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ON THE  
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● EDUCATION  
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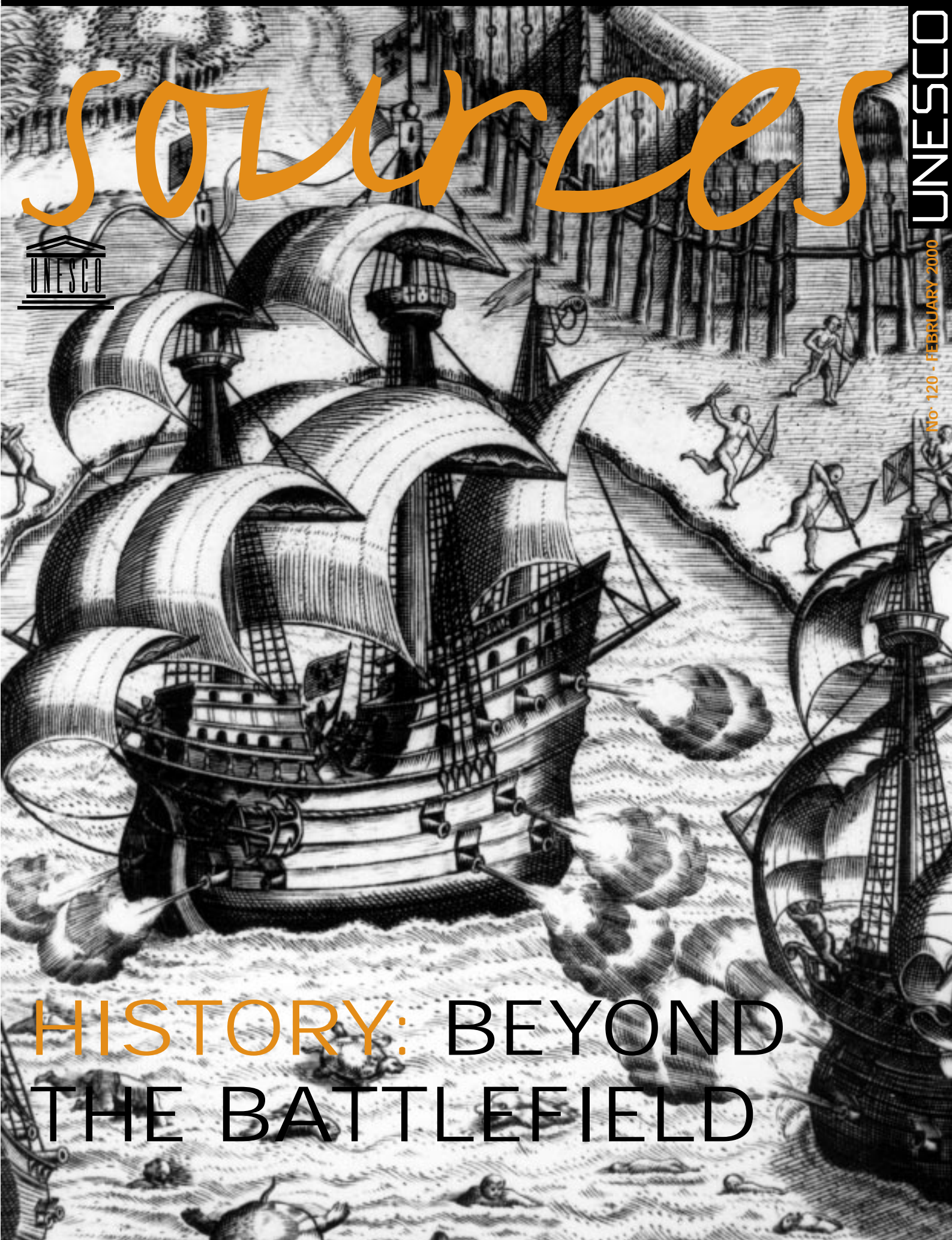
● CULTURE OF PEACE  
THE TRAGEDY  
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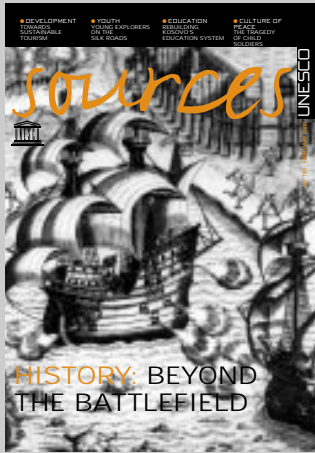


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## HISTORY: BEYOND THE BATTLEFIELD



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# OVERCOMING THE PAST



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Will they be warriors for peace ?

• "Children of different communities should be able to study side by side in the same schools in their mother tongue. We don't want segregation, nor different schools for different ethnic groups."

Mark Richmond of UNESCO, now serving as UNMIK's Senior education officer in Kosovo



Reconciliation can sometimes be an offensive word. Such is certainly the case for the Albanian and Serb communities in Kosovo today. That these peoples could one day live harmoniously together seems unthinkable given the depth of the hatred between them and the openly expressed desire for revenge. Yet, the ultimate goal of the international forces there, KFOR and UNMIK, the non governmental organisations and the UN agencies, including UNESCO, is to help these communities lay the foundations for a society in which they can live and grow side by side.

The seeming impossibility of the task is not an issue say those who're working there. Someone has to start somewhere, they argue, because without reconciliation there can be no real peace. The problem is that there are no set recipes for achieving this, and it will take a long time - at least one generation, according to Bernard Kouchner the UN administrator for Kosovo, who prefers to speak of restoring "peaceful co-existence" rather than a multiethnic society.

Hence, the importance of a new school curriculum for the province's children - those who will lead Kosovo tomorrow (see p.21). Because it is education and in particular history education (see this month's cover dossier p.4) that helps us to construct not only our own

identity, but also our vision of the world around us and those who inhabit it. Sufficient analysis has been carried out internationally over recent decades to understand the role that education has played in designating "the enemy", reinforcing negative stereotypes and shaping the nationalistic-chauvinistic attitudes that fuelled conflicts such as last century's two World Wars.

*The seeming impossibility of the task is not an issue say those who're working there. Someone has to start somewhere*

This analysis has not been done on the education provided in Kosovo. Conflict in the region made such undertakings difficult, and then Albanian children have been schooled semi-clandestinely for the past ten years in a parallel system set up after the mass sacking of Albanian teachers from

the Serb-controlled state system. It is difficult to imagine that tolerance was high on the agenda in such a climate. The bet being made by those working on a new, common school curriculum in Kosovo is that by ending this segregation, albeit very gradually, and designing a curriculum that highlights the rich and positive cultural and historical links between all the peoples of the Balkans (whose centuries together are not just writ in blood), another vision will come into focus; a vision that, while not ignoring recent events, will help future generations to go beyond them.



Sue Williams

## ► CULTURE OF PEACE

History needs to be revised so as to inspire understanding and recognition between peoples instead of war and division. Seeing our past as a series of dates, battles and warriors distorts it, masking the history of peoples that most of us have yet to learn

# HISTORY: BEYOND THE BATTLEFIELD

**H**istory textbooks are the mirror of our societies. They reflect our way of looking at the past and glorifying it in such a way that it will serve as an example for future generations. "The history which is taught in most of the world, however, and even in the democratic countries, is a subject wherein the actors are essentially political and military figures, and the principal theatres battlefields," says Mirta Lourenço of UNESCO's Culture of Peace Unit.

Moreover, these heroes are often tyrants or slave traders. Full of clichés, this history fosters a vision of belligerence, prejudicial to the popular will for peace. "In assessing

Napoleon on horseback (1810) by Joseph Chaboud: a warrior hero par excellence



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the causes and monstrosity shown in the conduct of two world wars, for example, governments, international associations and educators placed a considerable portion of the blame on the type of education provided to young Europeans. In particular the teaching of history was found guilty of contaminating the youth with all those negative attributes brewing conflicts," says Dr Evangelos Kopos, the Senior Balkan Area Adviser at the Hellenic Foundation for European and Foreign Policy in Athens.

How can we change this? In 1946, the United Nations launched into the job of revising the history of humanity begun by its predecessor, the League of Nations. Finished in 1958, the work was, however, considered obsolete two years later because of the many independence movements struggling to throw off the yoke of colonialism. It became evident that the histories of Africa, of Latin America and Asia did not begin on the day that these regions were "discovered" by the West (see article p. 5)! Over the last few decades, the teaching of history has consequently rid itself of the most unacceptable (and the most ridiculous) Eurocentric, imperialist or racist views: thus, it is no longer drummed into francophone African children that their ancestors were Gauls; the fact that Australia was not "*terra nullus*", but inhabited by aborigines before the arrival of the British colonialists is now dealt with in the text books studied by young Australians. And in Romania, text books no longer promote the nationalist vision so exalted by Ceacescu.

### Constant discrepancy

It nonetheless remains true that entire pages of history continue to be dissimulated. In the opinion of Rene Zapata, the director of UNESCO's Culture of Peace Unit, the teaching of history needs to be re-thought and textbooks revised in both substance and form "to eliminate the constant discrepancy between the teaching of history and reality." Because this gap between perceived reality and the past as it is presented in books, "creates a profound malaise in the young generations who, in other respects, have

increasingly easy access to information.”

History textbooks enable an individual to develop values, integrate society and reproduce a certain idea of national identity. If the presentation of history is paranoid, feelings of identity may exacerbate aggressive nationalism (see article p. 8). Consequently, there is a need to present different versions of an historical event to young people who thus “learn to adopt a critical attitude towards what happened,” says Horst Gödicke, the director of UNESCO’s programme for the development of Eastern and Central Europe, and can better avoid being taken in by xenophobic or racist arguments. “The fact of changing these images may well contribute more to the prevention of conflicts than certain forms of diplomatic action,” says Maria Donkova, a specialist at the Centre for the Study of Democracy in Bulgaria.

However, disarming history does not mean we should erase wars from recorded history, on the pretext that by citing them we will glorify them. We cannot only teach the history of peace, but we must explain why wars take place and identify their roots.

Finding this delicate balance is the objective of UNESCO’S History and a Culture of Peace Unit. “UNESCO and its various commissions composed of historians, teachers, publishers, and educators, propose to conceive history no longer as a succession of conflicts between states but as a mesh of relationships with the potential for cooperation, solidarity and integration,” says unit chief Christophe Wondji. This approach must, of course, obtain the approval of those responsible for education in each country.

