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POST-CONFLICT RECONSTRUCTING FOR TOMORROW



POST-CONFLICT: RECONSTRUCTING FOR TOMORROW

Afghanistan, Iraq, Lebanon, and Rwanda: after periods of conflict, reconstruction and reconciliation do not come so easily.

UNESCO joins in these efforts through such actions as the rebuilding of the historic bridge of Mostar, helping Lebanese children who have been psychologically traumatized by war or intervening in Afghanistan once the Taliban had left. ÉDITORIAL 3

Afghanistan's Kabul Palace in ruins, seen through a hole blown out by explosives.



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Editorial

Anation stays alive when its culture stays alive” reads a defiant banner hanging above the main entrance to Kabul’s National Museum.

Half a dozen UN four-wheel drive vehicles are lined-up ready to carry passengers the 50 kilometres to Kabul. I share a place with several other new arrivals, including the incoming Minister of Women’s Affairs in the soon to be inaugurated administration of Hamid Karzai. She has not been back to Afghanistan in years, but her optimism and enthusiasm for the new-era in her country are infectious. Emotions overflow as we traverse a road littered with burnt-out military equipment, our car occasionally fording river crossings to by-pass bridges destroyed in aerial bombing attacks.

Winter’s shallow afternoon light casts Kabul’s streets as bleak and spare. Cyclists and donkey-drawn carts meander the thoroughfares, their riders, exhausted by years of conflict and harsh living conditions, peering expectantly at the newcomers now flooding into their lives.

In the days ahead, visits to key Governmental authorities and organizations tell their own story. An education system in chaos, where dusty shelves and cupboards in the central Ministry building are stacked with printed records of personnel and curricula which seem to match no reality. Schools lie in ruins. Women, once the backbone of the teaching service, have been excluded from their duties for years and girls have had to rely on clandestine schooling.

“A nation stays alive when its culture stays alive” reads a defiant banner hanging above the main entrance to Kabul’s National Museum. Once the repository of the artefacts and jewels of Afghanistan’s rich cultural civilization, it is now

a shattered structure, most of its treasures having been plundered or wantonly destroyed. Across town at the Bakhtar National News Agency, journalists struggle with a solitary decrepit teleprinter to receive and send news. With a fledgling private press only now emerging, the country faces an information deficit on a grand scale.

The challenge of forging new nations

The Afghanistan situation is not unique. Wherever there is war, major civil unrest or new nations are being forged from the fires of conflict or political transition, there often exists a need to reconnect society, reconstruct the cultural fabric and tackle major issues, such as abject poverty, social deprivation and violations of human rights. Cambodia had its own initiation in the early 1990s as it re-emerged from the horrors of a brutal past, while Timor Leste, a decade later, was born amid tumult and violence. Europe saw the depths of pain in the former Yugoslavia, and Africa has experienced the genocide of Rwanda and, now, the agony of Darfur.

While international humanitarian relief and development agencies cannot, alone, solve societal and infrastructural problems which have been years in gestation, their immediate presence in post-conflict situations can be crucial in assisting local authorities and civil society in setting agendas, defining objectives and goals, and encouraging democratic outcomes. In situations where ‘everything’ needs renovation, prioritizing is complex. Expectations by the long-suffering populace are high, while skilled human resources and immediately available aid funding are often limited. Ethnic and political fractures are

usually still apparent, while basic delivery mechanisms for development programmes can be non-existent.

An important role for the International community

International intervention is not without its own problems. An influx of well-paid foreigners can impact hostilely on local economies, lifting the costs of basic food and services to well beyond the reach of the general population. Inevitably, international agencies and NGOs source local employees from the already well-educated, urban elite, further exacerbating divisions between ‘haves and have nots’, while also draining skilled human resources from local enterprises. Without rapid and tangible change for the better, especially in general living conditions, tolerance by the citizenry to the presence of the global aid community can quickly turn to cynicism.

