

HISAR SCHOOL

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“Globalization: Creating a Common Language”

Education Committee

*Developing Strategies Institutionalize Education and
Research on UNESCO’s Memory of the World (MoW)
Programme.*



**RESEARCH
REPORT**

Recommended by:



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Forum: Education Committee

Issue: Developing strategies institutionalize education and research on UNESCO's Memory of the World (MoW) Programme

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Introduction

United Nations Educational, Scientific and Cultural Organisation (UNESCO) created the Memory of the World Programme in 1992, for the growing awareness of the preservation of documentary heritage in different part of the world for causes such as wars and social upheaval, as well as severe lack of resources, which existed for centuries. Illegal trading, destruction and most of them were dispersal, much are vanished forever, other is endangered.¹

The Memory of the World Programme sone of the three UNESCO's heritage programmes with the aims of preserving single items and collections. They also organise conference and workshops' trainmen.² The Sub-Committee on Education and Research (SCEaR) helps the MoW with the world documentary heritage and the relations with the schools, in addition with memory institutions and universities.

Definition of Key Terms

Heritage: features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.

Endangered: seriously at risk of extinction.

Cinematic: relating to the cinema.

Pilot projects: a small scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events, and improve upon the study design prior to performance of a full-scale research project.

Endeavour: try hard to do or achieve something.

Interdisciplinary: relating to more than one branch of knowledge.

Palaeography: the study of ancient and historical handwriting (that is to say, of the forms and processes of writing; not the textual content of documents).

Preservation: the action of preserving something.

Implementation: the process of putting a decision or plan into effect; execution.

¹ UNESCO. "Memory of the World." UNESCO, en.unesco.org/. UNESCO established the Memory of the World Programme in 1992

² "UNESCO Memory of the World Programme Sub-Committee on Education and Research (SCEaR)." Fakultät Für Kulturwissenschaften (Universität Paderborn), kw.uni-paderborn.de/. 1st Meeting of the Working Group Schools Paderborn University, Germany, 20-21 December 2015

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Input: what is put in, taken in, or operated on by any process or system.

Stakeholders: a person with an interest or concern in something, especially a business.

General Overview

The first International Advisory Committee was in Pultusk, Poland, in 1992; it stated an action plan which affirmed that UNESCO was the coordinator and catalyst to sensitive governments, foundations and international organisations, and partnerships for the implementation of projects.³ The same year, the Technical and Marketing Sub-Committees were created. The preparation for the MoW Programme was initiated with the signed of the contract with the IFLA, together with the compilation, by the International Federation of Library Associations (IFLA) and International Council on Archives (ICA) of lists of extremely damaged library collections and archive holdings.⁴ With their help, UNESCO created a list of libraries and archives that were endangered and a world list of national cinematic heritage. Also, several National MoW National Committees have been established around the world.

IAC meeting are, since 1992, held every two years.

The SCEaR was established in June 2013. Its mission is twofold is to work out strategies and concepts for institutionalising education and research on Memory of the World, its registers and the world documentary heritage in a sustainable manner, as well in institutions of higher learning and in schools. Also it helps to develop innovative curricula and research on Memory of the World and/or on documents, especially in an interdisciplinary and international manner and related to the internet.⁵

The World Education Forum organised by UNESCO and six co-conveners and hosted by the Republic of Korea from 19 to 22 May 2015, resulted in the Incheon Declaration which constitutes the commitment of the education community to Education 2030 and the 2030 Agenda for Sustainable Development, recognising the important role of education as a main driver of development. The declaration entrusts UNESCO to continue its mandated role to lead and coordinate the 2030 education agenda. Target 4.7 of this agenda specifically focusses on the acquisition of “knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.⁶

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of over 10,000 educational institutions in 181 countries. ASPnet is a key promoter of UNESCO values and the integration of international perspectives into schools. Education for Sustainable Development and Global Citizenship education are the ASPnet’s focus themes, along with peace and human rights education, intercultural learning and other UN priorities.