In addition, the Georg-Eckert Institute (Germany) is carrying out an analytic study, integrating this new historical research.

In a second phase, UNESCO will publish sub-regional guides to help with textbook revision and teacher training. Indeed, teachers are indispensable to the process, all the more so since they do not necessarily rely exclusively on the content of textbooks.

For the moment, the Latin-American experience is the most advanced. The Colombia-based Andrés Bello Foundation which groups the Andean countries, “has for the past four years been carrying out research on the teaching of history in these countries,” says Mirta Lourenço. In 1996, the Foundation organised a conference on the teaching of history and peace. In other areas, revision is still at the preparatory stage. Meetings to lay the foundations have been held in Lublin (Poland, 1998), on changes in central-eastern Europe; in Bamako (Mali, 1999 on the history of Africa and the problem of frontiers; and in Visby (Gotland, Sweden, 1999 devoted to south-eastern Europe.

One of the main questions confronting the modern world is to find ways for achieving peaceful coexistence. To do this, we must recognize the fact that over the centuries, societies have built their identity on their differences with others, above all their neighbours. Revising textbooks, bringing history closer to that of peoples’ daily lives, will help us to get to know each other better and hopefully become more tolerant.

*Christina L’Homme*

## Africa: whose borders?

In Africa, colonial history was put into question during the independence movements. History had simply “forgotten” that there had been peoples and organised civilizations before Europeans arrived on the continent. Christophe Wondji, the director of UNESCO’s History and Culture of Peace Unit and head of regional general histories (see box), discusses the subject.

### **Exactly when did Africans start questioning the way their history was taught?**

In Africa, the rise of independence movements served as departure point in history to question colonial intervention. This explains why, when the present African states were born, there was a great desire to re-write the textbooks: re-writing history was first of all directed against colonial prejudices, against the fact that Africa was considered to be “without history” before the arrival of the Europeans.

But the history of Africa cannot be limited to that of its independent states, nor to the colonial epic. The history of our continent is that of its peoples, extending from pre-history to the present day and expressed in well-defined cultural spaces, as for example that of the Mande, Fulani, Zulus, Yoruba, Akan, Krou, etc.

### **What must be re-examined in this history?**

The central problem in current African history is that of political frontiers. Today’s states were defined by the colonial powers; the colony of Côte d’Ivoire became the country of Côte d’Ivoire, the colony of Senegal became the state. We ask ourselves if present frontiers are the real frontiers? Are these frontiers borders or zones? What is the meaning of frontier in African tradition? These questions were posed at a meeting of African

### **From words to deeds**

Over the past 35 years, UNESCO has published history books presenting different interpretations of historical facts and taking regional contexts into account.

The idea has been to make the histories of the world’s peoples better known and to favorise intercultural dialogue. This undertaking has given rise to monumental works such as the “General History of Africa” in eight volumes, published in English, French and Arabic; the five volumes of the “History of Humanity” and the four-volume “History of Central Asia”. Three of the six volumes planned for the “History of the Caribbean” are also available. Most recently, the first volume of the nine-volume “History of Latin America”, was also published in Spanish.

historians held last March in Bamako (Mali). Conclusion: absent from African tradition, the idea of a frontier made its appearance with the 19th century colonial conquests when rigid territorial limits were drawn up, thus fragmenting entire peoples. The frontier in pre-colonial Africa was not belligerent but integrative. It marked a vast zone of contact and cooperation, of conviviality, economic and sociocultural exchange, and also of marriage. Not of conflict.

**How should the question of the frontier in Africa be reconsidered?**

We need to be able, to set aside national history written in the context of the independent states created in 1960, in favour of a regional or sub-regional history which integrates several states belonging to the same cultural and historical zone. At the same time, we must take into account the fact and nature of their independence and the special evolution of each state.

The main problem is knowing how to rewrite African history without taking into account current frontiers, which limit the horizons of historical reflection. How can we write the history of Côte d'Ivoire, for instance, without referring to Burkina Faso, Mali, Guinea, Liberia or Ghana where we find the same peoples?

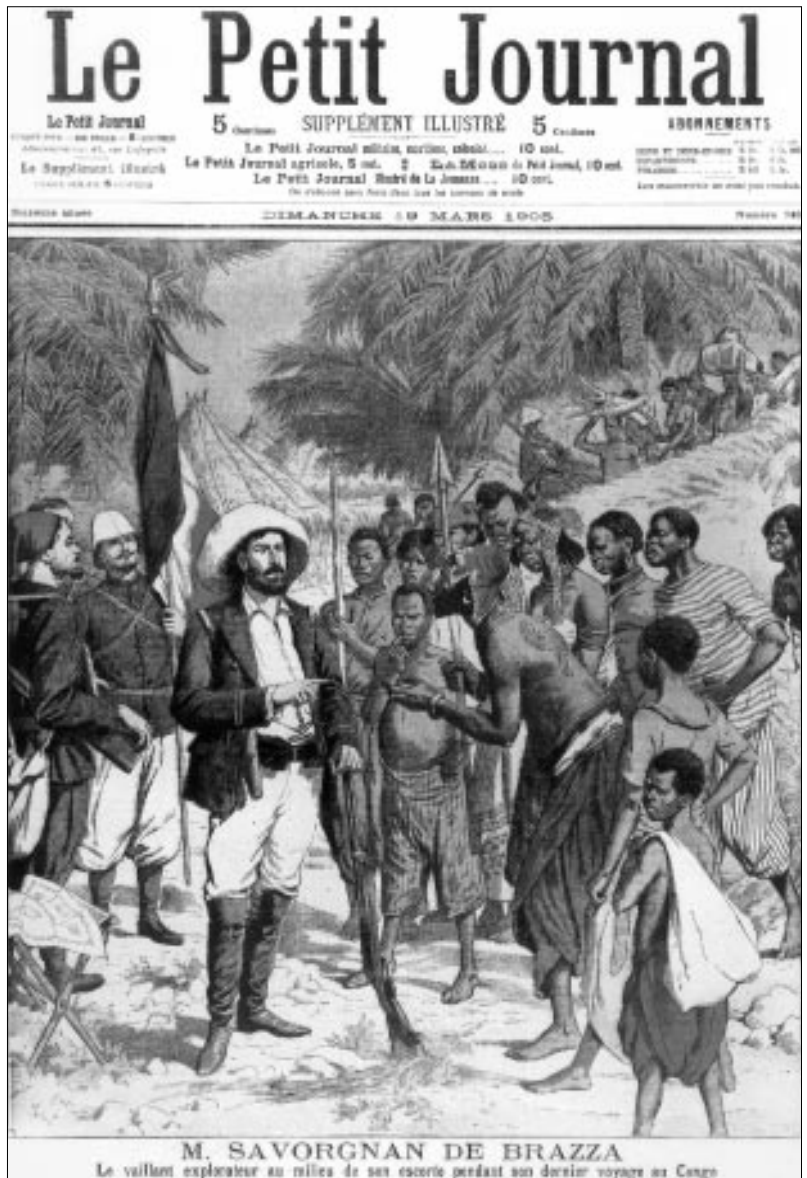
**What has been the reaction of the States concerned?**

They are favourable because they defend sub-regional integration. They are not afraid, because they know that we are giving them the means to carry out much-awaited reforms. Moreover, today, the great historical leaders of independant Africa who wanted history to be limited to their own period, are no longer with us. I believe that this has changed the whole picture: the new generation is expecting more.

The Africans living in Europe want to learn about their history. Young people, living outside the continent, feel uprooted. Their integration in European suburbs has not been successful. They need landmarks, to re-establish links with their African ancestors, to rediscover their roots. If we tell people from the Côte d'Ivoire or Ghana that they are all Akans, and that they share the same origins, this brings them together. It may also create a desire to learn the languages of their parents.

**Do you have any special tactic for moving from ideas to their concrete inclusion in textbooks?**

We must, first of all, bring together responsible persons from ministries, teachers, pedagogues, communicators, the media... We are still in the preparatory stage and this is a delicate question. Our plan is to distribute several guides (one each by geographical



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region) for the editing or revision of textbooks.

**How will you deal with the points of historical discord?**

We have several points of discord which we must deal with objectively: the first is more scientific than ideological and concerns pharaonic Egypt. Was it negroid or semitic? Most sub-Saharan Africans contend that it was negroid. Many scientists from North Africa and the Middle East, even Europe, say it was white. The argument centres on anteriority. So we will present the two points of view substantiated by the different arguments.

Second controversy: the slave trade. In our teaching we tend to exaggerate the tragedy of the deportation, which may create bitterness and instill a thirst for vengeance or withdrawal.

But we can also teach the subject by explaining that, beyond this tragedy, the slave

Now that we're here, you can make history! A front page of the powerful French daily newspaper of the day *Le Petit Journal*



*The frontier  
in ancient  
Africa was  
not belligerent  
but  
integrative*

trade has existed throughout human history: in Mediterranean Antiquity, white people were sold by other white people. In the triangular commerce of black slavery, blacks and whites were partners. Our chiefs, our kings, participated in this commerce. In this history there is not “one” guilty party and “one group” of victims, but many guilty on both sides of the fence within a world economic system.

What lessons should be drawn? Since Africa lost tremendous (human) resources

through this trade, the continent must now make a great effort to make up the time it has lost and reintegrate an honourable place on the world scene. We must stop whining and muster our forces for reconstruction, just the way others peoples have done across human history.

*Interview by  
Christina L'Homme*

## The hidden history of Latin America

The century which has just ended tragically reminds us that, if geography provides an excuse to make war, history's role is to prepare and justify it. Latin America is no exception to the rule. Its history, that taught in school but which also inspires writers, is streaked by conquests and wars. It is often nothing but scars and massacres, bravado and cavalcades.

It is also marked by the regard and concern for the interests of victors or the powerful. In those Latin American countries where authoritarian regimes and censorship were normal, history, that which is commented in the scholarly columns of well-thinking daily newspapers, was most often written in country clubs or military academies. Partial, amnesiac, it almost totally neglected the “lower classes”, Indian populations or the slave trade.