Each post-conflict society is responsible for planning, shaping and re-building its own future. But it is also true that the global community has an expectation that agencies such as UNESCO will also be present as partners of goodwill and expertise in the renewal process. For development agencies, walking the fine-line between knowing when and how to act, and when to exit a post-conflict situation, is much like a de-mining expert facing the challenge of clearing another of Afghanistan’s minefields. Every step forward needs careful judgement and consideration. However, although danger lurks, without those tentative steps there can be no successful outcome to the nation-building task.

Martin Hadlow.

A symbolic target, cultural inheritance can be directly targeted during war
But more often than not, the most severe menace after a conflict
remains plundering.

IRAQ

MUST CULTURAL HERITAGE BE A CASUALTY OF WAR?



© Micah Garen

A security guard from the archeological site is patrolling Iraq.

At times the destruction is deliberate. Think of the Buddhist statues in Bamiyan, Afghanistan, destroyed by the Taliban in 2001. Most often, though, it occurs as a target of opportunity, where criminal gangs, already involved in the lucrative international black market for antiquities, move in en masse in the absence of security. This was, and still is, the situation in southern Iraq where dozens of pre-Islamic archaeological sites are being pillaged by looters searching for objects that can be sold, mostly tablets and statues from the UR III to mid-Babylonian periods. The looting, which began in the power vacuum that followed the 1991, accelerated rapidly just prior to, and immediately following, the 2003 conflict.

But in these regions of ongoing instability, amidst the general chaos

and human suffering, is there any real hope for protecting cultural heritage?

The will to implement a solution

During three trips to Iraq between May 2003 and August 2004, I tried to find an answer to this question. To my surprise, I found that the problem of looting in Iraq could be addressed and the situation improved relatively simply.

The real test was not finding the solution, but finding the will to implement it.

To stop the looting in southern Iraq, partners had to be identified on the ground, and then properly supported. In May 2003, the necessary infrastructure was already in place, both in Baghdad, in the form of the State Board of Antiquities and Heritage,

Little funding for culture

The entire budget for rebuilding the Iraqi National Museum and protecting the more than 1700 archaeological sites was just \$3MM; \$1MM donated from the Packard Humanities Fund, \$1MM from the US State Department and \$1MM from Japan channeled through UNESCO.



An archeologist working on the field with the local police.

and in the provinces, where the system of antiquities inspectors and archaeological site guards remained largely intact after the fall of Saddam.

This fragile but functioning infrastructure needed modest logistical support and funding. Abdul-Amir Hamdani, a courageous and dedicated Iraqi archaeologist and the local Inspector for Antiquities in the Dhi Qar province, one of the most heavily looted in the south.

Mr. Hamdani tried to patrol the hundreds of sites in the province with a mere 150 trained guards and local police, who were not equipped for the task. They didn't stand a chance against the well armed looters.

In an increasingly dangerous post-

conflict Iraq, the archaeological guards needed guaranteed salaries, new equipment, communications equipment and most importantly greater numbers. An archaeological site guard in Iraq is paid \$100/month, so for \$2MM/year the State Board of Antiquities and Heritage could have hired 1000 equipped site guards, which could perhaps have sufficed to stop the looting throughout southern Iraq.

Non-profit organizations and NGOs, some with significant financial resources earmarked for cultural preservation in Iraq, sat on the sidelines as the looting worsened. Some were stalled by the divisive and complex politics of the occupation itself, oth-

ers by a reluctance to fund projects that involved the possibility of armed engagement with looters. The latter touches on a fundamental dilemma; who should be responsible for policing cultural heritage? While these questions were being debated, the looting continued.

What might have been...

One need look no further than the protection of Iraq's oil to understand what could have been done. A \$30MM contract was provided to a security firm for a protection force to guard pipelines in the Dhi Qar province. Within one year, 800 guards were hired and trained to guard the pipelines, which are located in close proximity to the archaeological sites. Outfitted with guns, trucks, radio equipment and air support from Coalition forces, the oil protection force boasted that they had not had one terrorist attack against the pipelines in their sector. Is it naïve to think that something similar could have been done for Iraq's cultural treasures?

Securing cultural history ultimately requires three levels of planning; adequate protection of the heritage sites prior, during and post-conflict, addressing the basic economic interests in looting at a local level, and tackling the illegal trafficking in looted objects on the demand side.

