

UNESCO Memory of the World Programme

International Advisory Committee

Sub-Committee on Education and Research (SCEaR)

SCEaR Newsletter 2021/1 (August)

Contents

<i>Editorial</i>	3
<i>Memory of the World Knowledge Centres/ Report</i>	
A New Memory of the World Knowledge Centre Opened in Mexico <i>by Ana Rita Valero and Gerardo Zavala</i>	4
<i>Memory of the World Knowledge Centres/ Report</i>	
Exhibition about Macau and Guangzhou in Thirteenth Hongs of Qing Dynasty held in the MoW Knowledge Centre-Macau <i>by Helen H.K. Leong</i>	9
<i>Report</i>	
The SCEaR Creates a Working Group Memory of the World Knowledge Centres <i>by Lothar Jordan</i>	13
<i>Report</i>	
Mid-term Report of the SCEaR Working Group Africa (WGA) <i>by Papa Momar Diop</i>	15
<i>Preview</i>	
2nd MoW Global Policy Forum: Towards a Global Policy Framework for Preservation of Documentary Heritage through Disaster Risk Reduction and Management <i>by Kenji Tamura</i>	18

Essay

**The Memory of the World International Register
and the Rethinking of the Curriculum in Schools around the World –
The Case of Lebanon**

by Martin Porter

20

Report

**SCEaR Corresponding Member Beatriz Puente-Ballesteros
Awarded J. Worth Estes Prize**

by Roslyn Russell

26

Obituary

Vale Lourdes Blanco

by Roslyn Russell

28

On SCEaR; Impressum

29

Editorial

by Lothar Jordan

This issue of the *SCEaR Newsletter* brings the Network of Memory of the World Knowledge Centres into focus, detailing its work and its expansion. We start with a report by Ana Rita Valero and Gerardo Zavala on the opening of the first MoW Knowledge Centre in Latin America, the “Mexican Memory of the World Knowledge Centre Vizcaínas” in Mexico City. The communication between the SCEaR and Catherine Bloch Gerschel (IAC member) and Yolia Tortolero Cervantes, both experienced internationally in MoW, and in MOWLAC and the Mexican MoW Committee, resulted in this step forward, so important for a global perspective for the network of MoW Knowledge Centres. The MoW Knowledge Centre-Macau supported the communication between MoW Mexico and the SCEaR. The activities of this pioneer centre are ongoing, as shown by the “Exhibition about Macau and Guangzhou in Thirteenth Hong of Qing Dynasty held in the MoW Knowledge Centre-Macau”. Its director, Helen Ieong, reports about it (pp. 9-12).

After seven MoW Knowledge Centres were created, it was time to find a frame for their cooperation, open for future MoW Knowledge Centres in different parts of the world. In June 2021, the SCEaR established a Working Group “Memory of the World Knowledge Centres” (see our Report on pp. 13f.). The SCEaR invited Helen Ieong, Head of the MoW Knowledge Centre-Macau, to become Coordinator of this Working Group, and to our pleasure she accepted.

Another SCEaR Working Group, created in November 2020 (see Papa Momar Diop’s Report in the *SCEaR Newsletter* 2020/2, pp. 15ff.), the Working Group Africa (WGA) has made good progress as shown by the mid-term report (pp. 15-17) by its Coordinator, Papa Momar Diop. The work concentrates on a “Memory of the World Guide” on “Preventive Conservation and Disaster Risk Reduction for Documentary Heritage in Africa”, based on a draft by the SCEaR, the Sub-Committee on Technology (now Preservation Sub-Committee) and ARCMoW. This work of the SCEaR and its WGA is closely connected to the two “Memory of the World Global Policy Forums on Disaster Risk Reduction and Management for Sustainable Preservation of Documentary Heritage”. The first one took place in December 2018, while the second one had to be postponed several times, due to Covid-19 (see the *SCEaR Newsletter* 2020, Special Issue 2020/1 and 2020/2). Now Kenji Tamura, one of the main organizers of these forums, gives a preview of the second one.

In an essay, Martin Porter, the school expert of the SCEaR and Coordinator *ad interim* of our Working Group Schools gives his personal view on some of his experiences of bringing MoW into schools, not always an easy task at the crossroad of universal approaches and national traditions (pp. 20-25).

And finally Roslyn Russell provides two articles on personalities connected to Memory of the World. The first is a joyful one, as SCEaR Corresponding Member Ms Beatriz

Puente-Ballesteros won an important science prize; while the second is a sad one as our highly esteemed colleague Ms Lourdes Blanco passed away.

Report

A New Memory of the World Knowledge Centre Opened in Mexico

by Ana Rita Valero and Gerardo Zavala

First Steps

Early in 2019 the Chair of the Sub-Committee on Education and Research (SCEaR) of the International Advisory Committee, UNESCO Memory of the World Programme, Lothar Jordan, began the process of informing the members of the Mexican Memory of the World Committee about the necessary steps to create the “Mexican Memory of the World Knowledge Centre Vizcaínas” in Mexico City, including taking into consideration the ideas and project that had already seen the light in Macau, China. It is in this sense that Lothar Jordan mentioned the importance of having ready the necessary documents from the institutions involved to inaugurate the Centre, and, as was done in Macau, taking into consideration Mexico’s national and local context.

Next came the acknowledgement that the Vizcaínas Knowledge Centre would be the right location for promoting Documentary Heritage in view of the number of young students that attend Vizcaínas School, an emblematic institution in Mexico City, and the amount of academics doing research in its Historical Archive. Vizcaínas School has a long history as part of education in Mexico. Owing to the significance of the building that has harbored the school since 1767, this new Centre will serve to promote MoW’s activities as well, and those of the Mexican Committee, in order to spread information about the value and importance of documentary heritage. It will become a space for information, formation, study, and promotion of documentary heritage in Mexico.



The context of the new MoW Knowledge Centre: Vizcaínas School and Historical Archive.
Photo: Memory of the World Mexican Committee Archive.

At the end of 2019, Catherine Bloch, President of the Mexican MOW Committee, and Yolia Tortolero, also a member of the Committee, received an invitation from Helen Jeong to attend the Symposium and Exhibition Fujian-Macau on Memory of the World and the Maritime Silk Route, organized by the Provincial Archives of Fujian, the Library

of the University of the City of Macau and Macau's Information and Documentation Society, with the purpose of sharing experiences that would become the basis for the creation of the Vizcaínas MoW Knowledge Centre in Mexico.