If the object of history is to know and understand, the mission of the “new” Latin American historians is first of all to establish the facts. They must venture out from the *Plazas Mayores*, with their monumental equestrian statues of conquerors, and open the locked drawers of power. History, even more than information “is something which someone somewhere is seeking to hide. Everything else is propaganda,” said the celebrated 19th century British journalist and founder of popular modern journalism, Viscount Northcliffe. Indeed, official history very often buries more than it reveals. It does not illuminate the past but rather obscures the memory of the vanquished and the victims.

Is this an accident? This is the question posed by a number of investigative journalists who have given Latin America some of its best pages of history. Contradicting conventional history, journalists like Rodolfo Walsh, with “Operation Massacre” (Operacion Masacre), or Horacio Verbitsky,

with “The Flight: Confessions of an Argentine Dirty Warrior” radically changed the way in which the history of Argentinian military dictatorships was officially told.

Another journalist, Gregorio Selser, played a similar role in Central America. During the 1970s, his books devoted to the “crazy little army” of General August Sandino or “the rape of Panama” told the story from the point of view of losers and the humiliated.

Contributing to human freedom

This is also the strength of Eduardo Galeano in “Open Veins of Latin America: Five centuries of Pillage of a Continent” or the “Memory of Fire” trilogy, which consecrates the obstinate search for the repressed history of the continent.

“When I say America,” Eduard Galeano writes, “I am speaking basically of that America which was stripped of everything, in the slow process which placed the continent in the service of others. I am not one to cherish traditions for their own sake. I believe in a legacy of the past which contributes to human freedom and not to one which stifles that freedom...I rejoice in the fact that America can find, in her most ancient sources, the vigorous energy of her youth.”

History offers an image of the world: the manner in which history is told conditions the way we live in the present and how we determine the future. To give voice to marginal groups, to study their history, is an eminently political act. It is to designate their place not only in the past but also in present and future society. The “new historians” must therefore move into marginal areas and into the isolated villages of the continent, because history truly merits its name only if it recognizes, as Carlos Fuentes claimed in his “Requiem for the Millennium,” that “there are many histories” and that the legacy of



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A forgotten chapter in history textbooks



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Each year, tens of thousands of people climb the Auzangate Glacier (6,000m) near Cuzco (Peru). The ritual dates from before the Incas, but history books have never told the story

Indian or African peoples is not only legitimate but just as necessary to an understanding of the world, cultural creation and the building of society.

Must we go beyond this reasoning to assign history an objective even more ambitious, that of support for the construction of peace. Yes, if this responds to an ethic of truth and the principles of humanity. As truth, it must shed light on the mechanisms and constraints which have transformed the reality of Latin American history into a succession of violent upheavals. As a reflection of

humanity, it must, behind the heavy curtains of conventional history recall “the other Latin America” that of the encounter, of the great racial melting pot, of the exchange between nations, religions and cultures, wherein heroes did not speak of conquest, but of liberty, justice and solidarity.

#### Part of reality

The priorities of historians lead them to reproduce only part of reality. The challenge today is to put this power of research and interpretation “into the service” of peace and justice. But to succeed with this wager, history should not be left exclusively to the historians. It must be combined with a continuous effort, constantly attentive to populations which do not automatically have access to the public arena. This is the mission of anthropologists, ethnologists and sociologists. Journalists, who write the first drafts of history, must also revise their working methods, their tics and their ethics.

Too often still, the word of the humble, of Amerindian or African populations, is transmitted erratically by the mass media. Indeed, it is doubtless the disdain of these “historians of the here and now” which perpetuates the Latin American curse of history sequestered and betrayed.

*Jean-Paul Marthoz  
European Information Director,  
Human Rights Watch*

## Teaching history differently: a lesson from the Balkans

We know less about peace than about war. Over the centuries, south-eastern Europe has been inhabited by peoples representing a mosaic of cultures, languages, religions and ethnic origins, who lived together in harmony. But this is not why the Balkans became famous. It was the 20th century wars that won the peninsula its worldwide reputation.

At the beginning of the 1990s, the “new democracies,” of the region (Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania) but also the “older ones”, Greece and Turkey, set out to renovate their education systems and their textbooks. They decided, for example, to bring national, European and world history together in a single course, whereas previously each had been taught as separate subjects. Moreover, each country made an effort to eliminate negative clichés concerning each other, especially their nearest

neighbours. This also led to development of the textbook market, which in turn offered teachers a wider choice. And since the books were enriched with illustrations and practical exercises, students were better able to apply what they learned.

At the beginning, the spirit of innovation concerning the teaching of history came up against a certain resistance: rejection of change, stress due to the free choice of textbooks to which the teachers were not accustomed; discontent because some of the new textbooks looked too much like the old ones, etc. Little by little, however, historians, NGOs, associations of professors and governments became increasingly involved in defining strategies to get rid of prejudices associated with a tradition of national historiography.

Research into the “image” of the others in history textbooks in the Balkans made it clear that, despite the efforts of teams of historians to bring the presentation up to date,



the subject remained very nationalist. We have witnessed this several times, in the public declamations on all sides since the disintegration of ex-Yugoslavia. Certain stereotypes keep re-appearing: in Bulgaria, for example, history transmitted the cult of “national territory” by introducing the notion of “Bulgar lands” from an account which relates events which actually happened several centuries before the country of the Bulgars came into existence on the Balkan peninsula.

### Stereotypes

These “Bulgar lands” coincided perfectly with the ideal of 19th century Bulgarian nationalism by implying that the territory was predestined to be Bulgarian. This type of presentation obviously influenced the image which future citizens had of their state, and is certainly not foreign to the numerous conflicts which opposed the Balkan states during the 19th and 20th centuries.

Another persistent stereotype is the idea that war is the principal activity of the Bulgarians. Curiously, the concept of war is accepted whatever the consequences: when Bulgarians win, war is “just” because its aim was to “liberate” occupied Bulgarian lands; when Bulgaria is defeated, war is “imposed” by neighbours. Between 20% and 25% of the content of textbooks is devoted to conflict. But military terminology has also invaded the presentation of historic events such as the Christianization of Bulgaria or the adoption of the Cyrillic alphabet, which appear like “another form of war” waged by the Byzantine Empire against Bulgaria.

### Real but debatable results

Did such bellicose ideas and the (false) image of the other play a role in the massacres and exodus we recently witnessed in Kosovo? We could undoubtedly find concrete details in school programmes and curriculum to provide an explanation. But such an analysis has not yet been made there.

In Bosnia, a 1990 UNESCO report indicated the presence of “contradictory nationalist subjects” in the textbooks of the Bosnians, the Croats and the Serbs. Pacific co-existence is hardly possible when young people learn that they have been “victims of genocide” on the part of their fellow citizens.

Ten years of effort to disarm history have produced some very real but debatable results. A case in point is “The History of Europe” by Frédéric Delouche, (Paris, Hachette, 1997) which looks at the continent from the arrival of the early humans to the end of 1996. It is, however, not easy to judge whether or not the work, by 14 historians of different nationalities, succeeds in going beyond ideological nationalism to retrace a “European identity”.

According to the authors, history can be written without mentioning “conflictual” events (the Franco-Prussian war, Nazism...) to achieve a version characterized by understanding and cooperation, and defined by the mutual influences between peoples and nations. The European Union seems to be the very natural result of such historic development. The problem is that the simple fact of not mentioning Nazism in the work, does not erase it from the past. The birth and development of Nazi ideology and the refusal of Europe to follow along the same path, constitutes an important chapter in the building of Europe.

Perhaps, the solution to disarm history, would be to have different historians of the Balkan countries write the history of conflicts, each presenting a point of view based in national tradition. In this way, by reassembling the best examples of various conceptions of a single common event, we might provoke a discussion of the causes and political consequences of the interpretation of history and render evident the absurdity of prejudices which persist today in southeastern Europe. If, on the other hand, we continue to present wars and the defense of territory as major historical events across the millenniums, students will find, for instance, that what happened recently in Kosovo was only normal.

*Maria Donkova*

*Centre for the Study of Democracy, Sofia  
With C.L.*

*The simple  
fact of not  
mentioning  
Nazism does  
not erase it  
from the past*

Raising the flag in Croatia



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# MAKING TOURISM SUSTAINABLE

Since the 1992 UN Conference on Environment and Development in Rio, the concept of sustainable tourism has been steadily gaining momentum. It is the realisation that tourism flows must be properly planned and managed if the world's cultures and ecologically fragile areas, including parks and world heritage sites, are to remain intact

Five years ago several hundred thousand tourists a year visited the Himalayan town of Lijiang in China. By last year that figure had risen to nearly three million. Why the sudden increase? Lijiang was made a world heritage site in 1997. Now the tourist pressure has become so great that basics such as the city's water supply are under threat. "Our local culture, customs and the spirit of Lijiang are now at risk from too many tourists suddenly coming here," the governor of Lijiang Prefecture He Duan-qi told the *International Herald Tribune* newspaper recently. "We welcome visitors, but not so many. People will soon stop coming if we lose our unique character." Lijiang is not alone in its struggle to deal with mass tourism. Many holiday destinations of different types are reaching saturation point. Once this point is overtaken, the host environment and culture may suffer permanent damage from tourist pressure: three quarters of sand dunes on the coast between Spain and Sicily have disappeared, mainly as a result of urbanization linked to tourism development; the massive anchors and chains of cruise ships have ripped huge holes in the Caribbean's ocean floor. The World Tourism Organisation (WTO) estimates the industry is growing by 4% a year and that by the year 2010 there will be more than one billion tourists; 1.6 billion by 2020. Some 80% of international travellers come from just 20 countries which control, create and eventually use up demand for developing country products. But while tourism provides economic benefits to any given country, the short and long term costs of tourist overcrowding are often borne locally.

