



SAPIENZA
UNIVERSITÀ DI ROMA



United Nations
Educational, Scientific and
Cultural Organization

With the support of
**Social and Human
Sciences Sector**



University Cooperation Programme

INTERNATIONAL MASTER ON SOCIAL SCIENCES AND HUMANITARIAN AFFAIRS

Fourth Edition

ACADEMIC YEAR 2013/2014

edited by

Manuel Castello, Massimo Maria Caneva
and Marialuisa Scovotto



Edizioni Nuova Cultura





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Prof. Frati, Rector of Sapienza University of Rome, with Prof. Castello and Prof. Caneva, Coordinators of the Master Programme.

MESSAGE BY THE ASSISTANT DIRECTOR-GENERAL FOR SOCIAL AND HUMAN SCIENCES, UNESCO

**MS PILAR ÁLVAREZ-LASO
ON THE OCCASION OF THE MASTER DEGREE
AWARDS CEREMONY**

Dear Students,
Distinguished Rectors,
Dear Professors,
Ladies and Gentlemen,

It is my particular pleasure to send you this message, on the occasion of the conclusion of the third edition of the International Master Programme on Social Sciences and Humanitarian Affairs. This is a moment particularly important to you, the students, who today receive your well-merited Master degrees. Congratulations to you all.

This programme, supported by the Italian Government and coordinated by our partners from Sapienza University of Rome, is much valued by UNESCO as it is a major initiative aimed at stimulating and promoting a culture of peace and dialogue, through cooperation and exchange between students and academics from Israel and Palestine. By bringing together young

Palestinians and Israelis, as it has brought you all in this past academic year to the classrooms of Rome and your respective universities, in a common effort of communication, learning about each other and mutual understanding, it is not simply an academic programme, but a true tool of intercultural dialogue and a stepping stone in the construction of a culture of peace.

By involving primarily young students, the programme places an accent on youth as principal vector for a better future. Indeed, one of the biggest hopes for, and drivers of, peace in the Middle East is youth. Building a shared vision for a peaceful future starts first and foremost with them, with their education as responsible citizens, with the building of their world views, with the construction of their openness and of their knowledge of the other. Indeed, we have all recently been witnesses to youth voicing their views and driving positive change across the world. Through its transformative power, education is fundamental to training knowledgeable, responsible and open-minded citizens who become valuable pillars of society. And by directly involving universities – centres for the scientific quest of objective knowledge, openness and the rejection of all forms of ignorance – it rightly places the onus on civil society actors who should be key in efforts of cooperation and exchange.

Therefore, we hope that, you, the students, will emerge from this programme and, today, from this degree-awarding ceremony, equipped not only with knowledge *stricto sensu* of human rights, peace and conflict resolution, humanitarian affairs, crisis management or community health, but more generally with world views, values and competencies that will

allow you all to contribute, in any way you can, to the processes of peacebuilding in your region. The friendships and mutual confidence that have developed through the programme need to be nurtured beyond it. The networks and communities of practice that have been initiated need to be kept alive so as to contribute to building a culture of regular academic exchange and cooperation. Despite challenges relating to the realities in the region, I am convinced that your work, efforts and dedication in the framework of this programme have enhanced a shared understanding of the challenges that lie ahead and helped to build a common vision of the ways and means towards durable peace.

This same noble commitment, to construct peace on the basis of dialogue, mutual understanding, free exchange of ideas and knowledge, education, culture and common values, is the very essence of UNESCO's mandate. Long-term trust, reconciliation, culture of peace and democracy, need to be built, sustained and accompanied. UNESCO recognizes that youth have a key role in this regard, as primary actors and partners. It is therefore a great honour to be associated with this ambitious programme.

I wish you success with all your future work.

20 January 2012
Rome, Italy



Ms Pilar Álvarez-Laso.

MESSAGE BY THE ITALIAN CONSUL GENERAL IN JERUSALEM

MINISTER PLENIPOTENTIARY GIAMPAOLO CANTINI

University cooperation is by definition a key tool to promote education, cultural exchange and mutual understanding.

The Italian Development Cooperation has consistently placed university cooperation at the core of its programmes.