Cultural heritage is a finite resource that can disappear rapidly in conflict and post-conflict situations. Its protection following a conflict should be given the highest priority.

As Winston Churchill famously said, "a nation that forgets its past has no future." When nations collapse, it is the moral responsibility of the international community to step in and protect the past for the sake of all our futures.

Micah Garen,

is a writer, photographer and documentary filmmaker who has worked on cultural heritage and conflict stories throughout the Middle East.



Kufa mosque with ceramic wall decoration.

Continuing to live after the bombs and the trauma of war:
this is the challenge that confronts certain Lebanese children.
In this environment, game playing is the preferred means by which
to encourage children to express their suffering.

LIBANON

THE SCARS OF WAR



© Archives An-Nahar

Fadi carrying a box full of books among the rubble of his house.

Fadi leaves the rubble of his house in the suburbs of Beirut, a box full of books in his arms. He's going to live not far from there in the suburb of "Tarik Jadida" (the new road), with relatives. Already his school is too far away, so he will need to find a new one. He's upset not to have found his drawing book amidst the ruins.

Now in Cana, in the south of country. Souad's black scarf reveals a round face and shy look. Souad is a survivor of the Cana massacre of 1996. Six years old at the time, she was seriously injured and burned. "I lost my mother and my five brothers and sisters. I've become accustomed to war, I've adapted. I'm no longer fearful. But when they bombed Cana for the second time in August 2006, I began to cry and to scream. It was as if I was reliving the first massacre. When I was little, I drew pictures

to escape my fear, but since then I have left school and I no longer draw."

A mirror of war

Fadi and Souad are two victims of war, traumatized forever by what they experienced. It is for them that, for the first time, aid programs have been implemented in Lebanon. Game playing is the preferred means by which to bring them to express what they feel. Claire El Saïd, Bureau Chief for the International Movement of Apostolate of Children in Beirut, a Catholic organization that works in advisory capacity for UNICEF, says: "Children must play until they are tired. We are studying the violence that manifests itself in their games. Children are a mirror of their surroundings."

The International Movement of Apostolate of Children is particu-

larly active in attempting to reduce the impact of media violence on children. "We must try to avoid the aftermath of war," comments El Saïd.

Secretary General of the Higher Council for Children (Ministry of Social Services), Elie Mikhail has coordinated her activities with those of humanitarian associations in order to implement a psychological support programme. Programmes and activities have been rolled out to comfort children and help them to adapt to a new reality. A mechanism has been put in place to detect trauma cases and put children in touch with psychologists.

The Minister of Education and Higher Learning has also taken the issue on board. He has launched the training of 105 teachers in the Marjeyoun region. This seminar is based on providing emotional



Children from South Lebanon studying under tents.

support to children after the war. Moreover, the Education Minister has collaborated with UNESCO and UNICEF in the regions of Bint Jbeil, Nabatieh, Marjeyoun and Hasbaya in southern Lebanon. Twenty-five public school teachers from public schools have participated in workshops organized by UNESCO'S office in Beirut. Their goal: help students to overcome the hardship of war with practical, artistic or theatrical activities, all while providing psychological support.

Singing for peace

In parallel to extra curricular activities such as recreational camps on the weekend or excursions, drawing and singing activities are

also taking place. The artist Jahida Wehbeh thus chose a group of children to sing a song about peace with her.

Line Jones, a consultant with the International Medical Corps (IMC) in the field of mental health, intervenes in the villages of the South. Using puppets, she teaches children how to stay clear of bombs and gives them an opportunity to express what they may be repressing. Upon arriving in Lebanon, she discovered that children in the South were prisoners of their own homes: recreational activities were generally taking place in ruins reminding them of a childhood they were forced to give up. Some children were taking courses in tents. For this reason, she sug-

gested that the leaders of international organizations build a centre that would provide children with a place to play and speak openly about their fears. This centre was built in the Khiyam area.

Meanwhile, Claire El Saïd notes that this work would never have a significant effect if it consisted of short term activities. She hopes the Ministry of Education and specialized international organizations will implement a minimum one-year action plan and have children in need undergo therapy even if they do not show any signs of distress.

Ghassan Hajjar,
in Beirut.



