UNESCO Memory of the World Programme

Sub-Committee on Education and Research

Newsletter 2017/1 (March)

Contents

Editorial

by Lothar Jordan

A main part of this second Newsletter of the Memory of the World Sub-Committee on Education and Research is dedicated to the emerging network of Memory of the World Knowledge Centres, starting in Macau last November. As Memory of the World is a programme in the UNESCO Communication and Information sector, this network can be seen as a new tool towards Knowledge and Information Societies. It augments the Memory of the World Registers, mainly collecting information on documents inscribed at the national or regional level (or, if we have such a centre at UNESCO HQ one day, at the international level). But the MoW Knowledge Centres are not just specialised little archives or libraries (or parts of libraries). If they develop educational and research activities, they can build bridges to universities and – depending on the specific context – even to schools. And they could work towards achieving synergies with the UNESCO World Cultural and Natural Heritage and the Intangible Heritage Programmes.

   Building bridges between memory institutions and the academic world is one of our major concerns. The Statement of the German Historical Association in this Newsletter shows how urgent the need is for such bridges to be built. MoW and the new UNESCO 'Recommendation concerning the preservation of, and access to, documentary heritage including in digital form' encourage digitisation projects to safeguard and to give better access to the documentary heritage, or, to put it another way, to original sources. But what happens if, while we have more and more digitised documents, there are fewer and fewer people in the world that can use or even read these documents? This is a serious problem that has to be discussed by academic and memory institutions.

   While heritage is one of the guiding ideas of Memory of the World, it covers a wider span than that. Jonas Palm´s article on the necessity to safeguard information on nuclear waste sustainably in our Newsletter 2016 was the first example. In this number Shadrack Katuu and Mpho Ngoepe report on 'Education and Training of Archives and Records Management Professionals in Africa'. Such education and training will not only be helpful for safeguarding documentary heritage, but will be necessary for all kinds of administrations as well. It will help them to be run professionally; that is a basis for good governance.

   And finally one point of information: Over the last 18 months the Memory of the World Sub-Committee on Education and Research has won quite a number of new partners as Cooperating Institutions and Corresponding Members. These will be visible in the updated lists on our part of the UNESCO website in May 2017:
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/mow/scear_network_institutions_en.pdf;
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/mow/scear_members_en.pdf

Memorandum of Understanding to Create Korean MoW Knowledge Center Signed in Andong

by Joie Springer

Signing the Memorandum of Understanding (left to right) Joie Springer, Dr Yong-Doo Lee, Prof Dr Lothar Jordan, Prof Papa Momar Diop, and Dr Vu Thi

Within the context of an international conference commemorating the 1st anniversary of the inscription of the Confucian Printing Woodblocks on the Memory of the World international register, a Memorandum of Understanding was signed for the creation of the Korean Memory of the World Knowledge Center (KMoWKC).

Dr Yong-Doo Lee, President of the Advanced Center for Korean Studies (ACKS) in Andong, Republic of Korea, and Prof Dr Lothar Jordan, Chair of the Sub-Committee on Education and Research, signed the MoU in the presence of international and local experts, speakers and ACKS staff. The signing was preceded by an opening ceremony and tour of the permanent exhibition hall where the woodblocks are displayed, and guests also had an opportunity to view the skills of various artisans in operation.

Over time, KMoWKC will be part of a network which is tasked with the collection of significant material, on all media, on MoW, including the way the Programme functions, its actions and responsibilities, its registers, projects, and history. The objective is to provide a framework for research and, ultimately, to serve as a repository of best-practice examples of preserving, restoring, digitizing and mediating the most significant documents to humanity. This would enable researchers, no matter what their location, to have access to documents in support of their work.

Emphasis will be given to ensuring, as far as possible, comprehensiveness of material relating to MoW in the Republic of Korea, and especially those documents listed on the international and the Asia-Pacific regional register.

To achieve its goals, the KMoWKC will be run in cooperation with the Memory of the World secretariat and, in particular, with SCEaR. It will be managed by an Advisory Committee of national and international experts, and will also develop operating guidelines in cooperation with SCEaR. KMoWKC is planned to be opened in 2018.

Among the anticipated activities is the organization of events involving universities, memory institutions (archives, libraries, museums), schools, representatives of politics and the economy, the general public, and the media, including, but not limited to, those related to other UNESCO heritage programmes (World Cultural and Natural Heritage, Intangible Heritage, etc).

By showcasing the range of activities which are part of UNESCO's mandate, KMoWKC, in common with the other centres to be created around the world, will encourage researchers, teachers, students and pupils of all ages to become more familiar with the scope of what UNESCO does and has achieved. Access to the material collected will strengthen the basis of gaining knowledge and improving information literacy; the ability to assess information and use it purposefully. Contextualization of items listed on MoW registers can also serve to ensure deeper understanding of how the past continues to affect the present.

It is therefore essential to solicit the cooperation of professional associations that are also active in the area of documentary heritage and its preservation, as well as those in academia. These combined efforts would attract a broader spectrum of people to use the different Knowledge Centres.

A number of activities have already been initiated within the MoW Programme as part of long-term goals intended to develop academic courses and modules for incorporation into existing curricula of institutions of higher learning and secondary schools. The preservation of digital documents in particular, and awareness of the issues affecting our digital memories, need particular attention. All areas of society today are increasingly recorded on digital media -–whether it is education, health, national security or more personal and social interactions. Unstructured data which is stored in the cloud ranges from some frankly insignificant tweets, to important records of aspects of human behaviour which could disappear forever. KMoWKC and other centres can be effective advocates in making the public more aware of the very real risk of digital amnesia that can affect us all.

Consequently, Knowledge Centres have the potential to be the most effective tools for implementing the MoW Programme. By raising awareness of the need to preserve and protect documentary heritage, and providing the means for greater education and research, they are worthy contributors to the objectives of the Programme.

Joie Springer is a consultant on documentary heritage issues. Previously the manager of the UNESCO Memory of the World Programme, she maintains close ties as a member of the Register Sub-committee of the IAC, a Corresponding Member of the SCEaR, and regularly undertakes activities promoting the Programme.

Report

New Ship in MoW Fleet Launched in Macau:
The First Memory of the World Knowledge Centre

by Roslyn Russell

On 21 November 2016 members of the Memory of the World International Advisory Committee (IAC), and Chairs and members of the Sub-Committee on Education and Research (SCEaR), Register Sub-Committee (RSC), and the Sub-Committee on Technology (SCoT) gathered to launch the newest feature of the MoW Programme – the first MoW Knowledge Centre in the world. This was steered to this point by Dr Helen Ieong of the Macau Documentation and Information Society, and SCEaR Chair Prof Dr Lothar Jordan, with the support of the Macau Foundation and the City University of Macau.