A coordinated approach is of the essence, with a view to improving effectiveness and making the best use of resources. Most recently, in July 2012 a protocol was signed between eight Italian and ten Palestinian universities: joint programmes will be carried out in areas as diverse as PhD courses, Master Programmes and specialized training for nurses.

A cornerstone in this field is the International Master on Social Sciences and Humanitarian Affairs, in its fourth edition 2013/2014, organized by Sapienza University of Rome with the support of the Italian Development Cooperation and in close collaboration with UNESCO.

This programme brings together twenty students from four Israeli and one Palestinian universities. Over eighty students have successfully participated in the three previous editions, gaining Master degrees in several sectors: economics, public health, cultural heritage and the environment, among others.

The concept is very simple: investing in education is investing in peace. Learning, studying, developing a mental attitude based on critical analysis, getting accustomed to discussion and exchange of ideas while fully respecting other people's views, are crucial steps in building a future of hope and making today's youth the protagonists of fundamental change for tomorrow.

What a fascinating challenge, at a time of turmoil, unrest and uncertainty in a region crucial to peace and security.

The Master at Sapienza is a cornerstone in the effort to promote education for the sake of mutual understanding and peace. It is a model to be replicated in other countries and diverse cultural contexts in the region.

The regional approach is indeed a distinctive feature of Italian university cooperation within the overall framework of Italy's commitment to peace and security.

MESSAGE BY THE ITALIAN AMBASSADOR IN ISRAEL

MINISTER PLENIPOTENTIARY FRANCESCO MARIA TALÒ

Diplomats and educators are somehow colleagues. Education is by far the best long term investment for a sustainable promotion of peace. We are therefore, in different ways, bridge builders, though certainly educators are much more knowledgeable than average diplomats. Therefore, I would like to express my admiration for the meaningful experience developed with the “International Master on Social Sciences and Humanitarian Affairs”.

This important project is coordinated by the University *La Sapienza* of Rome and consist of an exemplary cooperation involving Italian, Israeli and Palestinan Universities, under the aegis of the European Union, UNESCO and the Italian Ministry of Foreign Affairs.

The Master Programme tackles topics that are of paramount importance not only of the three peoples directly involved into the project, but also of the whole International Community.

I would like to praise the action of University *La Sapienza* of Rome and of Prof. Mario Caneva, who has also an important position as Coordinator of University Cooperation at our

Foreign Ministry, for being the driving forces of this significant initiative and I acknowledge the faculty members of the partner Universities for their decisive contribution to the success of the project.

The Master, established in 2004, has become an excellent model of educational cooperation as confirmed by its concrete attainments involving more than eighty Israeli and Palestinian students.

The deep interaction reached by the Universities involved in the programme suggests that Cultural Cooperation contribute decisively in establishing dialogue between differing societies and that personal exchange succeeds in dismantling the powerful barriers erected by ignorance which can seriously endanger any political agreement.

The Fourth Edition of the “International Master on Social Sciences and Humanitarian Affairs”, organized in 2013 is particularly remarkable in the light of the latest developments in the Middle East. I sincerely hope that it will contribute to the idea of sharing common interests and personal relationships in a vast area where the Mediterranean is a sea which unites peoples and cultures.

Nowadays, the real challenge for policy makers consists in the ability to adopt a more holistic approach to traditional political forms of cooperation, embracing a *modus operandi* which involve a comprehensive understanding of the cultural and social differences and connections in a concrete attempt of eradicating the sources of instability which jeopardize the precarious equilibrium of the entire region.

**MESSAGE BY THE ACADEMIC COORDINATOR OF
THE MASTER PROGRAMME
SAPIENZA UNIVERSITY OF ROME
PROF. MANUEL CASTELLO**

The idea of a Master Programme on Social Sciences and Humanitarian Affairs, bringing students and academics from Palestinian and Israeli universities and research institutes together with students and professors from Sapienza University of Rome, is designed to provide all participants with a highly motivating environment, within which they can study and carry out research while developing a spirit of mutual understanding.