As the planet becomes increasingly explored and there are fewer new destinations left for tourists to discover, the WTO predicts a trend towards out of the way places. Mountain trekking is set to expand as is tou-



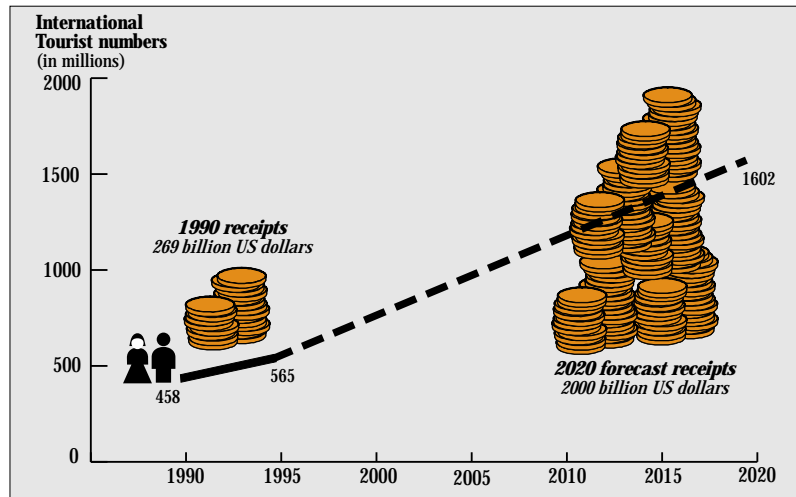
Elephant seals in the Subantarctic Islands: can habitats be maintained despite increased tourist demand?

ring in deep oceans. Antarctica is also becoming fashionable: Australia is considering turning two of three Antarctica research centres into summer bases for adventure tourists. Some seven million people took a cruise in 1997 and that number is expected to increase to nine million this year with enormous consequences for the Caribbean for example, where it is estimated that cruise ships produce more than 70,000 tons of waste annually. Ecotourism (anything from study tours to day trips on nature reserves), cultural tourism and theme park attractions are also slated to be good cash earners over coming years.

These indications coupled with the rapidity of growth in the tourism sector mean management systems have to be rethought across the board. "Too often today, tourism policy is limited to building projects, or hotel complexes," says Hervé Barré of UNESCO's tourism, culture and development programme, "when tourism is a multi-faceted business and there are no easy answers. The only way forward lies in an interdisciplinary approach linking the economic, social, cul-

tural, educative, scientific and ethical aspects of tourism.” Dirk Troost, of UNESCO’s coastal and small islands’ unit agrees. He points out, however there is still a lot of distance to cover before this end can be achieved. “We see that the intersectoral approach and exchange of information is lacking in many countries. Concerning small-continental coastal island states for example, there is often little communication between the transport, tourism, fisheries and other societal sectors. This is partly because they are divided into those connected to the sea, and those that concern the land, when really the coastal land and waters need to be regarded as a whole in management terms.”

The need for local community involvement in decisions relating to tourism cannot be overlooked. Limits must be set on the number of visitors and the changes they bring, if tourism is to be sustainable. “Business and industry must follow guidelines and ensure transparency, accountability and the involvement of the local community,” expands Meenakshi Verandani, an environmental planner based in New York. “The host communities must participate in the decision making process. They need to establish which resources can be shared, with whom and when.” Ecuador, with its strict controls on the Galapagos Islands and use of well informed, local guides, has already taken steps in this direction. In



Forecast increases in international tourist numbers and income  
Source: World Tourism Organisation

Vanuatu, the Government decided to restrict tourism development to three designated islands so as to protect its more remote locations. But more needs to be done, especially given that every tourist produces an average of one kilogram of waste a day and in water-scarce regions, such as the Mediterranean, uses up to 200 litres of water on a daily basis.

Tourists must be made aware that just as they take souvenirs home with them, so they leave souvenirs behind. Every trip leaves a trace.

*Ann-Louise Martin*

## Nazareth, on the way to Tiberias

The “Nazareth 2000” development project was launched by local authorities in the early 1990s to revamp the city in time for the millenium celebrations (Nazareth is part of UNESCO’s Tourism Management in Heritage Cities project, see box, p. 13). One of the major goals of Nazareth 2000 was to encourage tourists to stay longer in the city and spend more money. Despite improvements in basic infrastructure however, this does not appear to be happening. Bad publicity is partly to blame. The Vatican recently threatened to cancel the Pope’s tour because the Israeli government agreed to the building of a mosque on land adjacent to the Basilica of the Annunciation, where Catholics believe the angel Gabriel told Mary she would give birth to Jesus.

The conflict over the mosque had escalated following the election of a Muslim majority to the municipality in November, 1998 (the mayor is Christian). The land had been designated by the city as a tourist plaza under the ‘Nazareth 2000’ development plan. At least 27 people were wounded in clashes between Muslims and Christians at the site on Easter Sunday last year. The central



© FLORE DE PRENEUF

government, anxious to calm the situation down, gave the green light for the mosque shortly afterwards.

According to researcher in urban tourism Noam Shoval, from the Hebrew University of Jerusalem, political rivalries within the city council have contributed to the “poor management” of “Nazareth 2000”. ▶

Downtown Nazareth, looking for space on the tourist’s map



At Nazareth, "the old market is more attractive now, but it's dead"

Shoval believes there are many flaws in the project, one of them being that it was imposed on residents by the Israeli government without consultation. Ramzi Hakim, spokesman for Nazareth Town Hall claims the development is in everyone's favour: "what the municipality has done, is to take advantage of the city's unique Christian status and develop that in the interests of all its residents, regardless of religion."

For Nazareth though, the changes that have been made are not enough to disguise the religious and political animosities arising from decades of neglect.

Nazareth is the largest Arab town in Israel. About half of the population lives below the poverty line and 70% of the labour force works outside the city. It is also an important regional centre for the Arab population in northern Israel. "Thus the tourist function readily creates a conflict for the use of the city's resources," notes Shoval. For years, Nazareth's residents have watched tour buses drive in and out of town. They've watched the tourists unload, visit the Basilica then get straight back onto their buses. They've suffered the smog and congestion (with the main street being clogged for hours at a time during the day) bought by the tourists but reaped none of the anticipated benefits. Even today, only 7% of visitors stay the night. Most sleep over in Tiberias, with its sea view, boardwalk restaurants and Jewish majority. Tiberias received "Type A" development status in 1963, giving big hotel chains tax breaks for construction. It is now consi-

dered the tourist centre for northern Israel. Nazareth received a "Type A" classification in 1993 and the central government later agreed to spend \$100 million over three years on structural improvements. "There isn't a road on which we didn't work," stresses Hakim. The old part of the city, with its historic market and winding alleys, was repaved and fitted with modern roofing. New sewage, water, electricity and phone networks were installed. Three new luxury hotels have opened in recent months within a short drive of the city centre. But the habits of tourists and tour operators haven't changed. "The problem is that they just go through Nazareth. They don't stop," laments souvenir merchant Samir Mazzawi, who renovated his store in anticipation of the tourist boom. "The old market is more attractive now, but it's dead," adds Bassam Abu Nasser, who runs a travel agency. "The tourists don't buy anything." Most don't even make it past the arched entrance to the bazaar. They visit the basilica, then are whisked off to their next destination. Arab store owners believe Israeli guides discourage their groups from buying in Nazareth because they get better kick backs from Jewish merchants in Tiberias. On average, visitors spend just \$4 a day in the town.

#### Parking problems

Authorities are now urging businesses to cater for tourists, by opening restaurants rather than food markets, for example. The government has offered to shoulder 20% of the cost. Yet, while roads have been improved and a ring road meant to divert traffic from the centre is still in the works, Shoval regrets the lack of priority given to parking policy and fears that the end result may be tour buses spending even less time in the city. He proposes offering parking discounts to let tour operators linger longer, but so far there is no where for the buses to station. The municipality admits that "parking areas for tourist vehicles have yet to be found," and so in the short term, the cycle continues.

Shoval urges a revised planning effort to identify the weaknesses of the previous project. "Balance must be struck between the sensitive nature of Nazareth's heritage, that may be endangered if tourist pressure becomes excessive, and the need to reach a critical mass in terms of tourism activities to sustain the development of a viable and diverse economy." The local community must also be convinced that it really will benefit from receiving more visitors and that their quality of life will improve. After all, decent drainage and sewage provisions for the historical core are the least a city of Nazareth's stature could expect.

*A.-L. M. with Flore de Preneuf  
in Nazareth*

*The tourist  
function  
readily creates  
a conflict for  
the use of the  
city's  
resources*

## UNESCO AND SUSTAINABLE TOURISM

UNESCO continues to promote an intersectorial dialogue among stakeholders in tourism. Besides providing expertise for drawing up World Heritage site management plans, the organisation supports specific projects such as the "tourism management in heritage cities" network

which seeks to stimulate information exchange on managing tourist flows and presenting heritage. The 2nd International Seminar on Tourism Management in Heritage Cities, organised by UNESCO's Venice Office and the World Tourism Office, was held in Nazareth, February 3 - 5.

Another project focuses on developing sustainable tourism in the Sahara. UNESCO has just launched two chairs in "cultural tourism for peace and development" at the University of Paris I - Pantheon Sorbonne and at the International Tourism Academy of Russia in Moscow.

UNESCO also coordinates the Slave Route and Silk road initiatives in partnership with the WTO, and there are also multidisciplinary projects underway for sustainable tourism development in Gabon and in the Gulf of Guinea countries: Benin, Côte d'Ivoire, Ghana and Togo.

# Keeping the sand, and the tourists on the beaches

**T**he Caribbean: the very name evokes images of islands surrounded by blue seas, sandy beaches and waving palm trees, a diverse mix of peoples and cultures, and above all wonderful places for vacations and relaxation.

Since the 1970's tourism has become the economic lifeblood of the Caribbean Islands. In 1995 there were 24 million visitors to the Caribbean region of which 15 million were stay-over visitors. Every islander understands the importance of the industry.

But what if all the beaches disappeared? Or if their golden sands were replaced by boulders? Last November, the massive waves of Hurricane Lenny battered all the islands of the Caribbean Sea. The resulting beach and shoreline erosion forced some resorts to close right at the start of the peak tourism season in December.

There is nothing permanent about beaches. Their size and shape, their posi-

tion, the material of which they are composed, their very existence changes over time. In the Caribbean, beaches are subject to erosion between October and April, when high swell waves are sometimes experienced from Atlantic storms. This is followed by a period of accretion or beach build-up during the months May to September. These seasonal changes may be very significant in magnitude and easily observed.

On a coast where there is no development, shoreline erosion often goes unnoticed, another row of palm trees may disappear every few years, but the beach maintains its form, it just moves inland. The picture is more serious on a developed coastline, as in the Caribbean where most tourism infrastructure - the hotels and restaurants - are usually in close proximity to the beaches. In such cases the beach cannot retreat inland, instead it narrows and may eventually disappear. Ultimately the buildings may come under attack from waves.