The opening ceremony

The MoW delegates – Prof Dr Lothar Jordan, Prof Papa Momar Diop, Dr Helen Jarvis, Dianne Macaskill, Prof Vitor Fonseca, Jonas Palm, Jan Bos, Dr Rujaya Abhakorn, and Dr Roslyn Russell – met with City University of Macau, Macau Foundation, Macau Documentation and Information Society (MDIS) representatives and academic colleagues in the Library of the City University of Macau, where the new MoW Knowledge Centre occupies a prominent position.

   The audience at the opening ceremony heard speeches by Professor Shu Guang Zhang, Rector of the City University of Macau, Dr Chon Chit Tang, President of Macau Documentation and Information Society, Prof Papa Momar Diop, Vice-Chair, IAC, and Lothar Jordan. Prof Shu Guang Zhang said that the City University of Macau was celebrating its 35th anniversary in 2016, and the opening of the MoW Knowledge Centre was a fitting present to mark the occasion.

Dr Helen H. K. Ieong,
Chair of the Board of the Memory of the World Knowledge Centre-Macau

Lothar Jordan said that this may be seen in the future as a great day for MoW. Dr Helen Ieong has taken a pioneering role in establishing this first Knowledge Centre in MoW, with the Macau Memory project as a pilot for Education and Research. The City University of Macau took a pivotal role, and the University of Macau and Tong Nam School also contributed to demonstrating how MoW could interact with the education sector. The recent Recommendation on the Memory of the World programme reinforces the programme's goals of preservation of and access to documentary heritage – its preamble is based on relaying knowledge.

MoW is a flagship programme of UNESCO – and the new ship of the MoW fleet has now been launched. Prof Jordan announced that "a sister vessel is on the building dock already in a nearby country". A memorandum of understanding was signed recently to create a Korean MoW Knowledge Center with the Advanced Center of Korean Studies in Andong (see report by Joie Springer in this issue).

The speeches were followed by a lighting ceremony. Representatives of the City University of Macau, the Macau Foundation and MoW lined up with iPads (tablets) and on a count of 3, all slid them open, and an LED display appeared on the entry panel above. This was followed by the signing of the Memorandum of Understanding by representatives of the MoW Programme and representatives of Macau. Then a key was presented to Centre Director Dr Helen Ieong by Lothar Jordan and Rector Shu Guang Zhang. Dr Ieong then gave a brief introduction to the Knowledge Centre. She hopes that all MoW committees and sub-committees will send their publications to the Knowledge Centre, to further spread knowledge of MoW.

The lighting ceremony to open the Macau MoW Knowledge Centre

MoW delegates and Prof Beatriz Puente-Ballesteros after the opening ceremony

UNESCO
Memory of the World Programme

City University of Macau
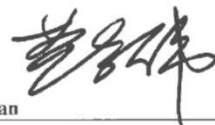
Macau Documentation and
Information Society

澳門文獻信息學會

MEMORANDUM OF UNDERSTANDING

The following parties agree to cooperate in the establishment and development of the

Memory of the World Knowledge Centre--Macau

according to the attached Concept:

UNESCO Memory of the World Programme   **Macau**

UNESCO Memory of the World Programme	Macau
For the International Advisory Committee (IAC): [Signature] Prof. Papa Momar Diop Vice-Chair	For the City University of Macau: [Signature] Prof. Shu Guang ZHANG Rector
For theSub-Committee on Education and Research (SCEaR): [Signature] Prof. Dr. Lothar Jordan Vice-Chair of IAC, and Chair SCEaR	For the Macau Documentation and Information Society: [Signature] Dr. Chon Chit TANG President
For the Sub-Committee on Technology: [Signature] Mr. Jonas Palm Chair	For the City University of Macau Library:[Signature] Mr. Jin Wei YAN University Librarian
For the Register Sub-Committee: [Signature] Mr. Jan Bos Chair	
For the MOWCAP: [Signature] Mr. Ming Hua LI Chair	

Macau, on the day of the opening of the Centre, 21 November 2016

ATTACHMENT:

UNESCO Memory of the World Programme(MoW),
Sub-Committee on Education and Research (SCEaR)
and
City University of Macau Library / Macau Documentation and Information Society

Memory of the World Knowledge Centre -- Macau

Concept

I. Preliminary Considerations

1. In its 11th meeting, 18-20 June 2013 (Gwangju Metropolitan City, Republic ofKorea), the International Advisory Committee (IAC) of the MoWProgramme, in agreement with the UNESCO Secretariat and following the Director General´s Action Plan (191 EX/11, part 1, objective 2), had approved the SCEaR´s recommendation to explore the possibilities of creating a "Memory of the World Knowledge Centre" at UNESCO, Paris, and in its 12th meeting, 4-6 October 2015 (Abu Dhabi, UAE)the IAC had approved the SCEaR "Work Report 2013-2015", including its proposal to create "A System of Memory of the World Knowledge Centres" on all three MoW levels: international, regional, and national.

2. The task of the Memory of the World Knowledge Centres will be to collect all material of importance (printed, digital, and other) on MoW, its tasks, registers, projects, and history to provide a basis for research and a repository of best-practice examples of preserving, restoring, digitizing, mediating documents of all kinds. As MoW grows successfully, gets more and more attention from different sides, including the scientific and educational community, more and more relevant materials come out. But, as they are spread around the world, these materials are not easy to access to for those who want to use it in a wider, global or comparative perspective, or are looking for best-practice examples of education and training.

3. The range of the material collected by the centresshould relate to their scale (international, regional, national).

4. TheMoW Knowledge Centres should not only collect material and give access to it for purposes of research, education and training, but, together with the Secretariat and the respective bodies of MoW, especially the IAC and the SCEaR, and, if possible, in cooperation with other institutions, like NGOs from the field of heritage and preservation and from the academic world, furthermore with institutions of research and education (universities etc.), should play an active role in promoting its use, attracting users (researchers, but as well students working on a Master or PhD thesis) to come to the MoW Knowledge Centres. That should include school teachers and school students (about age 6-18). Furthermore it could be a place to make visible: achievements and needs, best-practice examples and innovative projects for an interested audience by an annual series of events (lectures, presentations, panels, etc.).

5. The MoW Knowledge Centres could be good instruments, too, to look for and to promote synergies with the UNESCO World Cultural and Natural Heritage (WCH) and Intangible Heritage (ICH) programmes.

II. Definition and Mission

The **Memory of the World Knowledge Centre--Macau** joins the functions of a physical and virtual archive and library and of an institution for research, education, encounter, and exchange related to MoW and its tasks.