Damaged school in Bing Jbeil.

From schools to universities, the education system in Iraq is suffering because students and professors alike fear for their safety.

IRAQ

WHEN SCHOOL ISN'T A SAFE PLACE ANYMORE



Life continues on Hafia Street, Baghdad.

My friend Tariq first alerts me to the problem. His niece, he says, is angry because her parents want her to change her school to somewhere closer to their home. The journey, they fear, is too far in these dangerous times when teenage girls face the risk of kidnapping, when militias roam the streets imposing their own laws and when the bombers are attacking even 'safe' areas. He mentions, almost as an aside, that the schools are emptying of both pupils and teachers.

In the way of these things, the conversation widens. My translator tells a similar story as does one of my guards. It is not just the schools it turns out. Throughout Iraq, the entire educational system is being hollowed out by violence. Professors and students say they

no longer feel safe in their universities, that they are confronted with murder and intimidation. It has become so bad that in the worst-affected areas, up to half the staff and students have left.

As the new academic term gets underway, it is becoming apparent that education in Iraq is facing an unprecedented crisis.

A bleak picture

Universities from Basra in the south to Kirkuk and Mosul in the north have been infiltrated by militia organisations. "Militias from all sides are in the universities," says a political science lecturer at Baghdad University. "Classes are not happening because of the chaos, and colleagues are fleeing if they can."

"The situation is becoming completely unbearable!" he continues.

"A large number have simply left the country, while others have applied to go on prolonged sick leave. We are using MA and PhD students to fill in the gaps."

"What has been happening with the murders of professors involved in the sciences is that a lot of those involved in medicine, biology, maths have fled," says another professor who teaches politics in Baghdad. "The people who have got the money are sending their children abroad to study. A lot - my daughter is one of them - are deciding to finish their higher education in Egypt."

The same militias regularly intimidate female students and professors. Almost two years ago, a group of women professors at Basra University complained to me of being intimidated by groups

© Flickr/Masser



Iraqi students.

of young men allied to the militias, who had bullied and threatened students not wearing the veil, and intimidated those they thought were taking unsuitable classes. Since then, this phenomenon has spread throughout the country.

No place is safe

But it is the security situation—and not just in Baghdad—that is having the biggest impact on education. In Mosul, too, professors complain of a system now approaching utter disarray.

Mohammed U, a 60-year-old science professor, spoke after

returning from the funeral of a colleague, the head of the law faculty, who died in an explosion.

“Education here is a complete shambles. Professors are leaving, and the situation - the closed roads and bridges - means that both students and teachers find it difficult to get in for classes,” Mohammed says. “Students are really struggling. To get them through at all, we have had to lower academic levels. We have to go easy on them. The whole system is becoming rapidly degraded.”

The situation is reflected in many of Iraq’s schools. “Education in my

area is collapsing,” said a teacher from a high school in Amariya, who quit four months ago just before two of her colleagues were murdered. “Children can’t get to school because of road blocks. The parents of others have simply withdrawn them from the school because of the fear of kidnapping.”

“If children have to travel by car, they are less likely to come,” she says. “When I left, we had 50% attendance. We see parents when they come in to ask for the children to have a ‘vacation’, and they admit they are too scared to let them attend.”

The situation is hardest of all on young Iraqis, most of whom are desperate for an education. One high school student from Zafaraniya that I spoke to had hoped to go to university this year. But her college is in Adhamiya, a neighbourhood notorious for violence, so she has been forced to ask for a deferral. “The journey is too long and too unsafe. I don’t know whether I will be going to college or stay jailed at home.”

Peter Beaumont,
in Bagdad.

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Education in Iraq

Iraq’s education system was once among the best in the Arab World, with compulsory and free elementary education, high enrolment rates, and one of the highest literacy rates in the region. Unfortunately, the education system suffered over the past few decades due to wars and economic sanctions.

Recently, Iraq’s government has been making efforts to rehabilitate and reform the three main pillars of education—students, teachers and curricula.

The government has announced that it will increase the total education budget by 600% in order to implement more projects that serve the sector. For example, international trainers have been running workshops for teachers, and a country-wide

curriculum review process is currently underway in preparation for a curriculum reform.

