

UNESCO Memory of the World Programme and Schools: The Sub-Committee on Education and Research (Paris) asks for your contribution and commitment

The UNESCO Memory of the World Programme is dedicated to the preservation and dissemination of world documentary heritage. Created in 1992, after a number of distressing experiences of the destruction of valuable documents and collections by war, fire, water, chemical processes, negligence, and other causes, the Memory of the World Programme aims:

(1) to help facilitate the preservation of the world's documentary heritage; (2) to assist in assuring a universal dissemination of and access to that documentary heritage, with a particular regard to the use of digital technology and the internet; (3) to raise awareness, on a global level, of the significance of this worldwide documentary heritage.

The Memory of the World's International Register of outstanding documents and collections, together with those Regional and National Registers that have since grown out of the project, is the most visible aspect of UNESCO's attempt to preserve and mediate documentary heritage. The Memory of the World Programme is guided by an International Advisory Committee (and four sub-committees) of experts which give advice to, and co-operate closely with the UNESCO Secretariat. In addition, there are Regional Committees overseeing the programme with a special regard to the particular needs and interests of their region of the world. Similarly, at the national level, there are currently 65 Memory of the World Committees in the National UNESCO Commissions around the world.

Education and Research: A new initiative of the Memory of the World Programme

Thanks to the invaluable support and cooperation of the world's major archival holdings, libraries, museums, and other memory institutions, the most immediate aspect of the programme of 'preservation' is constantly expanding.

The next objective for the Memory of the World Programme is to enable, not only a universal access to, but also an engagement with and reflection upon documentary heritage. Academic institutions and researchers, but as well schools and teachers will be offered the opportunity to cooperate with the Memory of the World Programme. This programme is now actively looking to develop cooperations with academic, educational and memory institutions and individuals, from across all disciplines, in order to cultivate new strategies for education and research. We especially address all who are ready to look for new approaches to documentary heritage in school teaching, are prepared to take advantage of the very latest developments in information technology, want to build bridges between different forms of education and the institutions of cultural memory and artistic creativity, and between national and international school programmes and the potentially global audience for e-learning programmes.

UNESCO fully recognises the need for the Memory of the World Programme to bring this material and tasks to the world's **primary and secondary school children and students**. Therefore, the Memory of the World Programme, including all forms of documents, from paper to photo, film, and digital, is now seeking:

(1) To win schools and teachers that are interested in documents as subjects and means of education, be it **documents of the Memory of the World Programme, or other documents of interest for the school and school students, documents of international, national, regional or local relevance or of special relevance for different communities;**

- (2) to win schools and teachers that are interested in using the latest digital technology in the creation and development of a number of globally recognized, openly-available, e-learning programmes and courses on and around documents, all replete with virtual 'classrooms' and 'virtual theatres';
- (3) to complement this pedagogical initiative with an ongoing series of **creative cultural events**, artistic creations, entertaining games and exhibitions which, whilst capable of standing alone as projects of creative expression, would also serve as an imaginative doorway into a more systematic engagement with the documentary heritage;
- (4) in the long run: to create and offer to schools and teachers as well teacher/pupil-friendly, useable classroom resources, as well as educational workshops, both based on material from the Memory of the World Programme or other materials that fit to the purpose of this programme, specially adapted for the stimulation and use of pupils of all ages and learning abilities; to create flexible, modular units of study and inquiry, rigorously structured according to the officially agreed criteria and objectives of all recognized national and international curricula, and replete with specific, activity-driven lessons plans to accompany the aforementioned classroom resources; and training in its implementation according to the specificities of their classroom environments.

Your activities could help to develop such resources.

How can you join our efforts?

1. Does your institution have teaching or cultural programmes (courses, seminars, lectures, performances, events, exhibitions) that include or could include Memory of the World material, or national, regional or local documents which you feel come close to our tasks as outlined above?
2. Do you have any plans or ideas for activities by which the Memory of the World Programme and its objectives could be implemented in your personal work and/or in the work of the institution of which you are a part - be it in areas of educating or cultural production?

Please let us know by contacting us:

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Information on the Memory of the World Programme:

<http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/memory-of-the-world/>

Memory of the World International Register:

<http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/memory-of-the-world/register/>

Book: *Memory of the World. (The Treasures that Record Our History from 1700 BC to the Present Day)*.

Paris: UNESCO Publishing/ Glasgow: HarperCollins, 2012.