The first edition of the Master Programme was successfully closed in June 2006 in Rome. The second edition was scheduled for the academic year 2008/2009 but the Gaza conflict created many problems in continuing the cooperation between Israeli and Palestinian universities until the end of the programme. The third edition was agreed between the Israeli and Palestinian universities represented at the academic meetings of February and June 2010 at the Notre Dame Center and the Italian Consulate in Jerusalem.



The dual aims of the fourth edition of the University Cooperation Programme are, first, to continue the academic Master with a deep understanding of the most challenging issues relating to social sciences and humanitarian affairs, using a multicultural and multidisciplinary approach and providing students with specific periods of specialization in Rome, where they will be trained in Humanitarian Affairs and Crisis Management, International Relations and Conflict Resolution, and Education and Community Development. In Rome they live together and gradually become friends.

The second aim is to encourage the students of previous Master degrees to develop university cooperation through micro common projects with fieldwork to offer practical solutions to the needs of Israeli and Palestinian civil society.

With its academic programme and the promotion of common field projects, the fourth edition is particularly well-structured to offer the key preparation necessary to understand the mechanisms regulating regional, national and international institutions, and therefore to professionally deal with public policies and political sciences, protection of the environment, constitution building, public health, economics

and humanitarian affairs. Every field of specialization is organized in order to prepare students to easily enter any multinational working environment in which they seek to involve themselves after they qualify.

The crisis situation continues, but thanks to the efforts of Sapienza University of Rome and the participation of the Israeli and Al Quds universities, this programme remains a unique forum for academic cooperation and the possibility of promoting over several generations of Master students future forms of cooperation specifically to serve their populations.

MESSAGE BY THE COORDINATOR OF THE UNIVERSITY COOPERATION PROGRAMME THE NEW CHALLENGES OF THE UNIVERSITY COOPERATION FOR PEACE

PROF. MASSIMO CANEVA, PhD, MD

Peace, development and freedom are closely linked together. Substantial freedom and liberties (such as political participation and the right to access basic education) are some of the fundamental aspects of peace and development processes. Human beings were born with limited freedom and they need help to complete and effectively and fully concretize it. Education is the first and fundamental act of solidarity. In fact, it is a great help to reach well-being and freedom and to realize the complete development of humanity.

Introduction

One of the basic challenges for the twenty-first century is international peace and development in the light of the new world balance. Today, there are problems that can only be solved by action at global level. New strategic thinking is required to approach global issues and advance “global public goods”.

Consequently, international communities must become protagonists of a new strategy to intervene in crisis areas and

to promote peace, development, a strategy based on realistic and effective common foreign policy.

Such a strategy must include the collaborative efforts of diplomatic, economic and peace forces, rooted in the common goal of development of a strong cooperation culture of solidarity capable of understanding local needs and providing quick and efficient solutions that are at once professional and respectful of human dignity.

New problems when addressed with new sensibilities can lead to truly effective solutions. Such a strategy must rely on cultural expertise and include expert knowledge of the theoretical elements of crisis and development management, and the capacity to understand the actual comprehensive needs of the populations, and their historical and cultural roots, in order to give effective answers to them and to promote peace and development, even in the first phases of the interventions.

New university cooperation strategy in humanitarian affairs

A competent and comprehensive response requires a multidisciplinary approach. In every University Cooperation Programme for peace it is necessary to take into account that the objective of an action aiming to analyse the situation must consider the cultural context, in order to advance the technical and cultural objectives of the cooperation.

Universities can play a significant role in this new strategy, if they build partnerships with other relevant actors, including international organizations, diplomacy, peace forces and NGOs. Universities should not act as an elite, far removed from real problems and challenges.

On the contrary, universities and their faculties should be engaged in the field and share their expertise and knowledge as well as learn from other actors.

The traditional “academic collaboration” is distinct from “university cooperation for peace and development” understood as a strategy of action aimed at building a more developed and peaceful society. In fact, university cooperation needs to manage and deal with the double problem of independence in order to face the challenges to which it is called: on the one hand, it has to tackle the problem of research, didactics and operational services naturally built into the academic structure; on the other, it has to deal with the necessity of reconciling technical-scientific interventions that must be tailored to the real demands of the local populations, whose needs are gradually discovered as the project proceeds.