On 4 March 2020, during the annual public ceremony organized by MoW's Mexican Committee, the creation of the Vizcaínas Knowledge Centre was announced. However, with the contingency created by the Covid-19 pandemic, all the activities planned had to be suspended in response to the instructions of the Mexican Government's health authorities. The exchange became virtual, with meetings and letters between Vizcainas School's Director Oscar Lewis Mertz and Ana Rita Valero, and with members of the Mexican Committee, Catherine Bloch, Yolia Tortolero, César Guerrero, and SCEaR's Chair Lothar Jordan. Finally, on 16 May 2020, the formal version of the Memorandum of Understanding between Vizcainas and the SCEaR was signed.

Report 2020-2021

During 2020, due to the pandemic, it was impossible to have an inauguration ceremony at the extraordinary building holding Vizcaína's School and Archive, so it was postponed until 26 February 2021. Thanks to the help of Mexico's UNESCO office and their Facebook site, @UNESCOMXColegioVizcainas, the virtual act reached more than 4000 people.

At this launching ceremony the following people participated: Fackson Banda, Head of the Documentary Heritage Unit and Secretary of MoW, UNESCO; Frederick Vacheron, Head of the Mexico UNESCO Office; Sandra Moresco, President of MOWLAC (the Regional Committee for Latin America and the Caribbean); Oscar Mertz, Director of the San Ignacio de Loyola Vizcaínas School; Ana Rita Valero, Director of the Vizcaínas MoW Knowledge Center and of the School's Historical Archive; Lothar Jordan, Chair of the MoW Sub-Committee on Education and Research (SCEaR); Helen Jeong, head of the MoW Knowledge Centre-Macau at the City University of Macau; and Papa Momar Diop, member of the IAC and the SCEaR. He mentioned the importance of having this Centre in Mexico, the first one to open in the American continent, having as its main objectives to promote the activities of the Memory of the World Programme and the importance of documentary heritage in Mexico.



Ana Rita Valero, Director of the “Mexican Memory of the World Knowledge Centre Vizcaínas”.
Photo: Courtesy of Ana Rita Valero.

It is worth noticing that this Knowledge Centre holds MoW’s Mexican Committee’s Archive and Library, which has been built by the donations of its members and the custodians of Mexico’s MoW’s registered heritage. This will be available, as soon as libraries and schools open in Mexico City, to academics, students, and the interested public with the purpose of promoting research on the above-mentioned documents (books, copies of registered documents, videos, and recordings).

Coming Next

Our site activities have been postponed until schools and libraries reopen, meanwhile:

- The Vizcaínas MoW KC has been publicized in the Mexican Committee’s social media: Facebook: @memoriadelmundomx; Instagram: @mexicomemoriadelmundo; Twitter: @mexico_memoria
- Our first activities, virtual, will start in October 2021. At the same time we plan a 2022 promotion strategy with activities such as conferences, workshops, and seminars, both on site and virtual, mainly but not exclusively about archives, libraries, and the registered documentary heritage, to be given by members of the Mexican Committee and experts in their field of study. They will be addressed to a general audience with the idea of making Mexico’s and the world’s documentary heritage better known and understood. The first conferences planned are: Photography and Memory: The Immediate Circle; Cinematographic Documentation as Heritage; Mario Pani’s Personal Archive: Memory of Mexico’s Urban Modernization; and Carlos de Sigüenza y Gongoras’ Library as Documentary Heritage.

-
- We are presently planning a medium-term strategy to promote interest in documentary heritage among university students and researchers, archives, libraries, museums, schools, press and public in general.
 - Finally, the creation in June 2021 of the SCEaR “Working Group Memory of the World Knowledge Centres” headed by Helen Jeong (see the articles by Helen Jeong and Lothar Jordan in this Newsletter), has been great news for Ana Rita Valero, Director of the Mexican Centre and now its representative on the new Working Group. This will allow Vizcaínas MoW KC to share and exchange information and suggestions that will help Vizcaínas and the MoW Programme grow stronger.

Ana Rita Valero is the Director of the Historical Archive "José María Basagoiti Noriega" of the San Ignacio de Loyola Vizcaínas School, and professor at the Universidad Pontificia de México. She has an M.A. in History and a PhD in Anthropology. She is a founding member of the Mexican Academy of Anthropological Sciences and of the MoW Mexican Committee and has been President of the Mexican Society of Private Archives and Libraries, among many other distinctions.

Report

Exhibition about Macau and Guangzhou in Thirteenth Hongs of Qing Dynasty held in the MoW Knowledge Centre-Macau

by Helen H.K. Ieong

On 20 April 2021, an event entitled “Maritime Silk Road. Memory of Two Cities -- The Imprint of Guangzhou and Macau in Guangzhou Thirteenth Hongs of Qing Dynasty” Photo Exhibition and Symposium was held by the Memory of the World Knowledge Centre-Macau in the City University of Macau (CityU), organized jointly by a range of institutions. The objective was to promote the nomination of the Maritime Silk Road to the UNESCO World Heritage register, studies on the preservation and accessing of documentary heritage on Memory of the World (MoW), as well as to facilitate cultural exchanges in the Guangdong-Hong Kong-Macau Greater Bay Area, and spread the Lingnan culture.



The Opening Ceremony of the Exhibition, Vice-Rector Zhou Wanlei delivered a welcome speech. Photo: MDIS.

It was the celebration of the 40th Anniversary of the CityU, and the Vice-Rector, Prof. Zhou WanLei, Pro-Rector, Mr. Wicky So, and Librarian Shi Lemei, had contributed great efforts and participated in the event. The opening ceremony was held on 20 April in the Ho Yin Center of the CityU, and moderated by Helen H.K. Ieong on behalf of the MoW Knowledge Centre-Macau and Macau Documentation and Information Society (MDIS), as the main organizers. The representatives of organizations from Guangdong were included: Mr. Yang Hanqing and Mr. Zhou Gao, the Director and Deputy Director of the Cultural and Historical Research Center of Counselor's Office of the People's Government of Guangdong Province, Mr. Lin Difufu, Executive Chairman of Guangdong's Association For Promotion of Cooperation between Guangdong, Hong Kong & Macao, Ms. Lily Li, former Director of Guangzhou Thirteen Hongs Museum.