Its mission is:

1. To support the UNESCO MoWprogramme, in particular in the field of education and research, by collecting a) in a good choice all basic material (printed, digital, and other, like Guidelines, books, pamphlets, etc.) on MoW, its tasks, registers, projects, and history, b) in more completeness all material of MacauMoW projects, especially of Macaudocuments or collections that are inscribed into one of the Registers of MoW;
2. to provide and facilitate access, both physically and digitally, to this material, in the long run helping to develop an effective MoW bibliographic database;
3. to help organize events (seminars, conferences, thematic debates, book and website launches, etc.) in the context of MoW's tasks, cooperating especially with NGOs and personalities from the academic world and from the field of memory institutions (archives, libraries, and museums);
4. thus to provide a basis that can be a partner for worldwide research and a repository of best-practice examples of preserving, restoring, digitizing, or mediating documents of all kinds;
5. to put special emphasis to foster education on the documentary heritage for school children (age 6-18) and their teachers, and help to develop educational materials that are of use in Macau schools, and material on the Macau documentary heritage that could be used in schools over the world;
6. by its collections and works to provide a solid ground for exploring synergies with the UNESCO World Cultural and Natural Heritage (WCH) and Intangible Heritage (ICH) programmes, if possible, giving good examples for the world.

III. Responsibilities and Modalities of Work

1. The **Memory of the World Knowledge Centre--Macau** (MoWKC Macau)will be carried by the **City University of Macau Library and the Macau Documentation and Information Society.**These provide a Board, a Director and staff, and control of management.
2. TheMoWKC Macauwill be situated in the City University of Macau Library.
3. The MoWKCMacau will be run in cooperation with UNESCO MoW, especially its SCEaR, other Sub-Committees, and MOWCAP, but as well theMoW International Advisory Committee (IAC), and the MoW Secretariat (UNESCO, Paris).
4. For this purpose the MoWKC Macau will install an Advisory Committee of international experts, among them representatives of its MoWpartners,that can give advice to the Centre.
5. TheMoWKC Macau will develop "Guidelines" for its work, in cooperation with the MoWSCEaR, and other partners.
6. Events (see: 2. Definition and Mission, 3.) at theMoWKC Macau should bring together:
   a) Universities, memory institutions (archives, libraries, museums), schools, representatives of politics and economy, the general public, and the media;

UNESCO
Memory of the World Programme

United Nations : Sub-Committee on Education
Educational, Scientific and : and Research
Cultural Organization : University of the Porto

City University of Macau

Macau Documentation and
Information Society

澳門文獻信息學會
Macau Documentation and Information Society

b) MoW and other UNESCO programmes (World Cultural and Natural Heritage; Intangible Heritage).

7. Researchers and teachers, students and school pupils should become inspired to use the MoWKC Macau - thus also becoming more sensitive towards UNESCO and its tasks. A special scholarship programme(Ph D, Master, etc.) would attract young researchers to use the physical Centre.

IV.Board and its ex officio members

The Centre is steered by a Board that consists of three ex officio members (below 1.-3.), provided by the institutions that carry it, and of other members.

1. The Director of the Executive Board of the Macau Documentation and Information Society (or representative of the MDIS)will be the Chair of the Board,who will be responsible for local and international development, coordination andcooperation.

2. The Librarian of the City University of Macau will be appointed as the Administrative Officer of the Board, who will be responsible for the management and activities of the Centre,

3. The Director of the General Affairs Office of the City University of Macauwill be appointed as the General-Secretary,who will be responsible for administration affairs, and giving advices about the university's rules and regulations.

Forum of Macau and UNESCO Memory of the World Programme – 'Access to knowledge via access to archival material and documents'

The forum, held after the opening of the Knowledge Centre, explored a number of issues: the relationship between Macau and MoW Studies: Macau's activities relating to MoW; the further development of MoW Knowledge Centres, and the possibility of establishing training courses or a degree programme on MoW for the local and Asia-Pacific region. The Forum was introduced by Lothar Jordan who spoke about the importance of preservation of and access to documentary heritage.

Prof Aliana Leong, Vice-Chair of University Council, City University of Macau, said that Macau's history is richly documented – it is a place where east and west meet. Professor Shu Guang Zhang, Rector of City University of Macau, spoke about the UNESCO Memory conventions beginning with World Heritage in 1972, and the Chinese saying, 'You don't know what people are thinking about you'. Research should move out of the traditional box. He mentioned Marshall McLuhan's slogan, 'the medium is the message', the emergence of new forms of documentation, and the need to incorporate other disciplinary areas. Lothar Jordan spoke about new opportunities for building bridges to universities: "we are in a library in a university and talking about archival collections."

A general discussion followed about how UNESCO deals with different views of history. It is not UNESCO's or MoW's job to determine historical judgements – the Programme aims to preserve and make documents accessible. It is particularly important that the documents inscribed in MoW registers are authentic.

Prof Vitor Fonseca then gave a presentation on 'MOWLAC and MoW Brazil: evolution and challenges'. MOWLAC covers two large cultural regions – Spanish and Anglo-Saxon. There are 19 national committees but not all are active. Each MOWLAC member has a 4-year term, non-renewable, with Mexico and Brazil always represented with two members each, and 5 from other countries. Mexico, Chile and Brazil dominate the MOWLAC register, and most of the inscriptions are of archival collections. Prof Fonseca spoke about the possibility of joint nominations between Brazil and Macau; for example documentation relating to tea plantation labourers who went from Macau to Brazil. SCoT Chair Jonas Palm spoke about preservation and access, including technology to preserve originals. Acid paper constitutes a third of all records. Digital records are expensive to preserve – many people think that everything is digitised, but only 3 percent of the Swedish Library photo collection is digitised, for example.

Prof Papa Momar Diop gave the context of documentary heritage in West Africa where there is interaction between Memory of the World and the Intangible Cultural Heritage convention. He spoke of the 'griot', whose role was to transmit collective memory from father to son. Students at his university collect traditions from griots on tape.

Professor Beatriz Puente-Ballasteros of the Department of History, University of Macau, described the development of global microhistories relating to the medical activities of missionaries in China; and the introduction of chocolate into the Middle Kingdom as both medicine and commodity. She conducts source analysis courses,

beginning with the sources. This has resulted in an exhibition – *Sources, Voices and Histories* – that explores the notion of the *Wunderkammer* of representative examples arising from research (opened on 6 March).

Prof Beatriz Puente-Ballesteros speaking at the forum

The forum provided much food for thought on the potential of the MoW programme, MoW Knowledge Centres, and collaboration with the academic world.

Dr Roslyn Russell is a historian and museum curator and Rapporteur for SCEaR. She is a former Chair of both the Register Sub-committee and International Advisory Committee of the UNESCO Memory of the World Programme, and currently Chair of the UNESCO Australian Memory of the World Committee.