When we speak of university cooperation we do not refer only to the exchange of lecturers and researchers – the usual objective of traditional forms of academic collaboration – although this kind of activity may be very useful. University cooperation implies a more general strategy based on both analysis and action, of training and research in the field, of cooperation among the academy and civil institutions, diplomats and international organizations, volunteers and peace forces, in order to provide support in both the prevention and solution of crises, thus promoting future development.

MESSAGE BY THE PALESTINIAN AMBASSADOR TO THE UNITED NATIONS IN NEW YORK

DR. RYAD MANSOUR

At the outset, allow me to congratulate you on the important endeavour being pursued to promote mutual understanding through academic cooperation and intercultural dialogue. Both UNESCO and Sapienza University of Rome should be commended in this regard.

The Israeli and Palestinian conflict remains the crux of all the ills that are facing the people of the Middle East region. Hence, resolving the Israeli-Palestinian conflict is a pressing and urgent matter. This can only be done with the mutual understanding of both parties through peaceful dialogue.

Having said that, we would like to support all the efforts by UNESCO and Sapienza to establish and enhance Israeli-Palestinian dialogue so the foundations of a real and comprehensive peace can materialize. On behalf of the Permanent Observer Mission of Palestine to the United Nations and the Palestinian Leadership, I offer our support to this programme and wish you and your students the best of luck in the future in fostering an environment conducive to peace.

MESSAGE BY THE COORDINATOR OF ISRAELI UNIVERSITIES IN THE MASTER

**UNIVERSITY COOPERATION FOR PEACE IN THE MIDDLE EAST
PROF. SOPHIA MENACHE
UNIVERSITY OF HAIFA**

Does education contribute to peace?

Notwithstanding our natural tendency to answer this question in the affirmative, the actual situation in areas of conflict impels a negative answer. More often than not, education nurtures old enmities and hostilities whereas politics proves to be the key for their resolution. Peace agreements were indeed signed at a time when textbooks at all levels were still characterized by negative stereotypes and even demonization of the other side. Only a very slow and gradual improvement of this situation can be detected in educational texts and this only after peace agreements were signed.¹ Bearing in mind this unfortunate state of affairs, individuals and organizations with goodwill who are interested in enlisting education in general,

¹ By education in areas of conflict, I am alluding to the mainstream education system, which reflects hegemonic attitudes that prevail not only in textbooks but also in newspapers and other branches of popular culture.

and more particularly the universities, in the peace process should be aware of, and prepared to answer, the following questions:

- Why does education not contribute to the peace process but, rather, is often employed to strengthen negative positions and stereotypes?
- Can education, in principle, contribute to the eradication of national and religious negative stereotypes and enhance more moderate attitudes?
- If the answer to the previous questions is in the affirmative, what reforms should be promoted in order to turn education into an agent of peace and dialogue between peoples?

The problematic relationship between education and peace hints at two main conflicts inherent in education; between the individual and the community, and between reality and expectations. Although by its very nature education appeals to the individual, it also aims at bringing about the individual's adoption of social norms. Different didactic and philosophical strategies hold opposing views in defining the exact relationship between the individual and society, as well as the degree of autonomy and dependence in different curricula.

However, one aim remains unaltered: students – from kindergarten to university – are expected to adopt their own society's prevailing concepts with regard to the 'other', whether defined as a friend, a rival, and/or the enemy;² this process in

² Hanna Levenson, 1974, *Activism and powerful others: Distinctions within*

time influences their attitudes as adult citizens towards the surrounding world.³ The question remains, therefore, whether education can and should encourage patterns of coexistence and even peace for the future?

The approach to the enemy of today as a possible partner for tomorrow should not be confused with “recognition of the other”. In practice, recognition of the “other” is the opposite of accepting the enemy; the “other” is part of our society and our daily experience; the enemy, in contrast, is present in our day-to-day experience but only by its absence. The dilemma of perceiving the enemy as a future partner produces another tension inherent in education, that between reality and expectation. By its very essence, education teaches the rules of the game in a given society and expects its students to act accordingly.