In addition, the government has raised teachers’ salaries by up to 200 thousand Iraqi Dinars (about \$135) per month and added monthly incentives that range between 30 - 50 thousand Iraqi Dinars (about \$20-35). The Ministry of Education is also providing teachers with parcels of land as well as loans for the purchase

of private vehicles that may be paid back over a period of three years. UNESCO and other international organizations have also played a role in implementing emergency and humanitarian programmes that provide Iraqi students with decent facilities, textbooks and educational opportunities.

Source: UNESCO’s Baghdad Office, based on an Education Sector Working Group held on 14 October 2006 with Iraq’s Minister of Education

Struck hard by the genocide that sent the country into mourning in 1994, Rwandan women are playing a key role in reconstructing the country and in the painful reconciliation process.

RWANDA

WHEN WOMEN SET THE EXAMPLE



© UNESCO/Aimable Twahirwa

Women selling in the oil market of Nyabugogo.

For more than 10 years, Espérance Murorunkwera has been a shopkeeper in Kigali, the Rwandan capital. This forty-year-old mother of four sells cleaning products imported from Kenya. Her stall is located in the Matheus neighborhood, a regional hub for imported goods. Espérance is amongst the women who have succeeded in Rwanda, twelve years after the genocide which took nearly 800,000 victims, or 10% of the country's population, from the Great Lakes region.

Her case is far from isolated. Even if the majority of the Rwandan population has not taken the step, a true revolution has taken place in the country over the last ten years. The civil war that rocked the country in 1994, marked a social turning point, supported by a demographic reality:

“The path remains long to attain equality between the two sexes at all levels of political and economic decision-making.”

Espérance Murorunkwera

following the genocide, 70% of the population was made up of women. United within associations, these women took in children that were orphaned by the conflict, rallied in numbers to defend human rights, made headway against illiteracy and promoted microcredit.

But women are also present in more unexpected fields. It is not unheard of to see a woman on a con-

struction site, at a bank counter or at the wheel of a taxi. They've come a long way when we know that not so long ago, the legislative system was largely discriminatory.

On construction sites or at the wheel of taxis

For example: a woman could not inherit goods from her parents nor her husband, while the contrary was possible.

It has to be said that women paid a high price during the genocide. According to estimates, between 250,000 to 500,000 were victims of sexual violence (Source: United Nations). Studies conducted on women who had been raped during the genocide revealed that two thirds had been infected with HIV and AIDS or other sexually transmitted



Rwandan women are active in government.

diseases and 80% were “seriously traumatized”. Moreover, it is estimated that 50% lost their husbands during the conflict. Numerous other women, whose husbands found refuge in the Democratic Republic of Congo in 1994, found themselves heads of family from one day to the next.

Rwanda, model of equality

Stuck hard by the genocide, women have not only played an integral role in the physical reconstruction, but also in the painful national reconciliation process. It is true that far fewer women were implicated directly in the massacres: they represent 5% of people imprisoned after the genocide.

These changes have been also translated into the country’s institutions. The new constitution adopted in 2003 foresees that 30% of administrative positions or those within government bodies, are reserved for women. Following the October 2004 elections, women occupied 48.8% of seats in the Chamber of Deputies. In comparison, women occupied 45% of seats within the Swedish national parliament, long time considered a model for women’s equality.

“This change is significant, but the path remains long to attain equality between the two sexes at all levels of political and economic decision-making,” says Espérance Murorunkwere. Meanwhile, Déogra-

tias Kayumba, Vice-President of the National Consultative Commission of Human Rights (NCCHR) hails the important breakthrough in this area. But he also laments that many Rwandans remain at the bottom of the social ladder. In other areas, battles such as the decriminalization of abortion still remain to be fought.

It should be noted that in the long run, the disappearance of numerous women infected by HIV and AIDS compromises the work of emancipation undertaken by the survivors of genocide.

Aimable Twahirwa.



A woman sells tea leaves in Gisakura (southwest of the country).

Guy Debonnet, a programme specialist
in charge of natural heritage at UNESCO's World Heritage Centre,
speaks about the danger facing wildlife.