Report

Promoting Education and Research for the Memory of the World Programme in Suzhou

by Helen H.K. Ieong

A "Seminar on UNESCO Memory of the World Program & The Development of Archives Work", hosted by the State Archives Bureau of the People's Republic of China and organized by the Suzhou Municipal Archives Bureau was held in Suzhou on 22-26 November 2016. Its purpose was to explore the Memory of the World Programme and to promote research and education. The hosts invited representatives of MoW as a follow-up to the opening ceremony of the MoW Knowledge Centre--Macau and other activities in Macau (see reports by Roslyn Russell in this Newsletter).

The seminar was held in Suzhou Convention Center, and was attended by Mr. Li Minghua, Director of the State Archives Bureau and Chairman of the Asia-Pacific Regional Committee of MoW (MOWCAP), Mr. Qufu Tian, the Deputy Secretary of Suzhou Municipal Committee and Mayor of Suzhou, Mr. Xie Bo, Director of Jiangsu Provincial Archives Bureau. Guests from UNESCO MoW were Prof. Lothar Jordan, Vice-Chair of International Advisory Committee (IAC) and Chair of Sub-Committee on Education and Research (SCEaR), Prof. Papa Momar Diop, Vice-Chair of IAC, IAC members Prof. Vitor Fonseca, and Ms. Dianne Macaskill, Mr. Jonas Palm, the Chair of the Sub-Committee on Technology, and Dr. Helen H.K.Ieong from the Macau Foundation. The President of China Silk Association Mr. Yang Yongyuan, Suzhou Municipal Archives Bureau (Museum), Mr. Xiao Peng, etc., as well as experts from China, attended, and there were all in all 50 participants.

Experts from different parts of the world discussed and exchanged opinions on the management of historical heritage, the preservation of cultural relics, different memory

projects, the characteristics of silk archives and so on, with particular emphasis on the significance of social memory and the importance of research and education.

Speaking at the opening ceremony, Mr. Li Minghua said that the Chinese government pays considerable attention to documentary heritage and memory projects, no matter whether they are in the past, present, or future; and will commit to working with communities and the general public in this area. He stressed that memory is the guardian of history for future generations.

Discussions in the seminar

Since Macau has established the first MoW Knowledge Centre (in the City University of Macau), with the purpose of promoting the MoW in Macau and the neighbouring regions, and fostering training and education, research and development, its experiences have also encouraged further discussion. The discussions in Suzhou encouraged plans to establish two Chinese MoW Knowledge Centres, one in Beijing, and the other in Suzhou.

Helen H.K. Ieong is Director of the Executive Board of the Documentation and Information Society, and Chair of the Board of the Memory of the World Knowledge Centre-Macau.

Discussion

Source Criticism in the Digital Age: The Auxiliary Sciences of History as Central Expertise of History and Neighbouring Disciplines

A Statement by Eva Schlotheuber and Frank Bösch
on behalf of the German Historical Association

The following Statement of the German Historical Association (VHD) expresses concerns about the diminishing expertise among German university historians for the professional use of sources, be it medieval or digital ones. Thus the understanding of the cultural heritage, here the documentary heritage, and its transmission to the younger generation and to the public sphere are endangered. As this is not just a national problem, but true for a lot of countries, we print a translation (by Bill Martin) of this Statement to stimulate an international discussion. Perhaps the Memory of the World Programme could be one of the coordinators of endeavours to improve the situation.

The ability to decipher written and visual primary sources and render them useful for scholarly research is the foundation of all historically oriented disciplines – not only history, but the study of languages and literatures, philosophy, theology, art history and legal history as well. **Competence in source criticism, i.e. the skills needed to independently examine and scientifically appraise the transmission of a primary source from the past, is what distinguishes having an interest in history from real scholarship.**

Pre-Modern Sources

Skills such as paleography, codicology, epigraphy, diplomatics, numismatics, heraldry and sigillography are known as the auxiliary sciences of history, training in which is at risk of vanishing altogether from the map of German higher education. Between 1997 and 2011 the field lost fully a third of its professorships. This situation has been aggravated by a parallel decline in opportunities for studying Middle Latin, which traditionally involves training in paleography, codicology and library history.

  These areas of knowledge and expertise are in decline not only among students but also among teachers, so much so that we are fast losing the ability to independently examine and assess the cultural record of the past. Even now, courses in reading and classifying antique inscriptions and papyri as well as manuscripts and documents from the medieval and early modern periods – even from the early twentieth century – are no longer available at most universities. Only a few universities now offer a regular curriculum in the auxiliary sciences of history – a discipline that was once one of the most internationally respected fields of German scholarship, attracting countless foreign researchers to German institutions with its extraordinary reputation. It was here that the production of the large-scale primary source editions (Corpus Inscriptionum Latinarum, Inscriptiones Graecae, Monumenta Germaniae Historica) saw the rise of classical and digital editing techniques and source-critical methodologies that soon became the model

internationally. In those places where they were able to take root and be passed on to new generations of scholars, these practices continue to raise the bar today. Similarly, standards achieved in Germany for examining medieval and early modern manuscripts are seen around the world as exemplary thanks to decades of support from the DFG [German Research Association]. In this way, significant corpuses of sources have been systematically made accessible for further exploration – a deposit that clearly requires new generations of trained scholars to mine it.

Livy, Paris, Saint-Genevi: https://commons.wikimedia.org/wiki/File:Livy,_Paris,_Sainte-Genevi%C3%A8ve,_Ms._777.jpg?uselang=de

An illumination in a manuscript of Livy, Ab urbe condita (ca. 1370), in the French translation of Pierre Bersuire. The manuscript belonged to king Charles V of France. The illumination shows mythical scenes concerning the foundation of Rome and previous mythical history. Paris, Bibliothèque Sainte-Geneviève, Ms. 777, fol. 7r.

Modern and Contemporary Sources

Above and beyond making pre-modern sources accessible, extensive knowledge of media criticism and source criticism is equally important for addressing the new challenges accompanying historical scholarship.

First, the statistical quantification of society and the rise of the social sciences has led historians to work increasingly with the results of complex collections of data without understanding how they came about. In order to avoid taking on this information naively, knowledge about relevant collection techniques is necessary.

Second, visual, aural and audiovisual sources play a prominent role in the history of the twentieth century, without historians necessarily being adequately prepared to analyze them. Even digital large-scale sources such as newspapers or social media present new methodological challenges. **Training in fundamental techniques for analyzing media is therefore indispensable for the historical auxiliary sciences.**

Third, history is no longer so strictly focused on the nation. The increasing global orientation of the field requires the source analysis of documents that do not conform to classical formats. Specific methods of historical research, such as oral history, have taken on new significance for the interpretation of globally circulating digital evidence, as have skills in investigating intercultural communication.