Such an approach has normative aspects, which are no less important: the greater recognition given to the rules, the more they acquire the status of natural laws, which, as such, cannot be changed. In this way, education reaffirms the existing socio-political order while precluding and even delegitimizing any possibility of change.⁴

Although history and natural sciences are part of the curric-

the concept of internal-external control, *Journal of Personality Assessment*, Vol. 38; Elliott Sober and David Sloan Wilson, 1999, *Unto Others: The Evolution and Psychology of Unselfish Behavior*, Boston, Mass., Harvard University Press.

³ Kathryn Girard and Susan J. Koch, 1996, *Conflict Resolution in the Schools: A Manual for Educators*, San Francisco, Jossey-Bass Education.

⁴ Richard J. Bodine and Donna K. Crawford, 1997, *The Handbook of Conflict Resolution Education: A Guide to Building Quality Programs in Schools*, San Francisco, Jossey-Bass Education.

ulum, thus confronting students with the possibility of change, they are generally taught as “rules”, thus enforcing the actual order and legitimizing it.⁵ A classic example of this state of affairs may be found in medieval society, which presented the faithful with an unchanging world, the rules of which were already established by an almighty God at Genesis.⁶ Although in our modern, global society, God is commonly relegated to a secondary role, humankind is still devoted to the same culture, which presumes the existence of an unchanging world, with clearly defined stereotypes. When the American psychoanalyst and social philosopher Erich Fromm spoke of the “escape from freedom” – as he called his celebrated book⁷ – he hinted at the fears of our contemporaries in changing their points of reference; in endangering their *weltanschauung* with new experiences and innovative views.

Education is, therefore, characterized by patterns of assertion and affirmation that play a very crucial role in societies in conflict. The affirmation pattern is designed to strengthen the validity, if not the superiority, of our own nation’s values, symbols, and behavioural norms, while at the same time vilifying the enemy. The justice of our own side is supposedly a result of the injustice of the other, thus legitimizing and perpetuating rivalries. This affirmation paradigm is characteristic of education

⁵ See the excellent collection of studies in Tricia S. Jones, (ed.), 2004, *Conflict Resolution in the Field: Assessing the Past, Charting the Future, Conflict Resolution Quarterly*, Vol. 22.

⁶ Bernard Guenée, 1980, *Histoire et culture historique dans l’Occident médiéval*, Paris, Aubier-Montaigne.

⁷ Erich Fromm, 1941, *Escape from Freedom*, New York, Rinehart.

in societies in conflict. One of the many examples that come to mind is that of Italian writer Edmondo de Amicis, whose choice of the classroom as the main arena of education for patriotism reflects that writer's consciousness of this situation at the end of the nineteenth century.⁸

It is clear, therefore, that in order for education to contribute to peace in general and to peace in the Middle East in particular, its conservative, affirmative nature should be overcome and changed. In contrast to the tendency to accept the reality of conflict and war, education should be used to encourage recognition of the possibility of change. Such educational transformation will change the conflict from an issue of "natural law" to one of human choice and as such open to change. This transformation, however, is of a dialectic nature, as it relies on education as it is known today. In reversing the affirmation paradigm of education, history as a discipline could be employed as an important means of advancing conflict resolution. A historical perspective should broaden the students' approach to actual conflicts by providing comparative perspectives with the past, suggesting new points of view on present conflicts, and offering different possibilities for their resolution. Contemporary, comparative history can provide some interesting and perhaps more optimistic perspectives to conflicts in general and to the conflict in the Middle East in particular. Of the many examples that could be cited, the former hostile relationship between France and Germany during the first half of

⁸ Edmondo de Amicis, 1960, *The Heart of a Boy*, New York, Frederick Ungar Publishing.

the twentieth century, following two World Wars, can provide an illustrative example. At the present time, as members of the European Union, the two countries often support each other, thus illustrating the possibility of extreme changes in international relations, even in relatively short periods of time.⁹

A better understanding of the political process in Europe since the Second World War can therefore pave the way to a more optimistic view of the Middle East and the future of the peace process in this conflicted area. True, the Middle East is not Europe, and any comparison between them is open to discussion. At first glance, the differences between Europe and the Middle East are indeed great, but one should remember that about a hundred years ago, the entire Middle East was one socio-economic and political unit under Turkish rule, as part of the Ottoman Empire; as such, the whole region may display a suitable example of a common market that preceded the European one.¹⁰ Historical analysis and comparisons can

