

Computer Based Tools for Learning in a Multicultural Perspective

14th – 17th September 2011 in Salamanca

Jueves 15 de septiembre de 2011

- **12:00 – 12:45** Eric Mesnard (IUFM Crèteil), *EURESCL and MIH Projects. A Comparative View*

“EURESCL and MIH Projects: A Comparative View”

I wish to present you the educational component (WP6: “**The Interaction of Research and Education**”) of a project funded by the EU: “**Slave trade, slavery abolitions and their legacies in European histories and identities**” (EURESCL : EUROpe/ESCLavage). I think that the main advantage of this project is to involve students, researchers and teachers from three continents. I hope that this presentation will open a **discussion about the similarities and differences between the project EURESCL and the project MIH.**

The aim of this work package is to work in close cooperation with researchers to disseminate the latest research results by proposing a synthesis of major aspects of trade and slavery to be made accessible to teachers and pupils alike. This interaction of research and education is to produce concrete teaching strategies, guides and material, with a particular view to gender issues and the voices of the slaves. The research-and-education team worked with major partners of dissemination such as museums. All these reliable and available resources will foster scientifically updated and creative teachings and infuse a taste for addressing these sometimes sensitive and difficult questions that connect to difficult and complex memories.

For 4 years we have launched a **website** (<http://www.eurescl.eu/pe0984/web/>) with:

- 1) An inventory of existing education resources;
- 2) Our specific proposition of courses and educational activities and teaching propositions, including school outings, according to national curricula in different disciplines (history, geography, languages, literature, arts)
- 3) Scientific synthesis of major issues for teachers and people engaged in a life-long self-awareness process, with links to further references.
- 4) A wide range of sources presented and matched with propositions for active learning activities, and connections to digital archives. The course propositions are subject to experimentation and evaluation by selected and experienced teachers via their class room-teaching.

We organized three “**Summer Universities**” ((Aix-en-Provence in France, Ouagadougou in Burkina Faso and Port-au-Prince in Haiti) that have helped t students, teachers and researchers to work together for a week.

In May 2011, we gathered an **international conference** in Paris with European (Belgium, France, Suisse, UK), African (Senegal, Niger, Benin) and American colleagues (Canada, Colombia, Haiti, Honduras, FWI, Mexico, USA). Its aims were to compare educational strategies and productions on this major topic, to enrich our practices and elaborate innovative and stimulating cross-cultural and multi-perspectivist school material. The last year of the programme will be dedicated to the publication of the proceedings of the international conference on “teaching slave-trade and slavery”.

Relations have been established between school classes in different partner countries to foster exchanges regarding how future citizens in Europe, Africa and America become aware of their memories and common history.