³ UNESCO 2017. “Programme Background.” *UNESCO*, Discovery Channel, Producer., www.unesco.org/. Memory of the World

⁴ UNESCO 2017. “Programme Background.” *UNESCO*, Discovery Channel, Producer., www.unesco.org/. Memory of the World

⁵ UNESCO. “Sub- Committee on Education and Research”. UNESCO, Memory of the World., www.unesco.org/. Memory of the World

⁶ United Nations Educational, Scientific and Cultural Organization. “Junior Professional Officer (JPO) Programme.” *UNESCO*, Discovery Channel, Producer., [mofa-irc/go/jp./](http://mofa-irc/go/jp/) (pg 7)

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UNESCO Associated Schools conduct pilot projects, undertake innovative approaches and test educational materials, making significant contributions to improving the quality of education, learning and content and to raise awareness and act upon the challenges of today's and tomorrow's world.⁷

Major Parties Involved and Their Views

The International Advisory Committee (IAC) is the most active parties of the Memory of the World Programme, it controls the policy, strategy, the global progress of the Programme. It considers reports from its sub-committees and the Secretariat, and gives them advices on their responsibilities and functions.⁸ The IAC updates the General Guidelines of Memory of the World and it is the main party for approving additions or deletions from the Memory of the World International Register.⁹

In order to keep relevant to current needs, the IAC and its sub-committee and regional committee, they review everything during all of their ordinary session.

The Sub-Committee on Education and Research develops and fosters a network of "Cooperating Institutions and Corresponding Members" that contribute to the tasks of the SCEaR. They represent different disciplines and regions as well as different types of memory institutions.

This is one way that the SCEaR endeavours to build partnerships in the academic world, memory institutions and institutes, and with individuals, in all disciplines and knowledge institutions in which documents play a major role in research and teaching – such as history, different historical sub-disciplines, philologies, engineering/ technology, and of course, research and teaching by and for archives, libraries, and museums.

This may be of keen interest especially to those for whom the importance of documents and the relevance of the Internet and other ICTs as major future tools in education and research provide opportunities for interdisciplinary and international orientation. The growing number of digitisation projects is clear evidence of their importance. They open local and national sources and knowledge to the world. This process – common to archives, libraries, museums, universities – requires new strategies for education and research, e.g. new ways of mediating documents to a worldwide audience with its linguistic and cultural diversity.

The SCEaR is building bridges between old and new forms of documents, joining knowledge on palaeography and digital heritage under one roof; tertiary education and the institutions of memory; scholarship and the general public.¹⁰

SCEaR not only targets the tertiary level of education, but schools as well. Schools and teachers are invited to contact us if they are interested in documents as subjects and means of education: be it documents of the Memory of the World Programme; other documents of interest for the school and school students; documents of international, national, regional or local relevance or of special significance for

⁷ United Nations Educational, Scientific and Cultural Organization. "Junior Professional Officer (JPO) Programme." *UNESCO*, Discovery Channel, Producer., mofa-irc/go/jp/ (pg 7)

⁸ United Nations Educational, Scientific and Cultural Organization. "International Advisory Committee (IAC)." *UNESCO*, Discovery Channel, Producer., www.unesco.org/. The IAC is the peak body responsible for advising UNESCO on the planning and implementation of the Programme as a whole.

⁹ United Nations Educational, Scientific and Cultural Organization. "International Advisory Committee (IAC)." *UNESCO*, Discovery Channel, Producer., www.unesco.org/. The IAC is the peak body responsible for advising UNESCO on the planning and implementation of the Programme as a whole.