What Happens When Auxiliary Expertise is Missing

As it happens in other countries too, in Germany the DFG is currently setting up a project in collaboration with libraries and archives to systematically digitize open access historical sources. Rolled out in two pilot phases, the project will involve a considerable financial commitment. A significant portion of funding allocated for historical research and specialist information systems will be invested in digitization ventures and modern management systems for digital content. This is, in principle, quite welcome and promises to benefit German historical science, which is unusually well prepared for the challenges of the digital age. **But this significant investment will be lost to science and its potential remain untapped if the academic community continues to lose the skills needed to mine this immense and increasingly accessible cultural inheritance and render it useful for scholarship.** Instead, it should be flanked by an endeavor to establish the auxiliary sciences in all history departments so that instruction can be provided not only in working with historical sources but, as well, in Digital Humanities. The same goes for archivally based philology and other historically oriented fields whose specific approaches to cultural inheritance can only be reproduced through academic training.

Institutions of higher learning have not sufficiently acknowledged this double dilemma: on the one hand, the knowledge we are losing now will be very difficult to resuscitate at the university level later; on the other hand, we are failing to teach skills that are up to the digital challenges facing our discipline. Both are necessary today, and they meet with considerable interest from students and junior academics. The

seminars and summer academies where students work with original sources are as appealing and popular as those offering instruction in digital skills. However, such summer schools can never substitute for a systematic education in auxiliary skills. Those who tend in this direction, hiving off the auxiliary sciences from the standard curriculum instead of developing them, risk the following:

First, German scholarship will lose its connection to English-language scholarship, which in terms of the auxiliary sciences is still largely oriented towards Germany and Austria, where auxiliary science research facilities continue to produce outstanding work and have been enhanced by the digital possibilities brought to the discipline in the anglophone world.

Second, the alarming lack of auxiliary sciences expertise means that university-level research is in jeopardy of losing all relevance for memory institutions such as libraries, archives and museums. These institutions are in large measure dependent on junior scholars receiving high-quality, comprehensive academic training prior to working on and with their collections.

Integrating the Digital Humanities

The auxiliary sciences of history provide training in the fundamental skills needed to make our cultural inheritance accessible and productive for the present-day. They are as urgently needed by special collections, museums, archives and libraries as is the capacity for putting the possibilities and new horizons of the digital humanities to good use. Only by integrating the digital humanities can crucial synergies develop; only in this way can its results be taken up in scholarly discourse, examined from a variety of perspectives and bear fruit in different contexts. Cooperation and synergies between universities and extra-academic institutions have in the past contributed significantly to the attractiveness of German research institutions and to the considerable international reputation of German scholarship in the field. If our cultural inheritance is to be made available through digitization to a broader academic and non-academic public, the historical disciplines must be that much more active in making sure that the expertise necessary for handling this inheritance not only is not lost, but can continue to be acquired.

Image: Jürgen Wolf (Marburg)

Summary

The "digital turn" has created a demand for greater and more thorough-going expertise in both classical source criticism and media criticism. The greater accessibility of primary sources provided by open access must be accompanied now and in the future by the growing expertise of its users in both of these areas. This is the only way for academic standards to be guaranteed in the long term and for scholarship by German researchers to maintain its position in the international arena. Training in these skills is one of the genuine responsibilities of a university education in the historical sciences. History institutes and departments today, however, are ill-equipped to meet this their proper task, which in the context of the digital turn is more pressing than ever. Here, we call on universities and policy-makers and the discipline itself to find a solution to the problem.

Quick View

– The auxiliary sciences of history require the expertise needed to decipher written and material primary sources from the past and to render them useful for scholarly inquiry.

– The auxiliary sciences deal with pre-modern, modern and contemporary primary sources as well as with their digitization.

– The "digital turn" thus requires greater and more highly developed expertise both in classical source criticism and in media criticism.

– Only by firmly anchoring the auxiliary sciences in history curricula can we avoid the demise of Germany's reputation for scholarly excellence in this discipline, and of that excellence itself.

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Frank Bösch, Professor for German and European 20th Century History at the University of Potsdam; Director of the Centre for Contemporary History Potsdam; Vice-President of the German Historical Association.

The German Historical Association (VHD) represents the interests of German historians in public, promotes historical sciences and organises the Biennial Meeting of German Historians. Currently, the association has over 3000 members.

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Education and Training of Archives and Records Management Professionals in Africa

by Shadrack Katuu and Mpho Ngoepe

Effective management of records is fundamental to the efficient running of bureaucracies. Recent studies in the management of records within the public sector in Africa reveal various challenges, including accountability in the auditing process (Ngoepe and Ngulube 2016), the provision of quality health services (Katuu 2016b) or in the justice system (Maseh and Katuu 2017; Ngoepe and Makhubela 2015). The advent of digital records offers the opportunities of multiple access, instant transmission and efficient retrieval using multiple search criteria, but such records have not always been managed effectively. Among the reasons often cited by scholars include the lack of skills and poor infrastructure. Archival institutions in Africa do not have the necessary legal and technical infrastructure to ingest archival records into custody (Katuu and Ngoepe 2015b; Ngoepe and Saurombe 2016). In addition there are very few universities that offer archives and records management qualifications. For instance, South Africa has 25 universities with 10 offering library and information science programmes and only three offering qualifications in archives and records management (Ngoepe, Maluleka et al. 2014). Unfortunately the curricula of these universities do not comprehensively cover the management of digital records. The situation is similar in Kenya, Namibia, Tanzania, Uganda and Zimbabwe where education, research and training in archives and records management have been given little attention, resulting in a shortage of appropriately skilled professionals (Chaterera 2016; Katuu and Ngoepe 2015a; Khayundi 2011; Nengomasha 2013; Thurston 1996).

