into the potential of audiovisual material in raising awareness about this tragedy and its consequences in modern societies; and to promote the creation of itineraries of memory for educational purposes.

58. Over the past few years, UNESCO has organized a series of meetings and workshops to discuss ways and means to encourage integration of teaching about the slave trade and slavery into formal primary and secondary education. Consequently, and in collaboration with the Harriet Tubman Institute, a new book, *The Transatlantic Slave Trade and Slavery: New Directions in Teaching and Learning*, published in January 2013, provides analysis of experience and good practices in this field and a discussion of the challenges in teaching this sensitive history.

59. UNESCO also continued to use the potential of audiovisual materials to raise public awareness of this history. A new educational film, *Slave Route: The Soul of Resistance*, produced in 2012, was screened often and in various countries. In addition, a pedagogical booklet was developed to accompany *The Slave Route: A Global Vision*, a documentary, to help teachers to engage in debates with young people on the subject. The French version of the film was sponsored by a renowned French footballer, Lilian Thuram. The English version will be sponsored by Marcus Miller, a UNESCO Artist for Peace and spokesperson for the Slave Route Project.

60. As part of its efforts to raise awareness about the slave trade and slavery and its consequences in modern societies, UNESCO supported events to commemorate the International Day, during which Mr. Miller participated in a concert in the General Assembly Hall and spoke about the significance of the Day and his role in promoting the Slave Route Project. In addition, the Associated Schools Project Network supported the organization by the Department of Public Information of the global schools videoconference.

61. UNESCO continued to encourage the preservation and promotion of sites and places of memory relating to the slave trade and slavery and the creation of itineraries of memory that could serve as educational and awareness-raising tools. To that end, the Slave Route Project is developing a methodological guide and training modules to reinforce the capacity of professionals involved in the creation and management of such itineraries.

VIII. Partnerships

62. To increase its outreach in a cost-effective manner, the Department of Public Information continued to forge lasting partnerships. Partnerships allow the International Day to be included in events not funded by the United Nations and in more locations than Headquarters. A number of partnerships were initiated for the 2013 commemoration, thereby helping to reach out to additional constituencies. Some are described below.

63. A partnership is being developed with the Nantes Memorial to the Abolition of Slavery. As a first step, Françoise Vergès, the project director for the cultural, scientific and educational programmes of the Nantes Memorial, contributed to several of the commemorative events, including the concert.

64. Covering more than 7,000 m², the Nantes Memorial is the largest memorial in the world dedicated to the fight against slavery. During the eighteenth century, Nantes became the largest slave harbour in France. The memorial is part of a larger cultural and civic education project that, through the work of several cultural institutions, focuses on acknowledging the city's past and raising awareness among younger generations through the memory of past struggles and to support the recognition and promotion of human rights.

65. The educational programme includes guided tours and a website that provides educational resources, lesson plans and a teacher guide. The texts found in the Memorial can also be downloaded from the website. International conferences have been held since 2012, bringing together researchers from such disciplines as law, history, literature and philosophy.

66. During Black History Month, the American Museum of Natural History in New York City invited the Department of Public Information to participate in its programme entitled "Global weekends: stories we tell — a tribute to storytellers who give voice to the African-American experience". A brochure about the commemorative activities was designed and shared with visitors on 23 February, while a team from the Department was available to respond to questions throughout the day.

67. Staff of the Department also reached out to several tourist and cultural institutions in New York City to promote attendance at the events surrounding the International Day, including the African Burial Ground, the New York University Institute of African American Affairs, Gray Line Tours, the Times Square Museum and Visitor Center and the Schomburg Center for Research in Black Culture.

IX. Future activities

68. Through a new approach, plans are already under way to further strengthen the collaboration between the Department of Public Information and Member States in the annual observance of the International Day.

69. In the planning of commemorative activities, the Department will attempt to spread events more widely throughout 2014. Doing so will prevent participation fatigue and allow for greater harnessing of opportunities that do not occur in the last week of March, as well as for more effective planning of events within the existing resources of the programme.

70. With the concurrence of Member States from Africa and the Caribbean, a theme has been adopted for the 2014 commemoration: "Victory over slavery: Haiti and beyond". Such early adoption will allow for more time for exploration of ideas, more advanced visual materials, earlier commitment of guests, speakers and participants, and more time for inclusion in education materials.

71. Similarly, the Department will explore opportunities to increase outreach and education efforts. It will work with partners to engage in education outreach

activities on the theme of slavery and the transatlantic slave trade to ensure that the legacy of the transatlantic slave trade is better understood. Through increased collaboration with UNESCO under the Slave Route Project, it will ensure that educational materials are made available in the six official languages of the United Nations.

72. Efforts to raise awareness of the permanent memorial initiative will continue, in cooperation with States members of the Caribbean Community and the African Union.

73. Existing partnerships will be consolidated, in particular in the context of the planning and organization of the 2014 commemoration. The Department will also seek to initiate new relationships with research institutions, schools, colleges and other educational entities, in addition to cultural and civic education organizations. The approach will focus on expanding further the scope of activities in order to ensure that a cost-efficient and cost-effective programme reaches out more widely to new and young audiences.