After three serious hurricanes moved through the Caribbean in 1979 and 1980, several islands became very concerned about beach erosion and its real and potential effects on the vital tourism industry. They approached UNESCO for assistance and a project was started in 1985 entitled "Coast and beach stability in the Caribbean" (COSALC). The goal is to assist the islands with the measurement, assessment and management of their beaches within a framework of integrated coastal management. The project is sponsored by UNESCO on its intersectoral platform for Environment and Development in Coastal Regions and in Small Islands (CSI) and the University of Puerto Rico Sea Grant College Programme.

One of COSALC's first activities was to obtain information about beach changes in

St Barthelemy:  
Hurricane damage,  
September, 1995



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the islands, to better understand the nature of the problem. People from government agencies and non government organisations have been trained to measure their beaches on a regular basis and to analyse the data. Such monitoring programmes are now established in 13 Caribbean countries/territories.

The information gathered shows that about two thirds of the beaches suffer beach and shoreline erosion. The causes include natural events such as winter storms and hurricanes; factors such as sea level rise; and human activity such as the mining of beach sand for construction material, and pollution leading to coral reef death which in turn reduces the supply of coral sand and leaves the beaches more exposed to wave action.

The project has now moved into a new phase: to work with the island communities to plan for, and accommodate beach and

shoreline changes. One project component, started in 1996, entitled "Planning for coastline change" is helping people plan future coastal development. Tourism developers often want to place their buildings as close as possible to the beach – a recipe for disaster. The project is working with planning agencies, the tourism industry, developers and individuals to ensure that a buffer zone is left between the new buildings and the beach. This way the beach remains for all users to enjoy and the buildings are safe from seawater flooding and damage. Under another project, television programmes have been produced to provide information for the general public about ways to manage and conserve beaches.

Other activities have included the publication of a guide for property owners and beach users entitled "Coping with beach erosion". The book contains simple actions for every person who visits the beach e.g. to use walkways and avoid trampling delicate coastal vegetation, as well as guidelines for evaluating the erosion potential of a particular site, and when to resort to expensive sea defence structures such as seawalls and groynes.

Beach management is everybody's responsibility, from the government officer to the hotel operator to the individual beach user. Against a background of rising sea levels and increasing tourism dependence, and as the region enters a more active hurricane cycle, the need for island people to recognize the vulnerability and to plan for the conservation of their beaches has never been greater. Their livelihoods may well depend upon it.

*Gillian Cambers*  
*University of Puerto Rico*

●●● To find out more: [www.unesco.org/csi/act/cosalc/coastline.htm](http://www.unesco.org/csi/act/cosalc/coastline.htm)

**Philippines:**  
planning tourism  
Consultation and transparency are vital ingredients in any plan to develop a tourism industry that will be sustainable. A UNESCO/UNDP project at Ulugan Bay in "the Philippines' Palawan Province is showing how it should be done. The first phase of the project involved a series of workshops with local authorities, ngos, and residents of the five *barangays* (settlements) in the area. It meant looking at what they wanted from this development, the types of tourism most suited to the area and its outstanding natural resources, and examining the impact that such development could have on the environment and the different communities there. The project is part of a larger development programme in the area, diversifying the economic activities of the residents with the aim of improving their living standards while preserving an outstanding coastal ecosystem. More at <http://www.unesco.org/id/prog/science/ulubay/ulugan.htm>

Cuba: paradise needs to be managed



© SIPA IMAGE/CAVALLI

## The Sahara: do it the right way

Can tourism help protect the fragile environment of the Sahara Desert? Could it be the industry that will pull the deserts' inhabitants out of the poverty in which many of them live?

Yes, say the experts, but only if it is developed in the right way.

The "Strategy for Sustainable Tourism Development in the Sahara", a study recently completed and published by UNESCO, sets down basic guidelines on how this can be achieved.

Who, though, would want to venture out into the middle of one of the earth's most hostile environments - where temperatures can soar to 50° during the day and plummet well below zero at night, where cities and towns are few and far between and hotel rooms and restaurants even harder to find? Enough to make tourism a real motor for the region's development finds the UNESCO report.

The study's author, Professor Ezzedine Hosni, geographer, urban planner and former tour guide, points out that even though only



© HOA-QUIJZETA MEHLIG

Protecting fragile habitats from the negative impacts of tourism is a major challenge for the future

4% of the world's globetrotters made Africa their destination in 1998, the continent had the highest growth rate of any region in the number of tourist arrivals: 24.9 million visitors went there representing an increase of 7.5% over 1997. This was followed by the Middle East with 5.3% more, South Asia with a 5% increase, 3% in Europe and only 1.4% in the Americas. This growth happened despite an image of Africa, accentuated by the media as that of a continent fraught with "humanitarian crises, insecurity caused by political and inter-ethnic conflicts, and the lack of any real political will" in many places to develop tourism.

The countries sharing the Sahara possess "formidable" natural and cultural resources for today's tourist, from grandiose desert landscapes, to ancient cities extraordinary archaeological sites. Authorities there are aware of the potential economic mother-lode that tourism represents. Not all parties involved, however, realise the deli-

cate ecological balance that must be maintained to keep the Sahara intact, and that mass tourism is therefore be tightly controlled.

The Strategy, which includes a country by country analysis of the present situation, outlines several obstacles - including those mentioned above - that presently limit the expansion of tourism. One on top of the list is the dependence on foreign airline companies to ensure air links to destinations, and foreign (predominantly European) tour operators and travel agencies. Air Afrique and Air France are the two main airlines serving the region (apart from Egypt, Morocco and Tunisia where the system of charter flights is widely used) and linking it with Europe, the main tourist market. Both, the document points out, have a clientele made up mainly of businessmen and charge fares judged as "prohibitively" expensive by tourism managers.

### Not just a money spinner

The tour operators serving the Sahara generally look upon the cultural aspects of the region as "a complement to the coastal resorts" or tend to be specialised in adventure travel and walking tours, where visitors camp out rather than frequent local hotels and restaurants. The "product" needs to be consolidated and diversified, the report suggests, to better include local populations.

To deal with these problems, and to be made fully aware of the stakes, Professor Hosni suggests the holding next year of an international conference of the different states of the Sahara, ngos, tourism industry experts, specialists on desert environments and societies, to make the various parties aware of the urgent need to adopt measures favorising sustainable tourism development and to encourage them to work more closely together. On a practical and more immediate level, he urges national governments of the Sahara to improve their administrative structures in order to advance coherent tourism policies and coordinate tourism development. An effort must also be made to organise training for people working in the hospitality industry, as tour agents and guides, and for those in the craft sector. Professor Hosni also urges countries to better coordinate training activities, transport and trans-border tourist circuits. "A single Sahara visa, valid in all countries concerned, would be desirable," he suggests. "The Sahara is a sort of interior sea. It's virgin and it's very fragile. We need to think about it not just as a money spinner, but as part of humanity's heritage."

*Sue Williams*

Most popular tourist destination forecasts for 2020  
Source: World Tourism Organisation

	Tourist arrivals (millions)	Market percentage (%)	Annual growth 1995-2020 (%)
China	137,1	8,6	8,0
United States	102,4	6,4	3,5
France	93,3	5,8	1,8
Spain	71,0	4,4	2,4
Hong-Kong, China	59,3	3,7	7,3
Italy	52,9	3,3	2,2
United Kingdom	52,8	3,3	3,0
Mexico	48,9	3,1	3,6
Russian Fed.	47,1	2,9	6,7
Czech Rep.	44,0	2,7	4,0



COMMUNICATION



SCIENCE

WATERY TALES

The quarterly bulletin of *Waterway*, the news bulletin of the International Hydrological Programme (IHP), is now – for reasons of cost and efficiency – only available on the internet. The latest issue includes a big article on the international hydro-geological map of Europe, as well as the usual features such

as news of the programme, and regional activities, a look at ongoing projects, a review on regional situations, a glance at what ngos and igos are doing and a full list of IHP projects under way.

<<http://www.pangea.org/orgs/unesco/waterway.htm>>



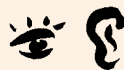
WEB SITE OF THE MONTH

Thesaurus on line

The UNESCO Thesaurus is now on the Web. It is an alphabetical list of words and expressions mainly used in classifying books and documents in libraries and includes terms in the fields of education, science, culture, social sciences, information and communication, economics, law

and political science. It also includes the names of countries and groups of countries. You can find in three languages (English, French and Spanish) precise matches of terms and expressions, as well as related terms.

<http://www.unesco.org/general/eng/infoserv/doc/library.html>



SOUND AND VISION

CARIBBEAN CHUTNEY

**Trinidad and Tobago. Music from the North Indian Tradition.**  
*UNESCO Collection, Auvidis/UNESCO 1999*

An estimated 40% of Trinidad's population is descended from indentured labourers brought from India during British colonial rule of this part of the Caribbean. Despite extreme condi-

tions, they developed into a prosperous community. This CD, compiled by Laxmi G. Tewari, presents a repertoire of music and song that clearly has its roots in Indian musical traditions, but which also includes "Chutney", a new genre of music that has surfaced in Trini-Indian society. The name comes from a

sweet and sour relish frequently served with Trini-Indian meals. In the same vein, chutney song is a combination of musical ideas from

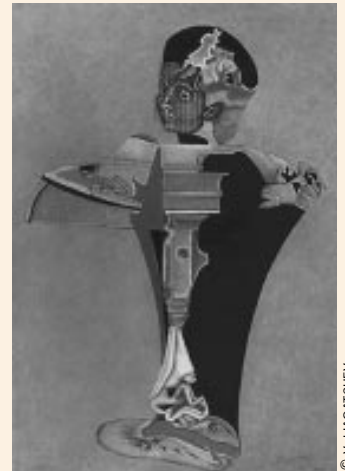


different traditions of Indian music, mostly films and ceremonial songs. It is the music young Trini-Indians dance to. "I hope this recording will spark interest among some younger Trini-Indians and scholars, so that some traditions may achieve greater longevity," says Dr. Tewari.

Re-launching the media in East Timor

Virtually all the media operating in East Timor under Indonesian rule were destroyed in the political violence of last autumn. The only survivors are two radio stations, of limited range, and Voz de Esperança, that was set up during the conflict and which broadcasts for a few hours each day.