The activity was also supported by many institutes, represented by: President Wang Heng, Guangzhou Thirteen Hongs Culture Promotion Association, Prof. Ye Nong, Director of the Academy of Macaology of Jinan University, Prof. Wang Yulin, Director of Thirteen Hongs Research Centre of Guangzhou University, Mr. Chen Jiawei, Chair of Guangzhou Jiachen Cultural Communication Co., Ltd., and Guangzhou Disp Audio Museum, and Ms. Catarina Liu, Vice President of Brand Marketing of MGM.

Invited guests were: Mr. Zheng Xinyou, Counsellor and Director of Information and Public Diplomacy of Foreign Affairs Office, Mr. Diao Peng, Vice head of Publicity and Culture section of Liaison Office of the Central People's Government in Macau SAR, Mr. Lai Chankeong, Member of the Administrative Committee of the Macau Foundation, Mr. Cheng Weidong, Deputy Director of the Macau Tourism Bureau, Mr. Ding Shaoxiong, Deputy Director of the Macau Education and Youth Development Bureau, Prof. Wang Zhong, Prof. Zhou Ping of the CityU. About 70 persons attended, among them scholars of historical research and cultural heritage protection in Guangdong and Macao, school principals, teachers, libraries and archives, guests from museums, and cultural associations.

Vice-Rector Prof. Zhou Wanlei delivered a welcome speech, and he said that Guangzhou and Macau both from the Lingnan region, shared the same roots for a long time. The two places have historically served as important windows for maritime silk roads and foreign trade, and acted as bridges for exchanges between the East and the West. He believes that it is of great significance for the two places to jointly hold this event, which coincides with the 40th anniversary of the CityU. He also pointed out that the world's first Memory of the World Knowledge Centre was established in the CityU, supported by the Sub-Committee on Education and Research (SCEaR) of UNESCO's Memory of the World Programme, which aims to promote research and education in historical heritage, especially documentary heritage. He hoped that the Centre will be further strengthened in the future, and cooperate with the Greater Bay Area, to promote the university's connection with the world.

Mr. Yang Hanqing delivered a speech, and he expressed congratulations on the 40th Anniversary of the CityU, and emphasized the great significance for the Guangzhou Thirteen Museum, of the first exhibition out of southern Guangdong and of the first connection between the museum and the UNESCO MoW Programme via the Macau MoW Knowledge Centre. He pointed out that the Thirteen Hongs of Guangzhou in the Qing Dynasty was an important part of China's Maritime Silk Road, and had an important historical position in ancient China's economic and trade history. He also believed that, under the current national concept of the Greater Bay Area, and the creation of a "dual cycle" strategic hub in Guangdong and the acceleration of the construction of a culturally strong province, through this exhibition and seminar, could review the history of the two cities, and to help Thirteenth Hongs be promoted to the world again.

Ms. Lily Li, the art director of this exhibition, introduced the collection of Thirteen Hongs of Guangzhou in the Qing Dynasty, and she pointed out that the activities of the Thirteen Hongs brought rapid development in the economy, trade, society, culture, art,

education, and medicine to Guangdong and Macao. She believed that it has created the prosperity of Guangdong and Macao, and has left a shining brilliance on the stage of China's foreign trade.



(left) Mr. Yang Hanqing presented gifts to City U, which Vice-Rector Zhou Wanlei received on behalf of the University. Photo: MDIS.

(right) Mr. Li Difu presented a high-definition and high-tech E-screen to the MoW Knowledge Centre-Macau. Pro-Rector Wicky So and Helen Ieong received for the Centre. Photo: MDIS.

During the opening ceremony, Mr. Yang Hanqing presented gifts to CityU, a collection of books and paintings, and Vice-VicRector, Prof. Zhou Wanlei received them on behalf of the University. Also, Mr. Li Difu, representative of Guangzhou Jiachen Cultural Communication Co., Ltd., presented a valuable gift, high-definition and high-tech electronic screen to the MoW Knowledge Centre-Macau, named Lingmei art electronic painting screen, with innovative paper original restoration technology.

After the ribbon-cutting ceremony for the exhibition, the guests visited the exhibition site in the student area. It mainly covers five themes: The relics of the maritime trade, the resplendent Pearl River, the Charming of Macau, the gilt of the Silk Road. Their long history, and the background of MoW and Macau were also included. The picture collection of the exhibition had a total of 233 items, coming from the Thirteen Hongs Museum in Guangzhou, and also selected and collected in major museums and art galleries around the world, including the Qing Dynasty's foreign paintings and the historical resources of MoW Knowledge Centre-Macau. It demonstrated the history of Guangzhou and Macao and the Maritime Silk Road. The exhibition was on display until 7 May 2021.

In addition to the exhibition, a seminar of "Maritime Silk Road Sea: Reminiscence of Two Cities" was held in the International Conference Room of CityU, moderated by Helen Ieong and Ms.Lily Li. Helen Ieong introduced MoW and some experiences about Macau and MoW. Lily Li shared the project of Global Thirteen Hongs Digital Museum and the concept of joining MoW. The key speakers included Prof. Ye Nong and Pro-rector Wang Rui, Associate Professor of Guangzhou Shisanxing Research Center, Guangzhou University, and Ms.Zhou Haixia, Associate Professor of Hanshan Normal

College to discuss the historical origins of Macao and the Thirteen Hongs, the development of the Memory of the World Programme, and cooperation projects.



A seminar of "Maritime Silk Road Sea: Reminiscence of Two Cities" was held in the International Conference Room of CityU. Photo: MDIS.

Helen Ieong concluded that the MoW Knowledge Centre-Macau and the MDIS will keep on working closely with the UNESCO MoW Programme. She also thanked Lothar Jordan, the Chair of the MoW Sub-Committee on Education and Research (SCEaR) that has contributed great support to Macau, and all the MoW Knowledge Centres and the concerned parties. She expected that cooperation will be strengthened to promote education and research on Documentary Heritage, World Heritage, and Intangible Cultural Heritage.

Helen Ieong, PhD. of Library Science in Peking University, Postdoctoral of Library, Information and Documentation Management in the Institute of Scientific & Technical Information of China. Director of Macau Documentation and Information Society, Chair of Memory of the World Knowledge Centre-Macau, Chief Consultant of Senior Technician in Macao Foundation, and teaching of Macau History Heritage Studies. She organized the nomination of Macau documentary heritage to be inscribed on the UNESCO MOWCAP register. Numerous publications.