POST-CONFLICT SITUATIONS CAN BE WORSE THAN THE CONFLICTS THEMSELVES



© UNESCO

Guy Debonnet.

Interview by Agnès Bardou of UNESCO's Bureau of Public Information

What is the impact of conflict situations on wild life?

Wild life is particularly exposed in developing countries during a period of conflict because that's when the usual protective structures disintegrate. Furthermore, the armed forces present are often poorly remunerated, or not at all. So they have to find their own means of subsistence. That was the case in Ethiopia, Sudan and also in the Democratic Republic of Congo (DRC).

In this context, poaching is a means of earning money. In addition, animals provide natural game that's available. Thus, during the conflict that raged in DRC from 1996 on, the elephant population living in the heritage sites was decimated. This is an animal that is particularly exposed because it provides not only meat but also tusks with a high market value.

The white rhinoceros also suffered the consequences of this

conflict. According to the most recent estimates, there are only four individuals left. If these figures are accurate, the species could die out definitively in the very near future.

The paradox is that post-conflict situations can turn out to be even worse because armed groups are idle, often. That's when they become uncontrollable because they still have their weapons and no one has any power over them any more.



The elephant population living in the heritage sites was decimated.

When a country is completely disorganized by war, are there measures that can be taken to protect certain species?

Animal protection operations can be supported, as we did in heritage sites in the DRC, by making it possible for monitoring activities to continue. In that country, UNESCO took charge of paying the salaries of park rangers in the five World Heritage sites from 2000 to 2004.

This work paid off, because the population of mountain gorillas not only didn't drop, it grew slightly during the conflict.

We also had good trans-border cooperation with some of the neighbouring states, even those who were involved in the conflict, like Uganda. The experience

showed that if we limit the damage, it's possible for populations to reconstitute themselves. It takes time, but it is possible and it also benefits the human populations in the area. It's a fact that if the park rangers are able to keep armed groups away from protected species, it also guarantees the villagers a certain security. Don't forget that the poachers are also those who loot villages.

In the RDC, the World Heritage Convention allowed us to play a key role in inciting warlords to respect the conservation areas. Once peace is restored, the species can start multiplying again. On the other hand, when the populations are weakened and reduced, as was the case with the rhinoceros in Garamba National Park, poaching can endanger

species and it's very difficult after to reconstitute them.

That's why we should think about finding an equivalent for natural heritage to the Hague Convention for the protection of cultural property in the event of armed conflict.

Can biodiversity really be a priority during in a conflict or immediate post-conflict situation?

The problem is that the harm done to biodiversity is not very visible. The rhinoceros becoming increasingly rare is much less dramatic than the destruction of a monument like the Bamian Buddhas. And too often fatalism prevails when it comes to biodiversity, as if any action would be in vain.

On the contrary, it's crucial to bring up the subject during and after the conflict because we're talking about a common good for humanity. The work we accomplished in the DRC proves that action is possible.

We must also understand that it's in the interest of local populations – first, because it represents a factor of food supply security. And second, because it can mean a source of income for the country once the war is over.

In Rwanda, for instance, green tourism – motivated mainly by the presence of gorillas in the country – is today the second largest source of foreign currency after coffee and tea.



The white rhinoceros could die out definitively in the very near future.

Chronologie

Born in the ashes of war, UNESCO embarked on the task of reconstruction right from its very first programmes. Sixty years hence, it continues to bring succour to those recovering from conflicts or natural disasters. Some highlights.

1946

The first session of the General Conference sets up an information centre to collate data on assistance needs of countries devastated by the Second World War. It also establishes a programme of education for international understanding.

1947

The Temporary International Council for Educational Reconstruction starts to mobilize and coordinate efforts from the private sector, comprising 30 international and 700 national organizations.

1948

The first volume of Study Abroad is published, detailing thousands of opportunities for fellowships and exchanges. Some 180 students receive grants within the reconstruction programme.

1950

UNESCO heads the education department of the UN Relief and Works Agency, launching a school programme for Palestinian refugee children in the Near East. Four decades later, 400,000 pupils will have been taught by 11,000 teachers in 640 schools.