There have been efforts to address the challenges of lack of education in the field of archives and records management in the continent. In the mid-1960s the International Council on Archives (ICA), with support from the Society of American Archivists (SAA) and UNESCO, conceptualised regional centres that would be attached to universities and offer archival training (Evans 1988; Smith 1976). Two such centres were created, one for Anglophone and the other for Francophone countries. However, due to various financial and logistical challenges, these efforts did not last more than a decade, and since their demise national education and training programmes have emerged. Table 1 shows a list of programmes that existed in a select number of African countries in 2001 compared to 2009 (Katuu 2015 p. 20)

Table 1: Educational institutions in Africa offering archives and records management qualifications

Country	2001	2009
Botswana	University of Botswana (C, D)	Institute of Development Management (C); University of Botswana (C, D)
Ghana	University of Ghana (D, B, M)	African Regional Training Centre for Archivists (C, PGD); University of Ghana (D, B, M)
Kenya	Kenya Polytechnic (C); Kenyatta University (M); Moi University (B)	Eldoret Polytechnic (C); Kenya Polytechnic (C, D, HD); Kenya School of Professional Studies (C, D); Kenyatta University (B, M, Phd); Moi University (B, M)
Lesotho	Institute of Public and Administration Management (C)	Institute of Development Management (C)
Malawi	-	Mzuzu University (D, B)
Mozambique	-	Arquivo Historica de Mocambique (C); Centre for Professional Training (C)
Namibia	University of Namibia (D, B)	University of Namibia (B)
Nigeria	University of Ibadan (M)	University of Ibadan (M)
Senegal	-	Universite Cheikh Anta Diop de Dakar (B, PGD)
Sierra Leone	University of Sierra Leone (D)	-
South Africa	Rand Afrikaans University (B); Technikon South Africa (NC, NHC, PD, Btech); University of Natal (B, PGD); University of South Africa (B); University of Witwatersrand (M)	University of Johannesburg (B, PGD, M, PhD); University of KwaZulu Natal (B, PGD, M, PhD); University of South Africa (PDC, C, HC, D,B, M, PhD); University of Witwatersrand (PGD, PhD)
Sudan	University of Omdurman (D, B)	University of Omdurman (B)
Swaziland	Institute of Development Management (C)	Institute of Development Management (C)
Tanzania	Bagamoyo School (D) ; University of Dar es Salaam (M)	Bagamoyo School (D) ; University of Dar es Salaam (M)
Uganda	Makerere University (D, B, M)	-
Zambia	Chalimba Evelyne Hone (C, D); University of Zambia (B, M)	University of Zambia (D,B)
Zimbabwe	Harare Polytechnic (NC, ND); University of Science and Technology (B)	Harare Polytechnic (C, D); National University of Science and Technology (C, D)

Legend: B – Bachelor degree, Btech – Bachelor of Technology degree, C – Certificate, D – Diploma, HD – Higher Diploma, M – Masters, NC – National Certificate, ND – National Diploma, NHC – National Higher Certificate, PD – Post-diploma Diploma, PGD – Post-graduate Diploma, PhD – Doctor of Philosophy
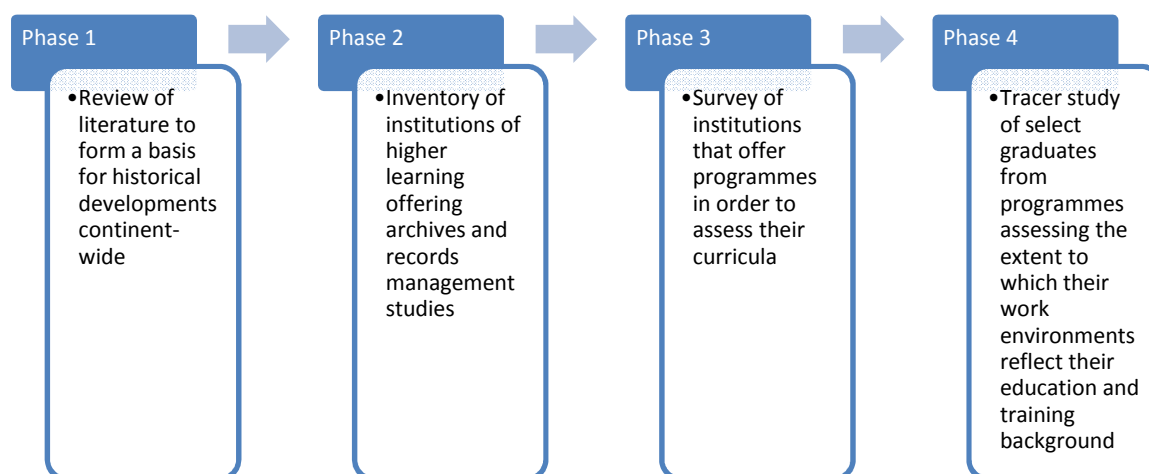
While this information may look comprehensive, it is plagued by a number of weaknesses. First, there are instances where information on a particular country or covering a programme may be incomplete. For instance, the University of Botswana had been offering Masters-level qualifications earlier than 2009 and the Tanzania Public Service College had also been offering certificate and diploma qualifications since the early 2000s. Such information would have to be gleaned from disparate sources rather any existing survey or compendium of national or continental programmes. Second, the table only shows information from 17 countries that are less than one third of all the countries in sub-Saharan Africa. In addition, many of the countries in the table were formerly colonised by the British and, therefore, cannot be considered adequately representative of the continent's socio–political diversity. Third, the information is drawn from two sources that were published almost a decade apart, yet they show only slight changes in the number of institutions in each of the countries and the types of qualifications they provide. This illustrates the dire need for more recent research on developments in individual African countries. For instance, between 2000 and 2010 South Africa saw an extensive restructuring of the post-secondary education sector with the previous 36 institutions being reduced to 25 institutions (Mouton, Louw et al. 2013). Additionally, we need to bear in mind the nuances that make the experiences in the continent unique. For instance, the continent has a colonial and post-colonial experience that makes the realities in different countries unique. In addition, this continent is the second largest in the world and the geographical expanse, as well as the populations of each country, needs to be considered. It means that just because countries had similar colonial experiences, for instance, having the same colonial master does not mean they have similar post-colonial experiences, e.g. Uganda and Zambia were colonised by the British, but their post-colonial experiences are very different. Additionally, just because countries have similar geographical sizes it does not translate into similar populations, e.g. Botswana and Kenya are both 580,000 square km. Botswana has a population of just over two million people and Kenya of just over 41 million people. This demonstrates that any proposed solution needs to consider these nuances.

In this regard, since 2013 the Department of Information Science at the University of South Africa has been coordinating the contributions of Team Africa that is part of the InterPARES Trust research project. Overall InterPARES Trust is exploring issues concerning digital records and data entrusted to the Internet with the goal of generating theoretical and methodological frameworks to develop a variety of instruments that ensure "public trust grounded on evidence of good governance, a strong digital economy, and a persistent digital memory" (Katuu 2016a). One of the case studies undertaken by Team Africa is entitled *AF01: Curriculum Alignments at Institutions of Higher Learning in Africa: Preparing Professionals to Manage Records Created in Networked Environments.* This is a systematic analysis of the curricula in different educational institutions in Africa and the extent to which they address the changing environment in the digital era. It is being carried out in four phases as illustrated below.