Report

The SCEaR Creates a Working Group Memory of the World Knowledge Centres

by Lothar Jordan

In the *SCEaR Newsletter* 2020/2 I sketched some strategies for the work of the SCEaR (pp. 2-14). Among the main strategic tools were

- The expansion of the Network of Memory of the World Knowledge Centres;
- SCEaR Working Groups (see e.g. the report of Papa Momar Diop on the Working Group Africa in this Newsletter).

It seemed logical to the SCEaR to join both elements. So on 14 June 2021, the SCEaR created a Working Group called “Working Group Memory of the World Knowledge Centres” (WG MoWKC). So far there are seven MoW Knowledge Centres (see more details in the *SCEaR Newsletter* 2020/2). A MoW Knowledge Centre (MoW KC) joins the functions of a physical and/or virtual archive and library and of an institution for research, education, encounter and exchange, related to MoW and its tasks, especially its registers. As they cooperate nationally and internationally, the Memory of the World Knowledge Centres help to create a global network of knowledge on MoW and documentary heritage.

The first MoW KC opened in 2016, at the Library of the City University of Macau. Under the leadership of Helen H.K. Ieong the MoW KC-Macau played a pioneering role and remains a stakeholder of this network (see her report in this Newsletter).¹ So the SCEaR was very pleased that she accepted the invitation to act as Coordinator of our new working group.



Helen H. K. Ieong. Photo: Courtesy of Helen Ieong.

¹ For many years Macau has been a centre of MoW activities, and particularly so on education and research. See Helen Ieong’s article: “Memory of the World Education in Macau”, in: R. Edmondson, L. Jordan, A.C. Prodan (eds.): *The UNESCO Memory of the World Programme. Key Aspects and Recent Developments*. Cham/Switzerland: Springer Nature, 2020 (= *Heritage Studies*; 6), pp. 247-260. – Another important partner in Macau is SCEaR Corresponding Member Beatriz Puente-Ballesteros (see Roslyn Russell’s report in this Newsletter).

The SCEaR Working Group Memory of the World Knowledge Centres has three tasks:

1. Support the development and strengthening of the work of the MoW Knowledge Centres, especially their cooperation, through meetings, websites, publications, or other activities.
2. Foster the expansion of the network of MoW Knowledge Centres, with special attention to regional distribution.
3. Explore new tasks for the MoW Knowledge Centres.

The SCEaR WG MoWKC includes: Representatives of all MoW Knowledge Centres that were created on the basis of a Memorandum co-signed by the SCEaR (if they wish to take part in that WG); two representatives of the SCEaR; it can include further experts.

List of Members

Coordinator

Dr. Helen H.K. IEONG (Macau S.A.R., China)
Memory of the World Knowledge Centre-Macau (Macau, China).

Further Members, representing MoW KCs

Prof. Zhiying LIAN (Beijing, China)
Memory of the World Knowledge Center-Beijing (China)

Mr. Bo Seung KANG (Andong, Republic of Korea)
Korean Memory of the World Knowledge Center (Andong, Republic of Korea).

Ms. Junfan MA (Fuzhou, China)
Memory of the World Knowledge Center-Fujian (China).

Ms. Jing XIE (Suzhou, China)
Memory of the World Knowledge Center-Suzhou (China).

Prof. Fernand KOUAME (Ivory Coast)
Centre de Savoir Memoire du Monde de Cote d'Ivoire (Ivory Coast).

Ms. Ana Rita VALERO (Vizcaínas, Mexico)
Mexican Memory of the World Knowledge Centre Vizcaínas (Mexico).

Further Members, from the SCEaR

Prof. Lothar JORDAN (Germany).
Prof. Papa Momar DIOP (Senegal).

Further Member

Ms. Hongmin WANG, NAAC (China).

Report

Mid-term Report on the SCEaR Working Group Africa (WGA)

by *Papa Momar Diop*

The WGA was created by the Sub-Committee on Education and Education (SCEaR) on 26 November 2020. Its initial composition of seven members² was reduced to six members because of the unavailability of our colleague Mrs. Lata Devi Ramkalawan of the Mauritius National Archives.

The WGA is now composed of Ms. Esther Olembe, Director of the National Archives of Cameroon; Ms. Lydia Waithira Muthuma, Senior Lecturer at the Technical University of Kenya; Mr. Apolinaitre Tokanji Gbaguidi, Documentary Engineer / Manager of Cultural and Audiovisual Heritages, Electronic Data Management Specialist, Professor of “Archidocument” digitization at the Calavi University of Abomey, Benin; Mr. Elisam Magara, Professor at the School of Library and Information Sciences in Makerere University, Uganda; Mr. Seyni Moumini, specialist in sub-Saharan Africa and Islam manuscripts at the Abdou Moumouni University, Niger; and Mr. Papa Momar Diop, Associate Professor at the University Gaston Berger, Senegal, coordinator of the WGA.

The Working Group held several online meetings and decided to work first on the topic: “Preventive Conservation and Disaster Risk Reduction for Documentary Heritage in Africa. A Memory of the World Guide”. The title is provisional.

To this end, we have taken as a preliminary basic working document the conceptual Draft of 22 February 2019, proposed by the SCEaR, the Sub-Committee of Technology (SCoT [now: Sub Committee on Preservation (SCP)] and the African Regional Committee Memory of the World (ARCMoW).

The first step in the work was to study and possibly make amendments to the document. Thus, after three sessions of discussions we agreed to rearrange the document. We have chosen the action plan, with a choice of chapters and specific parts to be dealt with by the six members, as indicated in the table below.

² See the Report of Papa Momar Diop in: *SCEaR Newsletter 2020/2* (December), pp. 15-17.

TABLE OF CONTENT & AUTHORS

Foreword by ADG CI

Preface by representatives of the editors: Lothar Jordan (SCEaR), Jonas Palm (PSC), and Lydia Muthuma, member of ARCMoW.