Measures to help put the East Timorese media back on its feet were decided on at a conference sponsored by UNESCO and the South East Asian Press Alliance (SEAPA) in Bangkok last December. These include strengthening radio telephone networks, bringing out the first daily paper in an independent East Timor, establishing a legal framework for the media and training journalists. Funding organizations, including the US Agency for International Development (USAID) and Germany's Konrad Adenauer Foundation, have pledged about \$1 million for the project.



Heavenly Paradise: «Creation of the Angels», 1978, watercolour.

HELL AND PURGATORY ON LINE

UNESCO's website now features extracts from Dante's *Divine Comedy* (in French only), illustrated by the work of a contemporary Russian artist, Vladimir Liagachev ([www.unesco.org/webworld](http://www.unesco.org/webworld)). The starting point of this virtual journey is a globe of the world that stands for Dante's universe. With a click of a mouse, the visitor can enter the four parts of *The Divine Comedy* – Hell, Purgatory, the Earthly Paradise and the Heavenly Paradise.

Each one can be explored by using maps of the different levels – "circles", Dante called them – which the parts are composed of. This very detailed mapping allows visitors to see at a glance where they are in Dante's maze. UNESCO wants to use this display to show the possibilities new technology offers for artistic creation, as well as to provide universal free access to a literary work regarded as a "heritage of humanity".







**EDUCATION**

**Sharing Nursery School costs in Asia**

In many Asian countries, "parents prefer, instead of leaving their children with grandparents, to make use of the various facilities offered for infants," says Soo-Hyang Choi, head of UNESCO's Early Childhood and Family Education Section, in Countdown, (No. 18) the quarterly bulletin of UNESCO's Education Sector. The Early Childhood and Family Education Section, along with the Korean Educational Development Institute (KEDI), is helping Vietnam and Mongolia to set up kindergartens where the state and the parents share the cost.

Eight officials from Mongolia and Vietnam involved in infant education policy went on a fact-finding tour to Korea. They visited several kinds of private kindergartens and state-run nursery schools in the countryside. They were also able to have a look at new educational methods which put the children at the centre of activities.

**EDUCATION DECLINES SINCE FALL OF SOVIET UNION**

Until a few years ago, the countries of the former Soviet bloc scored very well in educational performance, reports Countdown (No 18). Literacy rates were 98% in some places and until 1996, primary school enrolment was around 90% in Armenia, Azerbaijan, Georgia, Kazakhstan, Kirghistan, Tajikistan, Turkmenistan and Uzbekistan.

But a situation report on all these countries in 2000, shows the switch to a market economy has gone hand in hand with a decline in education. War and poverty have caused many schools to close. In Kazakhstan, for example, the number of kindergartens fell by 82% between 1994 and 1998 and secondary schools by 4.5% between 1990 and 1998. "Some poor families can't afford to send their kids to school because they haven't got enough money to buy them shoes," says Algul Khalafova, of the UNESCO office in Almaty (Kazakhstan).



**EXHIBITION**

**Cultural melting-pot**

A joint exhibition by about 30 artists from various countries, mostly living in the Goutte d'Or, a multicultural neighbourhood in northern Paris (which has recently become one of France's vibrant centres of culture ) was held at UNESCO headquarters from January 10-18. The exhibition, called "The Tree of Magic Spirits", is partly a tribute to Wifredo Lam, a Cuban painter who focused on Afro-Cuban



"Plurals" by Malian artist About Diallo

mythology, and aims to show how cultures enrich each other and how all cultures have an interest in magic.



**WOMEN**

**WOMEN MAKING MEDIA**

UNESCO is calling on the media world-wide to ensure that women editors are in charge of all news published and broadcast on International Women's Day, March 8, 2000. By drawing attention to the glass ceiling that still limits the number of women journalists who rise to key editorial positions in the media, UNESCO is pursuing its efforts to defend equal opportunities for women.

"UNESCO also wants to emphasise another important point," said Director-General Koïchiro Matsuura

launching the call. "The free flow of independent and pluralistic information is best ensured if all talented journalists have an equal chance of acceding to the world's corps of editors and media executives, purely on the basis of their professional ability and without regard to gender, ethnic origin, religion or any other unconnected factor."

<http://www.unesco.org/march8>  
send your opinion to [march8@unesco.org](mailto:march8@unesco.org)

I have endorsed the plea of the Secretary-General of the UN, Mr Kofi Annan, to reduce to 1.5% of GDP the military expenditures in your budgets (...). By reducing military expenditures to the minimum level, you free resources for health, education and housing and you avoid printing money, thus avoiding inflation, which is the most cynical way of taxing the poorest in a country.

Michel Camdessus  
*Managing Director of the International Monetary Fund at a press briefing for the Conference of African Heads of State in Libreville, Gabon (January 18)*

The limitless intellectual baggage available on the internet, which is impossible to collect in one human brain, will make people a little less responsible for their own education, their own intellectual development, even for their social behaviour. The essence of social behaviour resides in one's relationships with other people, in understanding the trials and tribulations of one's friends and family.

Mstislav Rostropovitch  
*Musician, Russian Federation in Letters to Future Generations, on the web at <http://www.unesco.org/drg/lettres>*

We need a humanism that is biologically and terrestrially rooted, one which inscribes us firmly on the Earth through the awareness of a common destiny among humans faced with the problems of death, whether in the form of the nuclear threat, the ecological threat, the economic threat, or the intellectual threat. Blind thought leads to catastrophe.

Pakistan National Commission for UNESCO  
*Contribution to the Executive Board's Task Force on UNESCO in the 21st Century*



**SOCIAL SCIENCE**

**NOW IN CHINESE**

The website of UNESCO's Management of Social Transformations (MOST) programme now includes a Chinese version. (The number of internet users in China doubles every six months.) Articles available in Chinese include a sociological study of non-agricultural activity in China; the social organisations of workers who have emigrated to the towns and cities; rural manpower in urban areas; the transfer of property among the rural workforce to non-agricultural sectors; labour mobility and migration in the coastal regions of southern China; communication between salaried women; and a study of a rural community in Beijing. <<http://www.unesco.org/most/welcomch.htm>>

**Best Doctoral Theses**

The International Ph.D Award for 2000-2001 given by UNESCO's MOST programme will go to a researcher under 35 from a developing country or one in transition, who has obtained a doctorate since 1997 on a topic related to subjects tackled by MOST's research programmes. These subjects are: democratic management of multicultural and multiethnic societies; urban governance and urban development strategies; coping locally and nationally with global economic and environmental problems. Deadline for candidates' dossiers: 1 September 2000. For details, see <<http://www.unesco.org/most/phdeng.htm>>. Fax: (33) 1 4558-5724.

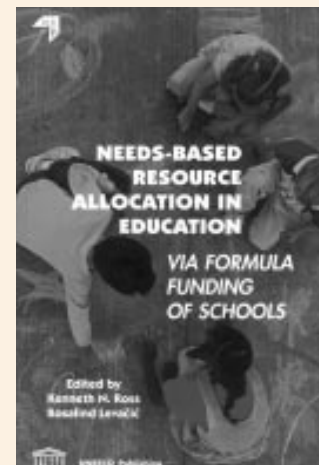


**BOOKS**

**Needs-based Resource Allocation in Education**

**via Formula Funding of Schools**  
 Edited by **Kenneth N. Ross, Rosalind Levacic**  
*UNESCO Publishing/ International Institute for Education Planning, 1999*  
 250FF, 38.11€

The notion of 'needs-based formula funding' employed in this book refers to the application of an agreed set of rules to allocate educational resources in a manner which ensures that schools receive what they need in order to deliver a pre-specified quality of education. The work covers policy and technical matters as



well as presenting five case studies. The main message is that needs-based formula funding of schools offers considerable benefits in terms of increased equity, efficiency, effectiveness, transparency and accountability. The editors are both experts in educational policy and planning.

**Copyright and Neighbouring Rights**

*Delia Lipszyc*  
*UNESCO Publishing, 1999*  
 250FF, 38.11€

This is the English language version of a work that first appeared in Spanish in 1993. It is a major contribution to the study of the copyright and all concerning this legal discipline. The author, a well-known specialist, has tailored her subject-matter expertly in the form of a teaching manual. She handles the different aspects of this ever-changing domain firmly and clearly, citing many instances to illustrate its evolution. The book should give students a very real grasp of the law while helping specialists keep up to date and be better equipped to tackle the more sensitive aspects of the field of artistic production and



**CULTURE**

**National Parks in Congo**

Five national parks in the Democratic Republic of the Congo, all on UNESCO's List of World Heritage in Danger, are to get help from a UNESCO project called "Biodiversity Conservation in Regions of Armed Conflict." The flow of refugees into surrounding areas, rebel activity, banditry and a growing problem of poaching threaten the natural sites and protected areas, as well as the way of life of the Mbuti pygmies and other local peoples who depend on wildlife for survival. Nearly \$3 million has been allotted to the project by the United



© UNESCO

Faune Okapis reserve, Congo

Nations Foundation, which is administering a gift of \$1 billion from CNN founder Ted Turner to support United Nations causes.

The scheme, put together by the World Heritage Centre and UNESCO's Ecological Sciences Division, is budgeted at \$4.8 million and other funding sources are to be approached.

**HAIKU CONTEST**

A haiku is a short Japanese poem three lines long, with five syllables in the first one, seven in the second and five in the last. A world haiku contest has been launched by the editors of UNESCO's World Culture Report on the topic of "cultural diversity," the theme of the next issue. The 25 best haikus will be published. You can send your poetic efforts to <[clt.wcr@unesco.org](mailto:clt.wcr@unesco.org)>



PERIODICALS

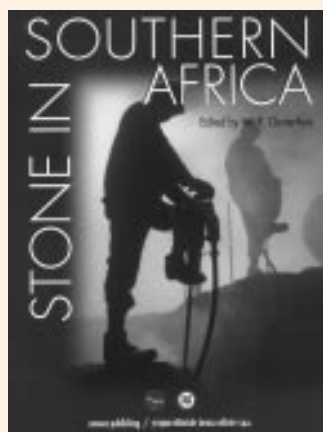
activities in cultural life. Experience shows that, in the world of today, it is not enough merely to enact copyright-protection bills. These must be bolstered by further measures to ensure that cultural life is, and remains, alive to the issues.