Figure 1: Phases of the Team Africa research project on education and training in Africa

Phase 1	Phase 2	Phase 3	Phase 4
•Review of literature to form a basis for historical developments continent-wide	•Inventory of institutions of higher learning offering archives and records management studies	•Survey of institutions that offer programmes in order to assess their curricula	•Tracer study of select graduates from programmes assessing the extent to which their work environments reflect their education and training background

The objective of the research project is to identify the gaps that exist and suggest ways of filling those gaps, cognizant of the fact that different nations require specific interventions rather than the usual one-size-fit-all approach. For a continent like Africa, this study demonstrates several complexities, including the fact that there are 54 countries, each with its unique set of socio-cultural and political history and development. The human temptation is to try and identify trends and patterns in order to understand complexities. However, there is a high risk that such trends and patterns are from inadequate source information and pedestrian analysis. The trends and patterns could end up being so general that they result in "a single story". As novelist, Chimamanda Adichie (2009) would attest, we risk critical misunderstanding when we forget that everyone's lives and identities are composed of many overlapping stories. "The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete" (Adichie 2009 p. 5). This research effort is to bring out the complex and overlapping stories that constitute education and training of professionals in Africa. Ultimately this has an impact on the growth and the development of the archives and records management profession within the continent (Ngoepe and Jiyane 2015).

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**How to Find and Use Documents in Academic Education (2):
Archival Documents in the Struggle for Land Rights** [1]

by Yolia Tortolero

The previous issue of this Newsletter analyzed two maps drawn by indigenous groups, with clear influence from the world-view of native peoples in the Americas, as evidence regarding their right to land, to their territory and natural resources.

   The infinite wealth of documentary sources regarding this topic poses a multitude of approaches and lines of research to pursue. These include promoting tighter linkages between academic studies, teaching/education and reality: in concrete, to integrate the needs of rural or agrarian communities, when they require advice to access, consult, analyze and use documents from public archives.

    In this context we must ask: How do professors, researchers or students match the idea of helping vulnerable sectors to search records to defend their rights, at the same time as they choose the theme for their thesis, articles, projects or academic interests without losing their liberty to analyze a specific subject?

The following methodology could be a general guideline to begin a research project, prepare a class and at the same time, design recommendations for users who seek for archival records to defend their property rights:

1. Search and identify archival fonds or records that had been used or could be used by communities, groups or individuals to defend their land rights;
2. Choose specific files or dossiers from specific archives;
3. Analyze the historical context in which these records were produced (dates, places, people);
4. Define to whom, why and how these records could be useful in defending land rights (for communities, organizations, individuals, institutions);
5. List the requirements to access, consult and reproduce them;
6. Write specific recommendations for communities, groups or individuals who could benefit from them;
7. Define personal objectives for using these records for academic purposes (to write a thesis chapter, an academic article, or prepare a class).

From this perspective, every day, in local, municipal, state or national archives, we could list countless cases of users, globally, requiring orientation to locate documents that will enable them to defend their land ownership rights. For example, as part of the Memory of

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the World regional training workshop on preservation and promotion of Central American documentary heritage organized by UNESCO in March 2016, we visited the General Archives of Central America, where we saw a heavily-consulted dossier containing boundaries for a concrete urban zone, used as proof by legitimate owners of city lots.[2]

Further, in November 2016, on a visit to the National Archives of the Republic of Cuba, we saw their area of records certifications. On another occasion, during an International Technical Internship, offered in 2002 by the National Archives of France, we visited the Municipal Archives of Paris, where they showed us their collection of maps and blueprints, used in some cases for similar purposes.

Other examples are fonds inscribed in the Memory of the World Register. One is the "Documentary Fund Settlement Commission of Indigenous Law December 4, 1866" registered in the Memory of the World Committee for Latin America and the Caribbean in 2013, which "corresponds to original and authentic records generated in the period 1884-1930, that from the time of their formation have been the custody of state institutions and have served as evidence to prove property rights recognized by the state of Chile to the Mapuche people".[3]

In Mexico, the General Archives of the Nation, the Public Property Register, the National Agrarian Register and the National Land Archives are examples of institutions offering reference services to locate evidence that will demonstrate legitimate land ownership. As in other countries, in this type of archives, documents can be reproduced and certified as legal proof, just as a notary-public will do, to present in lawsuits or agrarian litigation. Advisory service for rural or agrarian communities has been provided free of charge on a daily basis for a century and a half in Mexico's General Archives of the Nation. This is currently a substantial function of the Department of Certifications, Paleography and Diplomatic. This area serves rural organizations, indigenous communities, representatives of community assets or agrarian tribunals, who come in groups, personally, or apply officially for copies of titles of ownership, documents on specific territorial limits, boundaries or demarcations of a piece of land, community property or commons. Petitioners are provided with orientation to locate the papers they require, when they complete the basic data: years or dates of land ownership, geographical location, state, country, name of the town, diagrams or maps, prior property registers, decrees assigning land or creating certain demarcations, among others.

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[2] "*Plano de la Hacienda de San Jerónimo de la Baja Verapaz*", 1907 (map dated when the land was divided in lots, registered as records in a separate dossier).
[3] Information reviewed in the Memory of the World Regional Committee for Latin America and the Caribbean Web site: https://mowlac.wordpress.com/page/2/ and in the Web site of the *Instituto Internacional para la Educación Superior en América Latina y el Caribe (*News section): http://www.iesalc.unesco.org.ve/index.php?option=com_content&view=article&id=3434:registro-de-america-latina-y-el-caribe-de-memoria-del-mundo-de-la-unesco-reconoce-documentos-sobre-historia-del-pueblo-mapuche&catid=11&Itemid=466&lang=en

When the interested users locate and gather the documents or files in one or more dossiers, they have the option to request certified photocopies of the originals: maps, blueprints, official decrees, community or ownership titles. In some cases, they can also request certifications of diplomatic analyses, rulings of authenticity, as well as paleographic transcriptions of manuscripts from the 16th to the 19th centuries, proving the original ownership of the land, clarifying the boundary demarcation, and defending their right to use water and natural resources.

This work started at the General Archive of the Nation in 1823, when it was known as the General *and Public* Archive of the Nation, to grant access to archival information. At that time, the institution began receiving requests to locate documents regarding land ownership. Therefore, starting in the 19th century and up to the present, a documentary fond has been kept, the "Archive of Land Searches", recording all searches conducted by rural and indigenous communities, groups or organizations for this purpose. This fond is a very rich treasury for research, which has not been fully explored by scholars. It will unveil crucial findings about how the struggle for land ownership rights has evolved.