PARTS	SECTION I: Introductory Part	SECTION II: Ten Loss Factors	SECTION III: Special Conditions for Different Carriers
Chapters Authors	P. M. Diop, E. Olembe & L. Muthuma	E. Magara & S. Moumini	Apolinaire Gbaguidi
1,2,4,6 Papa Diop	1- Chapter on specific aspects of the region. 2- Chapter on analysis and management of risks.	1- Physical forces. 2- Theft and vandalism 3- Fire 4- Water 5- Biological dangers (insects, etc.)	1- Books and similar media. 2- Other documents on organic materials. 3- Analogue audio- and audiovisual documents. 4- Photographic documents. 5- Digital documents.
3 Lydia Muthuma	3- Chapter on: How to involve the community. 4- Chapter on: How to handle natural disasters.	6- Chemical dangers 7- Light 8- Temperature 9- Humidity 10- Loss of information due to obsolete equipment	
5 Esther Olembe	5- Chapter on: How to teach preventive conservation of documentary heritage. 6- Chapter on: standards and handbooks on disaster prevention (ISO, ICA, IFLA, CCAAA, IASA etc.).		

For Section II on the ten risk factors, E. Magara and S. Moumini, who did not specify the chapters on which they can individually work, must consult together to harmonize their work.

Regarding the other sections, E. Olembe, L. Mathuma and myself who have to work on well-specified chapters (Section I: Introductory Part), and Apolinaire who works alone on Section III (Section III: Special Conditions of Differences Supports), do not need to consult.

We also agreed that each article should end with a conclusion and a bibliographic and / or webographic list. This will allow us to properly reference the book by devoting an exhaustive bibliography to all the elements that we will have used during the writing of the Guide.

Immediately after this distribution of tasks, the Coordinator proposed to present first the state of progress of his research work (chapters 1, 2, 4 and 6 of Section I) and suggested a sequence of presentations after his: A. Gbaguidi on Section II, L. Muthuma on chapter 3 of Section I, E. Olembe on chapter 5 of Section I, Elisam on Section II and Moumini on Section II.

A member of the Group mentioned also some costs that may require funding, such as workshops (Zoom time), Authors' compensation and printing of the Final Guide. As an answer, I proposed that while we work on the sections, we will do the evaluations of possible funding needs and will ask probably for the support of UNESCO, through the SCEaR and its partners like the PSC, and potential patrons, preferably African (African Union, sub-regional integration organizations, etc.).

Preview

2nd MoW Global Policy Forum: Towards a Global Policy Framework for Preservation of Documentary Heritage through Disaster Risk Reduction and Management

by Kenji Tamura

[The Second Memory of the World Global Policy Forum](#) (2nd MoW GPF) seeks to amplify the outcome of the first event in order to develop a specific strategy for UNESCO's Action for sustainable preservation of documentary heritage through disaster risk reduction and management for, by focusing on national-level implementation and how it can be supported by the various regional and international stakeholders who will participate in the upcoming meeting. This is particularly important given that the Covid-19 pandemic has forced us to rethink disaster risk management in terms of the impact of global public health crises on documentary heritage and its utilization by memory institutions, governments and citizens.

The 2nd MoW GPF, supported by Japan, will take place from 21 to 22 September 2021 at UNESCO Headquarters, after overcoming two times postponement due to the evolving situation related to Covid-19, as well as to commemorate the [International Day for Universal Access to Information](#). Meanwhile, in order to take further steps forward and gain momentum to assure its success, we have published two Special Issues on this theme, namely the [First Special Issue of the SCEaR Newsletter 2020](#), which focused on the 1st MoW GPF held in 2018, and the [Second Special Issue of the SCEaR Newsletter 2020](#), which offered a preview of the 2nd MoW GPF through the lens of 19 contributors. These Special Issues will set the stage for all the participants to expand their horizons and generate new ideas to achieve the objectives of the forum.

The Strategy for UNESCO's Action, which will be elaborated at the 2nd MoW GPF, aims to advocate Member States' policy-making on sustainable preservation of documentary heritage through disaster risk reduction and management as well as to enhance their capacity to successfully implement the 2015 Recommendation and the documentary heritage-related provisions of the [Sendai Framework for Disaster Risk Reduction 2015-2030](#). It also enables memory institutions and other stakeholders to take steps to apply the principles of disaster risk reduction and management in their documentary heritage preservation policies as an interdisciplinary approach. Priority areas of action will be developed based on the Sendai Framework's Four Priorities for Action.

Towards building a global policy framework for preservation of documentary heritage through disaster risk reduction and management, it is expected that the 2nd MoW GPF can draw more attention to policy-makers and broader stakeholders around the world to strengthen the national implementation and emerging global partnership on disaster risk reduction as a strategy to ensure documentary heritage preservation and accessibility. You

can register your online participation on the [UNESCO website](#). You will be able to find all the details including the final programme there shortly.

Mr. Kenji Tamura is project officer of the Documentary Heritage Unit of UNESCO which manages the Memory of the World (MoW) Programme.

Essay

The Memory of the World International Register and the Rethinking of the Curriculum in Schools around the World – The Case of Lebanon

by Martin Porter

In January 2019 I replied to a call for papers for a conference entitled “Rethinking the Curriculum in Lebanon and the Arab World: Reconciling Ideologies and Pedagogies” slated for December 2019. It was organized by the Centre for Lebanese Studies based at the Lebanese American University in collaboration with the Lebanese Association for Educational Studies (LAES) and Open Society Foundations.³ The timing was perfect. Let me explain why.

Just a couple of months earlier, as the interim co-ordinator of the SCEaR Working Group Schools (WGS), I was pleased to have had submitted to the UNESCO Publishing Department the first experimental fruit, long in gestation, of the WGS project: this took the form of a school kit, a series of lessons and units of inquiry for schoolchildren between the ages of 11 and 17, elaborated within the classic subjects areas of Arts, Literature and History, written by myself, Lothar Jordan and Jutta Ströter-Bender. The aim of this and future school kits is to help prepare, in a programmatic fashion, the future citizens of this increasingly globalizing world by providing schools and schoolteachers around the world with free, ready-to-use pedagogical packages, written using selections from those archives inscribed on the International Register of the Memory of the World Programme and, where possible, interweaving the content of the lessons with the sites inscribed on the World Heritage Register. The underlying aim is to initiate a global dialogue around a common culture of ‘universal memories’.