Stone in Southern Africa

*Edited by W.R. Oosterhuis  
UNESCO Publishing/gruppo editoriale faenza editrice s.p.a., 1999*

*100FF, 15.24€*

Stone is one of the most neglected mining products in world literature, despite the strong revival around the globe in its use for the restoration of cultural heritage and for construction purposes. This book catalogues the stone resources of the countries in southern Africa. It also aims to bridge the gap between geoscience and those with a practical interest in natural building, ornamental or monumental stone. Maps showing where the different kinds of stone are found are included as is a comprehensive chart of the various stone qualities: gravity measurements, water absorption, strength and coefficient of thermal expansion.

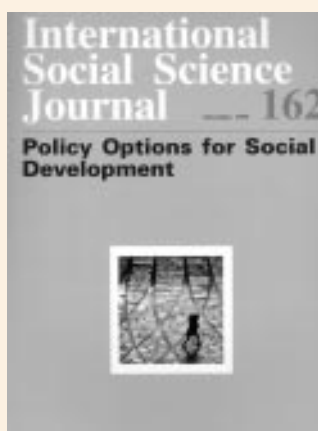


The UNESCO Courier

"The technological revolution is helping to give voice to the voiceless", proclaims the UNESCO Courier this month. The magazine's central theme shows how advances in technology have drastically reduced the costs of media production and distribution, making it possible for those without huge funds to launch their own ventures or simply to make their voices heard. To some extent the developing world is reaping the fruits of the technological breakthroughs.



But much more needs to be done if poorer countries are to benefit as much as the West from the diversity and democracy, not to mention more jobs and vibrant economies, possible through new media. Articles concerning Israel, Romania, Senegal, Algeria and India give an idea of changes and achievements to date in the various media landscapes. Other stories this month include a report from Libya which examines the controversy around the Great Man-Made River project. The usual interview features Serbian film-maker Goran Paskaljevic.

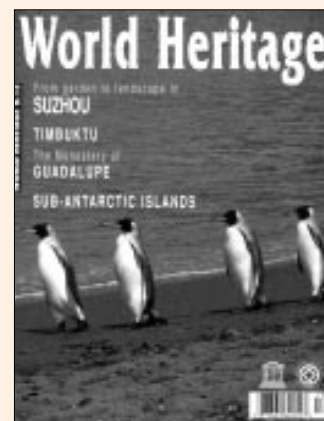


INTERNATIONAL SOCIAL SCIENCE JOURNAL

The first ever World Summit for Social Development was held in 1995 in Copenhagen, Denmark. This year, the United Nations General Assembly will hold a special session to assess the implementation of decisions taken there, and to consider further action. Issue no. 162 of the ISSJ provides background for this 'Copenhagen +5' review. Questions discussed include: the concepts and goals of social development and of 'a society for all', poverty, unemployment, the prevention of economic crises, structural adjustment programmes, foreign debt relief, basic social services, social integration, gender equality and international cooperation for social development. "The sentiment that infused the Copenhagen Summit with life and meaning seems to have dimmed, as the developed and developing worlds drift further apart into two separate halves, like partners in a soured marriage, trapped in mutual incomprehension and mutual distrust," writes former prime minister of India I.K. Gujral in his contribution. The goal of a 'society for all' characterised by respect for all human rights and fundamental freedoms remain elusive.

World Heritage

Issue no. 13 begins with a beautiful feature on the classical gardens of the ancient Chinese city of Suzhou. The art of gardening reached its zenith in this 'Venice of China' during the sixteenth and seventeenth centuries. Also in this issue: a focus on Timbuktu in Mali where the administration has begun to restore its most outstanding monuments thanks to work undertaken with the help of UNESCO; a study on the monastery of Gualalupe, the history of which is closely linked to the discovery and colonisation of the Americas; an expose of the Sub-Antarctic Islands, one of the most beautiful and most inaccessible regions in the world. This month's editorial covers the extraordinary session of the World Heritage Committee examining the case of Kakadu National Park in Australia.



●●● **To find out more**  
Publications and periodicals are sold at UNESCO's bookshop (Headquarters) and through national distributors in most countries. For further information or direct orders by mail, fax or Internet: UNESCO Publishing, 7 place de Fontenay, 75352 Paris 07 SP. Tel. (+33 1) 01 45 68 43 00 - Fax (33 1) 01 45 68 57 41. Internet: <http://www.unesco.org/publishing>

**ENCOUNTERS** *Two French youths return to Paris next month after an extraordinary voyage along the silk roads, driven by a quest to understand our changing times*

## GO EAST BOYS



© DR

Some vital repairs after a rough ride over the roads of Kazakhstan

**T**he Silk Roads have gained a youthful set of ambassadors since two young Frenchmen with adventure in their blood set out from Paris on a 50,000 kilometre trip last May that is scheduled to bring them back to France early next month.

Jacques von Polier, 25, and Julien Delpéch, 26, hatched their project in Paris one night last January. The first had just headed home from Moscow after the recruitment agency he had set up fell on hard times. The second had just finished a journalism internship in the United States. They had met and hit it off while living in Moscow. "Either we were going to take up a mundane job in bank or do something more interesting. We opted for the second solution."

From then on, the ball started to roll, with one deadline on the horizon: to cross Siberia before the onslaught of winter. Their project to cross some 21 countries, including the former Soviet Union, chunks of Siberia, Mongolia, China, Afghanistan and Iran had

every colour of a high-risk adventure. However, both were so convinced by the idea, that their disarming confidence, combined with a hard nose for self-promotion, managed to win over sponsors, and a moral seal of support from UNESCO's Division of Intercultural Projects.

Both are fluent Russian speakers with CVs that reflect a penchant for discovery. Julien had also worked in Kazakhstan and travelled across the Ukraine on horseback. Jacques had a few audacious expeditions to his name (including a reporting stint in Yugoslavia at the height of the war) and counts one ancestor who took part in Alexander Von Humboldt's expedition through Russia and Central Asia in the 19th century.

As part of a deal with several sponsors, Jacques and Julien plug in their computer wherever they can to send back illustrated stories, including to the high circulation French weekly *Paris Match*. "We're not ethnographers nor scientific experts. We write about the

people we meet, simple people – hunters, fishermen, kolkhoze dwellers. Our monuments are human-anonymous people who at the dawn of the year 2,000 live in a time outside of ours," says Jacques. That being said, the two intrepid travellers have also made a few illustrious encounters: the granddaughter of the great Russian poet Pasternak, and most recently, none less than General Massoud, the "Lion of Panshir," in Afghanistan, spending a week at his headquarters, which included an "excursion" to the front where battles are being waged with Taliban forces.

### NOMADS LIKE US!

For both travellers, writing has become part of a daily routine and their tattered guest book is thick with drawings, greetings and the signatures of those they have crossed on the roads once travelled by Genghis Khan and Marco Polo. The best way to get them talking about their travels is to have them pull up digital pictures stocked in their computer. Memories flow to the fore. Here, their Russian jeep is half buried in mud in the heart of Kazakhstan; there, they are inside a richly decorated Mongolian yurt where their host, after hearing about their adventure, exclaimed: "So you are nomads like us!"

Unless the political situation warrants it (Tajikistan, Afghanistan), Jacques and Julien generally arrive in a country without any specific appointments. To keep up to date where communications are sparse, they check up on the internet for news while their let-

ter of support from UNESCO often opens doors or helps in obtaining visas. "We explain to people where we're coming from, they usually invite us to share a meal and someone offers to put us up. We've never stayed in a hotel," says Jacques. More often than not, the health of their jeep - which has UNESCO's logo prominently stamped on the hood - seems to dictate their schedule. What happens, for instance, when you break down in the midst of Mongolia's Gobi desert in 40°C heat? First you try to fix the radiator with water, and when that doesn't work, you switch to vodka... after all, isn't it a Russian car?

Both are keenly interested in how the ex-Soviet Union is adapting to the post-communist era. Everywhere they go, heroes of time past are being revived and enshrined, even in China, where the 2,500th anniversary of the birth of the philosopher Confucius is being celebrated. "These roads are packed with history, they are ancestral roads, but in another sense, they've only recently reopened," says Jacques of the regions they are crossing.

No need to ask about the high points of the trip so far. All that these modern-day explorers know is that "every time, it's difficult to leave a country," already admitting that it will be even harder to return to the sedentary rhythms of home.

*Cynthia Guttman*

●●● To contact Jacques and Julien: polier@usa.net  
To find out more:  
www.parismatch.tm.fr (opérations)  
www.fnac.fr

# REBUILDING KOSOVO'S EDUCATION SYSTEM

**EDUCATION** *Most children in Kosovo were able to start the new school year last October. But it will be a tough job - impossible say some - to redesign a common education system for the Serbian and Albanian communities there*

All that remains of the school in Çabra is a burned basketball net which stands in what a few months ago was the school playground. This Albanian-inhabited village, close to the town of Mitrovica, north of Pristina, was razed by Serbian forces during the recent war.

Today, a big white canvas tent on the edge of the village serves as a school for the children of refugees who have returned to the ruins of their homes. Every day, nearly 200 children take classes in shifts in this temporary "building". The desks stand for the moment on bare grass. For heating, the village is hoping for a delivery of firewood soon.

"When it gets too cold, we'll close the school," says Fehmi Aliu, the school's Albanian language teacher,

"unless a humanitarian organisation gives us some kind of heating. Either that or we'll need a bus to take the kids to another school. I'm teaching today, but I'm not sure about tomorrow."

## 132 SCHOOLS DESTROYED

The Mitrovica region was badly hit by the war and more than two-thirds of its schools were damaged. In Kosovo as a whole, 132 schools were completely destroyed during the fighting. A priority of the UNMIK (United Nations Mission in Kosovo), which is running the province in the wake of the NATO bombing, is to find roofs to put over the heads of schoolchildren.

After working out what was needed, soldiers of the KFOR international force, several United Nations agen-

cies, including UNICEF, as well as international ngos, started work. "When we got there, our main concern was to see that the new school year could start in the autumn," says Mark Richmond of UNESCO, who is serving as UNMIK's senior education officer. "For that, we first had to make sure there were no landmines in the places the children would go and then repair those schools that could be fixed up. Our biggest problem at the moment is to provide heating."

While some schools, such as the one in Çabra, are still in very bad shape, most of the province's children were able to return to a school of one sort or another at the end of last October. To make up for the lack of classrooms, lessons are usually being taught in

shifts. But by this April or May, most of Kosovo's schools should be open again.