1954

Representatives of 50 countries adopt the Convention for the Protection of Cultural Property in the Event of Armed Conflict in The Hague (Netherlands).

1955

The UN Korean Reconstruction Agency and UNESCO intensify rebuilding efforts, inaugurating a printing press able to supply 20 million textbooks a year.

1961

A daring programme to reform education in the former Belgian Congo (now the Democratic Republic of the Congo), recruits over 100 specialists and 800 teachers to replace those who have left the country.

1977

UNESCO responds to a request for assistance from the Lebanese Government in the country's reconstruction and development.

1990

The Executive Board decides to create the Chernobyl Programme to remedy the consequences of the nuclear disaster four years earlier.

1991

The return of peace in Cambodia paves the way for an international programme for the protection of Angkor, spanning more than a decade.

1992

UNESCO launches a major educational programme for the training of school and university administrators and managers in post-apartheid Africa.

1993

The Programme for Education for Emergencies and Reconstruction (PEER) brings aid to Somali refugee children. This new programme will henceforth respond to crises elsewhere in Africa and the rest of the world.

1994

The Teacher Emergency Package (TEP), a kit containing basic classroom materials for teachers and children, is tested for the first time on a nationwide scale in Rwanda.

1996

UNESCO is designated as lead agency for assistance to independent media during the period of reconstruction in the former Yugoslavia. UNESCO will later lead aid efforts in Afghanistan, the Democratic Republic of the Congo and Iraq.

2000

The World Education Forum in Dakar (Senegal) adopts an action framework which includes a provision for education in emergency situations.

2002

The minaret of Jam is the first site in Afghanistan to be placed in the World Heritage List. Aside from cultural preservation, UNESCO has ongoing projects in education and communications across the country.

2003

Rwanda is the first subject of a series of publications on current efforts to restore and transform education systems in post-conflict countries. Among others to follow: Kosovo, Palestine, Timor-Leste.

2004

The reconstructed Old Bridge of Mostar (Bosnia and Herzegovina), destroyed in the 1993 conflict, is inaugurated in July, thus concluding a UNESCO international fund-raising campaign. Two years later, it is inscribed in the World Heritage List.

2005

A massive tsunami sweeps through countries bordering the Indian Ocean. UNESCO proposes putting in place a warning system similar to that already existing in the Pacific.

2006

UNESCO responds to Lebanon's post-conflict recovery and reconstruction, focusing on education, culture and communication. A mission reports on war damage to its cultural heritage.

José Banaag

Sources:

50 Years of Education, UNESCO, 1997;
The Courier archives.

Timeline

A selection of online dossiers on post-conflict reconstruction
from recent issues of *The UNESCO Courier*.



Mostar, the new bridge, 2004.

© UNESCO/Alain Rousset

“Angkor’s role in the search for a lost unity”
May 2002

How the symbolic significance of this heritage site has helped Cambodians reconcile.

“Mostar, a bridge to peace”
May 2002

Multi-cultural teams are rebuilding this jewel of Ottoman architecture.

“Teaching free Timor”
November 2000

The state of the educational system in UNESCO’s 189th Member State.

“Kosovo: burned books and blasted shrines”
September 2000

Two articles take stock of the damage wrought on cultural sites in the former Yugoslavia.

“Memory : making peace with a violent past”
December 1999

Nations that have endured atrocities confront the past to shape the future.

“Major conflicts”
October 1995

Fact sheets on the world’s major confrontations which the United Nations contributed to resolve.

“Reconstruction still comes first”
September 1949

Setting its priorities, an interesting round-up of UNESCO’s first activities in post-war recovery.

José Banaag.



© Vincent Thian/AP/Boomerang, Paris

East Timorese children study in a roofless school destroyed by anti-independence militia in Dili.

Articles

“Coping with emergencies”
November 2005

How UNESCO helps with education and heritage protection in areas recovering from conflict.

“Education: Part of the problem, essential for the solution”
January 2004

The role of education in countries that have witnessed decades of violent conflict.

“Afghanistan: A nation at the crossroads”
October 2002

The enormous task of rebuilding in a land that war has brought to ruin and despair.



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