One series of the numerous lessons included in this first kit was based on one of the archives nominated from Lebanon, the Phoenician Alphabet, nominated in 2005 and inscribed on the register in 2005. So an invitation to a conference to discuss a complete rethink of the educational curriculum in a country which had nominated one of the items of documentary heritage which was included in the first fruit of a pioneering project aiming to do just that on a global level could not have been more perfectly timed. I am not sure exactly how it came about: whether one of the organizers had read something I had written; or whether it was the Secretary (at the time Maria Liouliou) or some other anonymous (to me) figure in UNESCO.

This conference, “Curriculum Reform: Regional and international perspectives”, wanted, in its own words, ‘to examine how Arab countries have attempted to reform their curricula in the last decade...to focus on the existing debates including current trends and theories nationally, regionally and internationally... to revisit the theoretical and philosophical debates concerning the role of a curriculum and unpack some of the current

³ <https://lebanesestudies.com/research-programs/curriculum-reform-pedagogy/>

practices in the Arab world which tend to be focused on knowledge and the economy'. It adopted what it called 'a social justice perspective' and hence...analyze the extent to which curricula reform aspires to address this agenda and how they should go about achieving that.

The organizers read my proposal and seemed taken enough by it to decide to take the risk and use their hard-earned and increasingly scarce money to fly me over from France to speak to the conference. I must say that the subsequent preparatory administration for the Conference was impeccable. The elaboration of the precise details of the programme of this intensive 3-day event, my plane tickets purchased, my hotel room booked, and my own teaching and administrative duties rearranged to incorporate this absence, were all done in the smoothest, most polite and convivial fashion.

As the time drew nearer, it became clear that the situation in Lebanon was becoming increasingly difficult. Indeed, so difficult that even some of my own students began writing weekly papers on what was happening in Lebanon. To anyone unfamiliar with this situation, I will just point out that it was around the time that the then Lebanese government had placed a tax on WhatsApp calls.⁴ Most narratives of the events that followed describe this move by the government as having had a catalytic effect, acting like some sort of final straw that broke the camel's back. Suffice to say that what followed was a series of intense and nationwide demonstrations, which not only articulated many other very serious economic and political issues, but also brought about a revolutionary situation in which the government was called upon to resign.

Such was the scale and obvious seriousness of the upheaval from day one, that the organizers of the conference decided to postpone it until a later date. What the organizers could not then have known was that, at the very same time, Covid-19 was about to be unleashed upon the world. If this was not terrible enough, given the difficulties Lebanese people were having procuring fresh affordable food and water and electricity as the entire economy and the social fabric started to fracture and crumble, then came that now infamous deadly blast in the Port of Lebanon on 4 August 2020.⁵

I was as astonished as I was impressed when the organizers of the Conference contacted me to inform me that they had decided to go ahead with an online version of the conference in January/February 2021. This very action seemed to me to trumpet the very best of the human spirit, in this case in 'Lebanese' form. No matter how difficult the material conditions of their existence – and they were scraping the barrel - these people were determined to organize a global forum to talk about something of such deep and urgent importance to them and indeed all of the world - the need to reform radically the educational programme of their school children.

The new administrative preparations slipped gracefully and humbly into play, as effective as they had been first time round. And it was not long after that, after nearly a

⁴ <https://edition.cnn.com/2019/10/17/middleeast/lebanon-protests-economy-intl/index.html>;
<https://www.theguardian.com/world/2019/oct/18/lebanon-brought-to-a-standstill-by-protests-over-economic-crisis>

⁵ <https://www.bloomberg.com/news/articles/2020-08-04/explosion-heard-near-downtown-beirut-lebanon>

year of difficult isolation and lockdown, the opportunity arrived to have a conversation with people from all around the globe about a subject of global and deeply human significance. It was a chance to present a project that my team had been working on in relative obscurity for many years, to a conference organized by people in a country on the verge of collapse.

At this stage in their rethinking of the curriculum, the organizers had decided to make a strength from a weakness and take advantage of the difficulties of the lockdown situation to go for breadth over depth. So the final programme was spread over many days and packed with speakers on a wide range of subjects, all of whom were allowed only 15 minutes to make their point.

As we all know, the conference was not the same online as it would have been in person. It is so difficult to replace the natural theatre of the moment when people are sitting, isolated, reading from a screen. But the organizers did very well in keeping to their packed schedule and enforcing the 15-minute rule religiously. I had timed and filmed my own presentation and sent all 14 minutes of it to the organizers in advance in the event that there were any of the usual technical difficulties (which it turned out there were), or in case something happened at home or work which meant that I could not make the presentation live. I also sent the Lebanese section of the school kit to the organizers, telling them that they could make it available to any of the participants who wanted to see it, as I knew I would only have time to describe its outlines.⁶

In the video of my own presentation, I had decided to gain a minute by not introducing myself, stating my current job position at the University of Saint Etienne and my role as a Coordinator of UNESCO's MoW Programme SCEaR Working Group Schools. This was something that was available in the programme and would be used by the Chair of the Session. That may have been my first mistake. But evidently not my only one. Read on.

Instead I went straight to the question of how should the curriculum in Lebanon be re-written? Few might disagree, I said, that it needed to be done in a way that makes it entertaining, enjoyable, full of activities for the children to carry out. Few would disagree that it needs to be done dialectically, and incorporate a balance between skills and information. The particularities of my approach came when I argued that the re-writing of the Lebanese curriculum might consider including a section called 'Universal History' – as distinct from global history or world history. Indeed, I argued that the same 'Universal History' section would ideally be interwoven into all national education curricula. Using the Lebanese writer, Elias Khoury's recycling of the Lebanese poet Khalil Gibran's poem about the need 'to seek the greater sea'⁷ (itself an implicit sign of the means by which the Phoenician Alphabet was such a technological success due to its spread by Phoenician merchants),⁸ I argued that this section would help facilitate a link between the local, the

⁶ The conference was live streamed through the Centre's Facebook page and is still available for viewing: <https://www.facebook.com/LebaneseStudies/> My intervention can be found by scrolling down to 5 February, Panel 14.

⁷ Khalil Gibran, *The Madman* (New York, 1918); <https://www.poetryfoundation.org/poems/55373/the-greater-sea>

⁸ Daniels, Peter T., et al., eds., *The World's Writing Systems*. Oxford 1996, pp. 94-95.

national and the global, and so help lay the foundations of a common culture of universal memories around which global citizens could engage in a global dialogue. I further stated that the creation of this common culture of universal memories needs to be based on a set of universally recognized ‘memories’ and that, for now, the best place to find them is UNESCO’s Memory of the World Programme.