Though material renovation is a tough job after several months of war, it seems easier than the task facing the education experts, most of them recruited by UNESCO or sent from UNESCO headquarters in Paris. The team acts more like a ministry of education than a simple administrative unit. Its responsibilities include paying teachers and mapping out the future curricula. The UN administration has endorsed the existing dual system where Serbs and Albanians have separate educational systems, pragmatically avoiding any confrontation that could lead to violence. But experts in Pristina are thinking about how to set up a

## FOR ALL THE CHILDREN OF KOSOVO

●●● UNESCO delivered 11 tonnes of toys, sport equipment and education materials to the children of Kosovo last month. The materials were purchased with donations made by the people of Paris and collected by Monoprix, a French supermarket chain.

"We are convinced that sport can help reconstruct links between communities that transcend the rivalry and the ethnic, religious, political, economic and social breach," said Marie-José Lallart of UNESCO's Physical Education and Sport Unit, at the ceremony held on January 11 in Pristina to hand the material over.

Ms Lallart, a specialist in the rehabilitation of traumatised children through sport,



New toys and some moments of happiness for Kosovo's children

stressed the fact that the equipment would be shared by all of the children from all of the communities in Kosovo. UNESCO is also involved in protecting and restoring

Kosovo's cultural heritage. Emergency restoration is being organised for several sites, training programmes have been established to boost the administrative capacities of cultural institutions and measures are being taken to halt the continuing, daily destruction of cultural property.

In communications, UNESCO and the World Association of Newspapers (WAN) have prepared a project to ensure widespread distribution of the press throughout Kosovo. However the \$400,000 project has not yet been able to start for lack of a sponsor.





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A start on the road to normality: the Drenica school in Kosovo

common curriculum for both communities.

"Children of different communities should be able to study side by side in the same schools in their mother tongue," says Mark Richmond. "We don't want segregation, nor different schools for different ethnic groups."

A utopian vision? For the Albanian teachers the wounds are still too raw to even consider the idea of multi-ethnic schools. "When Bernard Kouchner (who heads UNMIK) visited our school, I pleaded with him not to preach reconciliation. It will come in its own time...Don't try to force things," said Greta Kacinari, the

headmistress of a Pristina primary school in a recent article in the French daily *Le Monde*. Indeed, the gap between Albanians and Serbs, who make up 90% and 7% respectively of Kosovo's population, shows little sign of narrowing. While there are a few schools attended by Albanian Kosovars, Turks and Bosnians, there are no mixed classes which bring together the fiercely antagonistic Albanian and Serb communities. And the war has created some impossible situations.

In Mitrovica, where the Serbs occupy the northern part of the town and the Albanians the south, the

university, which is in the north, is now only attended by Serbs and Bosnians. The Albanian students have taken over the primary schools in the southern part. But, says Danièle Paquette, the education officer in Mitrovica, "this state of affairs is not just the result of the war. There's been a de facto partition for the past 10 years."

Starting in 1989, most of the town's Albanian teachers were fired and all school-children were forced to learn Serbo-Croat or leave. The same thing happened throughout the province over the following two years. All up, more than 18,000 teachers were sacked and some 400,000 children turned out of school. In response, the Albanians set up a parallel semi-clandestine school system to teach in Albanian. Classes were held in cellars, attics and other hidden locations, despite the continual threat of arrest and imprisonment. According to the article in *Le Monde*, between 1990 and 1997, 379 teachers were convicted by Serb tribunals, 7,000 more were arrested by police and students were

routinely terrorized. The system was funded by local communities and the Albanian diaspora. Teachers often worked for nothing or, at best a token wage. But this was only of secondary importance: to continue teaching was a political act, a question of honour. Teachers themselves were seen as the pillars of resistance.

A common curricula for the two communities under such circumstances, seems impossible. Imposing a common language on the children is clearly out of the question. Instead the aim is to draw together and blend the present two systems.

"For some scientific subjects, we should be able to build bridges, but for more touchy subjects such as history, it'll be more difficult," says Richmond. "It's important that the two communities get to know each other better and build mutual respect, but it's no good trying to hurry things because the wounds are too fresh. We know it's a process that'll take a long time."

*Agnès Bardou,  
Mitrovica*

## NOT CHILD'S PLAY

**CULTURE OF PEACE** *At least 300,000 children under the age of 18 - and some as young as seven - are fighting the wars of adults in some 30 countries*

The soldiers took me from school. They had guns, and the teachers couldn't stop them. They took us into the bush. Many boys died of hunger and thirst. One day, a boy tried to escape, but they caught him. They ordered us to stand around him in a circle and beat him. If not, they would beat and kill us. So we beat him; again and again until he died. The next time a boy escaped, each of us had to run him through with

a bayonet. I still see his face." Michael Wessells, President of the American ngo Psychologists for Social Responsibility and an expert on healing the psychological wounds of war and preventing destructive conflict, took this testimony from an 11-year-old Ugandan boy in June 1999. The boy is just one of 120,000 child soldiers that are currently serving in Africa.

But the problem of child soldiers is not just limited to

Africa. Human Rights Watch estimates that up to 30% of some guerrilla units in Colombia are made up of children. According to UNICEF and Save the Children, nearly half a million children have died fighting in Afghanistan in the past 20 years.

There are more than 300,000 child soldiers in the world - boys and girls under the age of 18 actively fighting wars decided by adults. Children are forcibly or

voluntarily recruited as early as seven years of age by armies and rebel forces. Life for child recruits is invariably harsh. Children may start out as posters, messengers or spies, but too often they end up on the frontline.

Any person who fights under the age of 18 breaks fundamental human rights and humanitarian law standards. Sadly, these children are often victims of brutal treatment, violence, torture,

enslavement, abduction, rape, and sexual abuse.

The leading ngo in the field is the Coalition to Stop the Use of Child Soldiers. It includes Amnesty International, Defence for Children International, Human Rights Watch, Jesuit Refugee Service, the Quaker United Nations office, Save the Children and Terre des Hommes. UNESCO is now working with the Coalition to raise public awareness about a problem that refuses to go away.

#### RESPONSIBILITY

UNESCO's Culture of Peace programmes helped to fund a billboard campaign in London, Brussels, Geneva and New York, and a detailed report in English, French and Spanish, released in 1999. This report contains specific details of the use of child soldiers in Africa. "We must not close our eyes to the fact that child soldiers are both victims and perpetrators," says Desmond Tutu, South Africa's Archbishop Emeritus. "They sometimes carry out the most barbaric acts of violence. But no matter what the child is guilty of, the responsibility lies with us, the adults. Children are easily coerced into doing things they never would have done in a normal situation. There is simply no excuse, no acceptable argument, for arming children."

Nevertheless, the process goes on – and is growing, according to Mirta Lourenço, a specialist with the Culture of Peace Unit. "A number of factors have led to a steady increase in the use of children as soldiers," she says. "Weapons are now light enough to be used, and simple enough to be stripped and reassembled by a child of ten." And for as long as a conflict runs – at the last count there were more than 30 countries using child soldiers in civil conflict – the more likely children are to be recruited. International

law sets 15 as the minimum age for military recruitment, although a campaign is underway to lift this age to 18.

One of the major problems is that children who have been abducted and used as soldiers are simply not accepted back into their communities once the hostilities are over. "Reintegration is difficult for many reasons," says Mike Wessells, "not the least of which is too

minated; haunted by the spirits of those whom they had killed. Ritual purification may be necessary in these cases to enable community acceptance," he says.

So what is the prognosis for these children in the long term? Mike Wessells says the impact of their experience is impossible to gloss over: "When the children come out of the bush, they frequently have various

trauma such as sleep disturbance and hyper-vigilance. Many feel guilt over what they were forced to do. These children seriously doubt whether they will have a role and a place in civilian society. Unfortunately, little work is available on long-term integration and follow-up."

Musimbi is one of those children who may never make it back into civil



"It is immoral that adults should want children to fight their wars for them".  
Desmond Tutu Archbishop

little attention paid to re-entering the community following stays in centres set up by various NGOs. Some youths I talked to said that when they returned to school, they were stigmatised. Others who had been commanders, and overseen death and dangerous operations, said they were no longer inclined to take orders from school teachers."

"As in much of Bantu Africa, the local beliefs are that children who have killed are spiritually conta-

medical problems – sexually transmitted diseases (girls particularly, as they are used as sex slaves), malnutrition, skin diseases. Psychologically, their state depends on many factors such as their particular experiences, temperament, any pre-existing conditions, length of stay in the military, and so on. Generally though, these young people feel quite unsafe, at risk, and show various degrees of hopelessness about the future. Some exhibit signs of

society. At 13, he became a soldier in the Eastern Congo, fighting with the then rebel leader, Laurent Kabila; and in May 1997 he was one of the hundreds of child soldiers who helped to oust Mobutu Sese Seko from former Zaire. "I have no interest in going to school," says Musimbi. "I have fought and killed many people. It is all the experience I need."

*Chlöe Fox*

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Next month's issue :

# WATER VISIONS

# MUSLIMS IN EUROPE



on UNESCO's calendar

7 to 10 March

## **OCEANOGRAPHIC ENCOUNTERS**

In Brighton (UK), 6000 researchers, government and industry representatives, are expected at the 'Oceanology International' conference, supported by the Intergovernmental Oceanographic Commission

8 March

## **INTERNATIONAL WOMEN'S DAY**

20 to 24 March

## **POETRY FESTIVAL**

At headquarters, a series of readings and exhibitions will mark the creation of World Poetry Day on 21 March

21 to 22 March

## **FROM SOCIAL SCIENCE TO SOCIAL POLICY**

In Utrecht (Netherlands), an international conference on Social Sciences and Social Policy Linkages

21 March

## **INTERNATIONAL DAY FOR THE ELIMINATION OF RACIAL DISCRIMINATION**

22 March

## **WORLD DAY FOR WATER**

29 to 30 March

## **NGOS AT THE FOREFRONT**

In Cairo (Egypt), a conference on the role of NGOs as independent actors in the development and regulation of society

7 April

## **WORLD HEALTH DAY**

8 to 16 April

## **TOURISM AND HERITAGE**

In Bhaktapur (Nepal), a workshop for the enhancement of stakeholder cooperation in tourism development and heritage preservation in Asia and the Pacific