¹⁰ UNESCO. "Sub-Committee on Education and Research". UNESCO, Memory of the World., www.unesco.org/. Memory of the World

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different communities.¹¹

The Junior Professional Officer (JPO) Programme consists in providing assistance and support to the Memory of the World Programme. It requires strong multi-tasking skills (organizational, drafting, coordination, and information management), good understanding of administrative procedures, and the ability to adapt and fit into existing structures. In terms of expertise, the incumbent of the post is required to have qualifications in information management or related fields including preservation and experience in these fields.¹²

It provides assistance for the development and expansion of the Memory of the World Programme (MoW) by assisting in the implementation of the Action Plan for Strengthening the Memory of the World Programme including by contributing to the development and launching of fund-raising projects and proposals; contributing to the organisation of national, regional and international MoW events, as well as of meetings of subsidiary bodies and following up on recommendations formulated by the International Advisory Council and its Bureau; implementing the strategic and promotional plan developed by the Subcommittee on Marketing to raise visibility and the scope of action of the Programme; assisting the monitoring of the MoW activities initiated by the UNESCO Field offices.¹³

Also it performs other tasks such as assisting in the organisation of events/exhibitions/meetings related to MoW; attending MoW meetings as an observer providing inputs to the reports of meetings; performing other related duties as assigned by the supervisor.¹⁴

Timeline of Events

| Date of Event | Description of Event |
|---------------|--|
| 1992 | Creation of the MoW. |
| 2013 | The IAC created a SCEaR, which help to institutionalize education and research the MoW. |
| November 2015 | The SCEaR created the Working Group Schools. |
| End of 2015 | SCEaR Working Group Schools first meeting. |
| 6 April, 2018 | The chair of the IAC, submitted to UNESCO, three documents arising out of this IAC-led review. |

¹¹ UNESCO. "Sub- Committee on Education and Research". UNESCO, Memory of the World., www.unesco.org/. Memory of the World

¹² United Nations Educational, Scientific and Cultural Organization. "Junior Professional Officer (JPO) Programme." UNESCO, Discovery Channel, Producer., mofa-irc/go/jp./ (pg 2)

¹³ United Nations Educational, Scientific and Cultural Organization. "Junior Professional Officer (JPO) Programme." UNESCO, Discovery Channel, Producer., mofa-irc/go/jp./ (pg 1)

¹⁴ United Nations Educational, Scientific and Cultural Organization. "Junior Professional Officer (JPO) Programme." UNESCO, Discovery Channel, Producer., mofa-irc/go/jp./ (pg 1)

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Treaties and Events

The IAC, during the session in 2015, initiated a review of the Memory of the World Programme. The 6th of April 2018, the Chair of the IAC, submitted three documents to the UNESCO. Those documents are not official included in the 204th session of the Executive Board, they were considered to be presented by this session as part of the review of the Memory of the World Programme, requested by Decision 202 EX/15.¹⁵

These Implementation Guidelines, made up for the 2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form¹⁶, was to provide an initial report for Member States and other national memory institutions and/or stakeholders. They were still a work in progress, the MoW Secretariat and the Member States are still discuss the problem on how this draft can be improved for more effective reporting.

Evaluation of Previous Attempts to Resolve the Issue

At the end of the year 2015, the SCEaR Working Group Schools had the first meeting with the focus of developing a strategic plan for 2016-2017. The aim was to find teachers and educators from all around the world to help them to create an effective network of schools and teachers, to finalise the preparation of Memory of the World School Kits, to introduce the MoW into school curricula, and to cooperate with the UNESCO Secretariat and IAC.¹⁷

Possible Solutions

The Memory of the World Programme need to enrich the work of schools. By the introduction of basic elements for understand local, regional, national and international histories and culture, such as the creation of cultural events, games around documents, artistic creations.

The Memory of the World has to develop innovative curricula and researches on the Programme, and they need to provide documents, especially for an interdisciplinary and/or international manner, to the world via the internet, so everyone can easily be able to reach and use them.

¹⁵ UNESCO. "Memory of the World." *UNESCO*, en.unesco.org/. UNESCO established the Memory of the World Programme in 1992

¹⁶ UNESCO. "Memory of the World." *UNESCO*, en.unesco.org/. UNESCO established the Memory of the World Programme in 1992

¹⁷ "UNESCO Memory of the World Programme Sub-Committee on Education and Research (SCEaR)." Fakultät Für Kulturwissenschaften (Universität Paderborn), kw.uni-paderborn.de/. 1st Meeting of the Working Group Schools Paderborn University, Germany, 20-21 December 2015

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