To give some examples about these documents, in 2016, an Agrarian Community asked the General Archive of the Nation for the paleographic transcription of a dossier from the Land Documentary Group, dated from 1698 to 1699[4], covering a dispute about ownership of a piece of land in the Villa de Coyoacan area, which originally belonged to the local people. This document was very important for them because it mentioned the boundaries and landmarks of the land in dispute.

In another example, in 2016 Community Goods representatives from a town located in Naucalpan, State of Mexico, requested rulings on the authenticity of two sketched maps of their town, which are kept in the Map Collection of Mexico's General Archives of the Nation. This ruling was prepared in two sections: a diplomatic study, analyzing the handwriting, signatures and other legal protocols to confirm its legitimacy. The other analysis was technical, with restoration experts reviewing the paper support medium, inks and other elements to determine their authenticity.

In the case of applications from governmental agencies, in 2016 a Unified Agrarian Tribunal applied officially to the Archive, setting a deadline of ten working days, to issue certified copies of eleven rulings of authenticity previously prepared in 2010, for documents regarding the towns of San Mateo Tlaltenango and Magdalena Contreras, dated from 1563 to 1762, to present as proof in an agrarian lawsuit.

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[4] General Archive of the Nation (AGN). Land Documentary Group. Volume 2689, dossier 3.
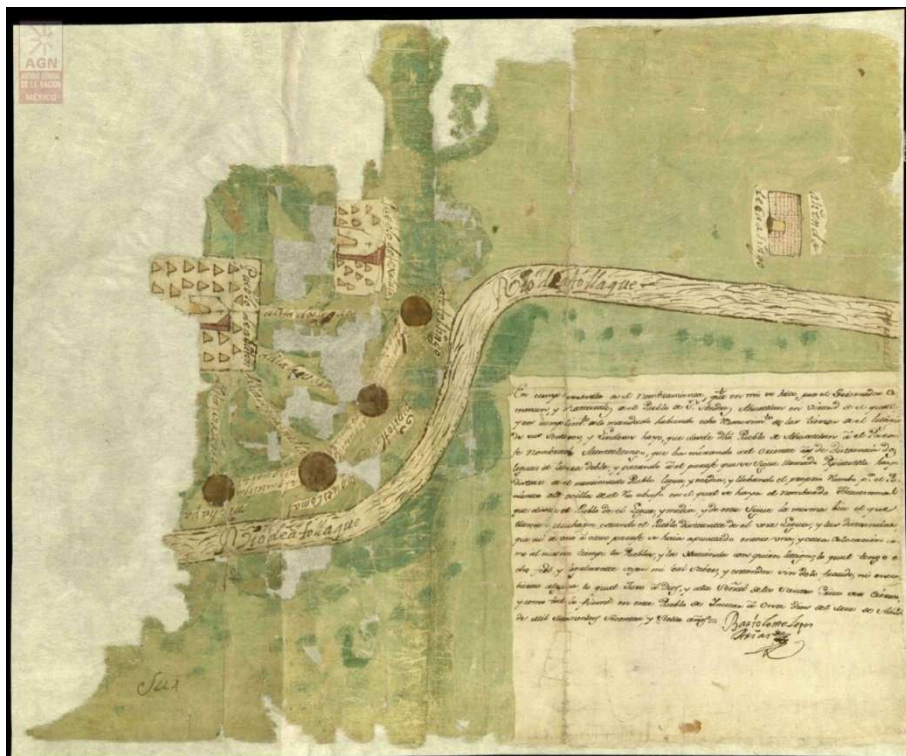
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A Visit to Tong Nam School, Macau

by Roslyn Russell

Tong Nam School, Macau, is an inspiring example of what can be achieved when a school adopts the study of Memory of the World inscriptions in its curriculum activities. MoW visitors from the Programme's International Advisory Committee and its sub-committees – Education and Research (SCEaR), Register (RSC) and Technology (SCoT) – saw the Programme and its registers featured in several different ways in Tong Nam School when we visited after the Opening Ceremony for the Memory of the World Knowledge Centre in the City University of Macau. We appreciated the obvious engagement of the students with the MoW Programme, and the range of talents they brought to bear on interpreting its various aspects – from public speaking and audiovisual production to artwork and interpretive signage.

   Our first encounter was with a series of storyboards in the School's entrance foyer describing the activities of the United Nations, UNESCO, and the Memory of the World Programme. This was just the beginning: as we moved through the School we were confronted with posters about Memory of the World and documentary heritage located in stairwells; and other posters on classroom walls dealing with and illustrating specific Memory of the World register inscriptions. These colourful and creative posters provide a daily backdrop to students working on other subjects.

Colourful and creative posters illustrating Memory of the World inscriptions decorate classrooms in Tong Nam School

Once we had completed our tour of the school, photographing some of the posters along the way, we met with the Tong Nam School students in their assembly hall. Student representatives made audiovisual presentations about a visit by Tong Nam School's students to Nanjing, where they were able to see the documents relating to the Nanjing massacre, inscribed on the UNESCO Memory of the World International Register in 2015; and on the operations of the School's radio station, featuring discussions about Memory of the World.

Prof Papa Momar Diop speaking with Tong Nam School students

The students then asked the visitors to give their reflections on the work of the Tong Nam School with the Memory of the World Programme and its registers. We expressed our appreciation of the enthusiasm and commitment that had been amply demonstrated in the artwork and audiovisual presentations we had seen in Tong Nam School.

MoW delegates and students and officials of Tong Nam School

At the end of the evening's visit, each visitor was presented with a framed photo of our group with teachers and student representatives of Tong Nam School, and a beautiful bouquet of everlasting flowers. Our memories of Tong Nam School will also be lasting ones.

The MoW Sub-Committee on Education and Research has opened a new list of its partners which will be visible soon on the website of UNESCO: Cooperating Schools. Tong Nam School is the first school on this list.

Impressum

The UNESCO Memory of the World Programme (MoW) was created in 1992 in order to foster the documentary heritage by facilitating its preservation, assisting universal access, and raising awareness worldwide of its significance and value. It keeps an International and other Registers of significant documents and collections, and carries out or participates in digitization projects, internet projects, workshops/conferences, publications etc.

It is steered by an International Advisory Committee (IAC), appointed by the Director General of UNESCO. The SCEaR is one of its Sub-Committees. Its tasks are to develop strategies and concepts for institutionalizing education and research on Memory of the World, its registers and the world documentary heritage in a sustainable manner in all forms of institutions of higher learning as well as in schools, and to help 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. It is a specific characteristic of the SCEaR that it develops and fosters a network of ´Cooperating Institutions and Corresponding Members´ that are ready and in the position to work for the tasks of the SCEaR, coming from different disciplines and regions and representing different forms of memory institutions.

Website: http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/memory-of-the-world/about-the-programme/international-advisory-committee-iac/sub-committee-on-education-and-research/