As the MoW Programme, unlike its soul sister, the World Heritage Convention, is still not a programme that people instantly recognize, I had to devote a couple of precious minutes explaining what it is, and then explain the WGS project and its aim to provide ready-made lesson programmes available free for download for use by schoolteachers around the world.

That brought me, at last, to the first of the school kits which was at that point with UNESCO’s publishing department being made ready for distribution. After briefly explaining the basis upon which this first experimental school kit was written, and reasoning behind the choice and structure of its content (in so doing I stated how UNESCO had simply expressed a desire that we try to empower Women’s History and African history, which we did). I then pointed out that one of the units in this first packages was based on the document nominated by the Lebanese National UNESCO committee in 2005, the Phoenician Alphabet.

This brought me back to the issue of ‘universal history’ and the question of what is universal history? For brevity’s sake, I simply explained that I had elaborated the lesson plans based on this document by focusing on its ‘universality’. This resulted in the lesson plans being structured around the ‘universality’ of writing; the ‘universality’ of the issue of the environment – which in this case was symbolized by the Lebanese Cedar tree. I also pointed out that the lesson plan was in part written in imitation of the ‘universally’ recognized trope of ‘the archaeological discovery’ (one that is very popular with children) and interwoven with the ‘universality’ of the Lebanese architectural sites and natural parks that are inscribed on the UNESCO World Heritage Register.

By that point we were 10 minutes into the presentation. With the unit of lessons based on this document made freely available to those attendees of the conference I then moved to my conclusion. In that brief conclusion, I pointed to some of the dangers this project needed to avoid. In particular I said that it needed to avoid being conceived as a blueprint being imposed on the minds of the world’s schoolchildren. Instead, it needs to be developed programmatically, with an eye always firmly on the future of education. It also needs to be developed actively by the children themselves, and be constantly aware of the limitations of these school kits, even this first experimental one which, given the speed of technological change, may soon look as boring to future contemporary eyes as all of the others in the past. I also pointed out, as I always do, how these school kits need to be taught around coordinated dialogues between schoolchildren from all around the globe, experiments in which you might one day see Lebanese, Japanese, Congolese and Brazilian children brought together virtually to attempt to communicate with each other about the Phoenician alphabet, the very alphabet which some claim is at the origins of the computer. Those children may not be able to speak each other’s language, but they would

learn a lot about the universality of humanity, about being a global citizen above and beyond and through the Phoenician alphabet.

Finally, I made explicit some of the potential problems of this project. I argued that whilst the logistical problems are significant, they are surmountable. Similarly, the disagreements it will find itself surrounded by over pedagogical philosophy are also surmountable, particularly given that this school kit was not advocating any one form of pedagogy other than ensuring primary sources from the documentary heritage are used in order to help the students to develop some of the skills of the historian which will complement the historical content, and, as a result, aim to provide lesson plans based on the universality in the documentary heritage which could accommodate any pedagogical philosophy. I argued that the biggest problem this project faced was politics.

Lebanon perhaps knows this better than most countries. What exactly is the political problem? Well, the claim to universality in of all of this can, of course, and no doubt will be disputed. Understandably and rightly so. The nominations made by National UNESCO Committees often have their own political agendas, or at least can be understood in terms of the politics of the time. One has only to think of the political discussions raised in 2013 when the IAC recommended the documentary collection "Life and Works of Ernesto Che Guevara: from the originals manuscripts of its adolescence and youth to the campaign Diary in Bolivia", nominated from Cuba/Bolivia in 2013, onto the register, or the archive relating to the Nanjing Massacre nominated from China in 2015.⁹ In the case of this documentary heritage of the Phoenician Alphabet, someone might argue that its choice was a reflection of the views of a certain strain of Lebanese nationalism, or a political project seeking to promote a Lebanese identity anchored in a non-Arabic language. Whether this was/is or was/is not the case, we the writers of these lesson plans need to be aware of these political issues, to construct the lesson plans in the knowledge of them, in order to be seen to be avoiding advocating any one political view or project other than the one implicit in the conception of educating the global citizen around the universality that links us all and of which we are all a living expression.

As far as I could make out, there was only one reaction to my presentation. It took the form of two very interesting questions which seemed to me to validate my conclusion:

“Who is this guy? And what is this propaganda?”

I wish I could have seen the person who asked this. I wish I could have been there in person or even live online in order to try to answer these fundamental questions. I would have applauded the questions. I would have replied by saying that not only did I fully agree with these questions, that I recognized their profundity and fundamental importance. But I would also have replied that not only had I already answered them, I had actually been the one to ask them myself, from the very beginning of this project back in 2010.

⁹⁹ <http://eng.the-liberty.com/2015/5981/>

As extremely minimal as the response to my presentation turned out to be, I was nonetheless grateful for it taking the unforgettable form it did. For these questions symbolize the biggest difficulties this project is facing on a global scale, especially perhaps the history part of the curriculum. For the history section of any national education curriculum is often the most easily or obviously politicized part. Lebanon knows this only too well. The link between history, and its national narratives, and politics and political propaganda, helps explain why the history curriculum in the national education programme has gone virtually untouched since Lebanon was set up as an independent country in 1926 and organized around that 'Confessional State' apparatus that was the object of so much anger during those demonstrations that inadvertently prevented the conference from taking place in its originally intended form.¹⁰

¹⁰ Kamal Abouchedid and Ramzi Nasser, 'The State of History Teaching in Private-Run Confessional Schools in Lebanon: Implications of National Integration', in: *Mediterranean Journal of Educational Studies*, vol. 5 (2), 2000, pp. 57-82; <https://www.um.edu.mt/library/oar/bitstream/123456789/18907/1/State%20of%20history%20teaching%20in%20private-run%20confessional%20schools%20in%20Lebanon.pdf>

Report

SCEaR Corresponding Member Beatriz Puente-Ballesteros Awarded J. Worth Estes Prize

by Roslyn Russell



Beatriz Puente-Ballesteros of the University of Macau.
Photo: courtesy of Beatriz Puente-Ballesteros

On 14 May 2021, at the Annual Meeting of the American Association for the History of Medicine (AAHM), Assistant Professor Beatriz Puente-Ballesteros was named as the winner of the J. Worth Estes Prize for 2021 for her article, ‘Chocolate in China: Interweaving Cultural Histories of an Imperfectly Connected World’, published in Harold J. Cook (ed.), *Translation at Work: Chinese Medicine at the First Global Age* (Leiden, Boston: Brill, 2020, pp. 58-107). The prize was established in 2000 in honour of J. Worth Estes M.D. to recognise his contributions to AAHM and to scholarship in the history of medicine and is awarded annually for the best published paper in the history of pharmacology in the previous two years.

Beatriz Puente-Ballesteros, licentiate in medicine, *magister* in acupuncture and moxibustion, sinologist and PhD historian of science has immersed herself in the study of Eastern and Western languages and in the exploration of cross-cultural interactions and exchanges between Manchus, Mongolians, Chinese and Jesuits in the fields of medicine, surgery, anatomy and pharmacy in late imperial China. Her prize-winning article focuses on the analysis of the first written evidence in a non-European language, Manchu, on the transmission of chocolate to China.

Using newly found archival documents in Manchu, Chinese and European languages assembled over the past ten years, Puente-Ballesteros has reconstructed the largely unsung story of chocolate in early Qing China. Chocolate’s entry to China as both material object and knowledge is instrumental in elucidating the kaleidoscopic processes at work in early

modern globalisation; and its manifold usages and functions as medicine, luxury gift or exquisite food in the hands of the emperor, courtiers, elites or missionaries.

An elaboration of her prize-winning article forms the basis of Puente-Ballesteros's second book, *Chocolate in China*, which is being prepared under the aegis of the Subcommittee on Education and Research (SCEaR), UNESCO Memory of the World Programme, and parallels her first book, *The Naked Emperor*.



The Collation from “The Story of the Emperor of China Series”, c1697-1705, wool and silk (W: 10 ft. 2 in. x L: 13 ft. 10 1/2 in.). Tapestry produced at the Beauvais Manufactory (founded 1664) after cartoons of Guy-Louis Vernansal (1648-1729), Jean-Baptiste Monnoyer (1636-1699) and Jean-Baptiste Belin de Fontenay (1653-1715). The J. Paul Getty Museum, Los Angeles. Photo: courtesy of The J. Paul Getty Museum, Los Angeles.

Obituary

Vale Lourdes Blanco

by Roslyn Russell

The UNESCO Memory of the World community was saddened to hear of the passing of our friend and colleague, Lourdes Blanco, on 29 April 2021, after a heart attack.

At the time of her death Lourdes was in the closing stages of collaborating with other members of the Memory of the World Regional Committee for Latin America and the Caribbean (MOWLAC) on the production of a book on the MOWLAC Register. This book will now be dedicated in her honour.

She was also excited by the prospect that an exhibition on the life and work of her late husband, Miguel Arroyo, a celebrated artist and art curator in the couple's native Venezuela, was finally to be staged this year, after years of devoted work by Lourdes.

Between 1980 and 1993 Lourdes was head of the National Documentary Preservation Centre of the National Library of Venezuela and director of its audiovisual archives. She was the founding editor of *Conservaplan*, a series about preservation in libraries and archives.

Lourdes became involved with MOWLAC in 2000, and in 2005 was appointed to the Register Sub-Committee (RSC) of the International Advisory Committee of the UNESCO Memory of the World Programme. Her expertise in the analysis of the significance of documentary heritage, particularly in Spanish, and her commitment to the MoW Programme, coupled with her vibrant and passionate personality, made her an ideal colleague and a dear friend to members of the RSC. She will be greatly missed by her RSC and SCEaR colleagues and the MOWLAC community.



Meeting of the RSC at the Archives nationales de France, 2006. Lourdes Blanco is second from the left, in the front. - Photo: courtesy of Nada Itani.

On SCEaR; Impressum

UNESCO Memory of the World Programme

International Advisory Committee

Sub-Committee on Education and Research (SCEaR)

SCEaR Members: Lothar Jordan (Germany), chair; Roslyn Russell (Australia), rapporteur; Papa Momar Diop (Senegal), Luciana Duranti (Canada), Martin Porter (UK).

SCEaR Working Group Africa (WGA). Coordinator: Papa Momar Diop (Senegal).

SCEaR Working Group Memory of the World Knowledge Centres (WG MoWKC).

Coordinator: Helen Jeong (Macau S.A.R., China).

SCEaR Working Group Schools (WGS). Coordinator: a.i. Martin Porter (UK).

Network of SCEaR Partners: 1. Cooperating Institutions. 2. Corresponding Members.

https://en.unesco.org/sites/default/files/mow_scear_network_institutions.pdf

https://en.unesco.org/sites/default/files/mow_scear_network_members.pdf

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.

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/>

SCEaR Newsletter

Editors: Lothar Jordan (editor-in-chief), Roslyn Russell, Papa Momar Diop (French texts)

Note: According to the general use in MoW, academic titles and degrees (Prof, PhD, Dr, MA, etc.) are mentioned only in author's bios, or if they have a special function in a text.

If you would like to receive the *SCEaR Newsletter* or to offer an article, send an e-mail to one of its editorial addresses: Jordan.MoW@gmx.de or ros@rrmuseumservices.com.au French: dpmomar@yahoo.fr

The *SCEaR Newsletter* is visible on the website of UNESCO:

<https://en.unesco.org/sites/default/files/memoryoftheworldsceanewsletter2016.pdf>

https://en.unesco.org/sites/default/files/memoryoftheworldsceanewsletter2017-1_march_2.pdf

<https://en.unesco.org/sites/default/files/memoryoftheworldsceanewsletter2017-2june12.pdf>

<https://en.unesco.org/sites/default/files/memoryoftheworldsceanewsletter2017-3sept29.pdf>

<https://en.unesco.org/sites/default/files/memoryoftheworldsceanewsletter2017-4dec21.pdf>

[SCEaR Newsletter 2019/1 \(August\)](#)

[SCEaR Newsletter 2019/2 \(December\)](#)

SCEaR Newsletter 2020/1 (June)

Special Issue 2020/1 https://en.unesco.org/sites/default/files/firstforum_scearnewsletter2020_special_issue1.pdf

Special Issue 2020/2 <https://unesdoc.unesco.org/ark:/48223/pf0000375170?posInSet=2&queryId=N-EXPLORE-b72ca8bf-dff8-468f-a5da-868230356548>