⁹ From the rich bibliography on the subject, see M. J. Baun, 1995, *The Maastricht Treaty as high politics: Germany, France and European integration*, *Political Science Quarterly*, Vol. 110, No. 4, pp. 605–24; Arthur Marwick, 1974, *War and Social Change in the Twentieth Century: A Comparative Study of Britain, France, Germany, Russia and the United States*, London, Macmillan; Barry R. Posen, 1984, *The Sources of Military Doctrine: France, Britain and Germany Between the World Wars*, Ithaca, N.Y., Cornell University Press.

¹⁰ Bernard Lewis, 1965, *The Ottoman Empire in the mid-nineteenth century: A review*, *Middle Eastern Studies*; Richard S. Horowitz, 2005, international law and state: Transformation in China, Siam, and the Ottoman Empire during the nineteenth century, *Journal of World History*, Vol. 15, No. 4; Cengiz Kirli, 2004, *Coffeehouses: Public opinion in the nineteenth century Ottoman Empire*, in Armando Salvatore (ed.), *Public Islam and the Common*

thus turn the European Union and the Middle East into less distant phenomena; they can offer new viewpoints of present conflicts and their resolution.

A comparative, historical perspective can, furthermore, hint at the influence of modernization and industrialization on national processes in present and past conflicts. Nationalism as such plays a less important role nowadays in the European Union than in the Balkans and the Caucasus. Moreover, the advance of modernization has relegated religious conflicts to a minor theme; indeed, the peace process in Northern Ireland may indicate the culmination of former religious struggles. Yet the assaults on Muslims all over Europe demonstrate that religious factors still play a negative, harmful role in contemporary conflicts. Moreover, religion plays a crucial role in the Middle East, not only between Jews and Muslims, but also between Muslims and Christians in general and Eastern Christians in particular, as well as among different Muslim factions. In this regard, too, a historical perspective can provide an original analysis. Notwithstanding the weight of religion in medieval Christendom and, specifically, in the Crusader Kingdom, a more comprehensive historical analysis reveals that people with different beliefs did find various ways to conduct friendly dialogue. Ousama ibn Munqidh, a twelfth-century Syrian prince and diplomat who travelled extensively in Syria, Palestine and Egypt,¹¹ provides a very interesting insight into the phenomenon when reporting his personal experiences in Crusader Jerusalem:

Good, Leiden and Boston, Brill.

¹¹ Paul M. Cobb, 2005, *Usama ibn Munqidh: Warrior Poet of the Age of Crusades*, Oxford, UK, Oneworld.

... When I went into the mosque al-Aqsa, which was occupied by the Templars, who were my friends, they assigned me this little mosque in which to say my prayers. One day I went into it and glorified Allah. I was engrossed in my praying when one of the Franks rushed at me, seized me, and turned my face to the east, saying, "That is how to pray!" A party of Templars made for him, seized his person, and ejected him. I returned to my prayers. The same man, escaping attention, made for me again and turned my face round to the east, repeating, "That is how to pray!" The Templars again made for him and ejected him, and then they apologized to me and said to me, "He is a stranger who has only recently arrived from Frankish lands. He has never seen anyone praying without turning to the east". I answered, "I have prayed sufficiently for today" ... Among the Franks, we notice those who have come to dwell in our midst and who have become accustomed to the society of [Muslims]. They are greatly superior to those who have more recently joined them in the country which they occupy. They form, in fact, an exception which must not be made into a rule.¹²

In the eyes of the Syrian diplomat, the Knights Templars – notwithstanding the fact that they devoted their life to the fight against the Muslims – thus represented a broader category; that of the Franks who spent long periods in the East, thereby acquiring some of the norms of conduct of its inhabitants and

¹² Ousama Ibn Mounkidh, *The Autobiography of Ousama*, ed. and tr. G. R. Potter, 1929, London, pp. 174–77.

becoming more aware – and one may also say more respectful – of Muslim practices and rituals. Another anecdote related by Ousama further points to patterns of coexistence and even close, friendly links between Franks and Muslims:

I will report some Frankish characteristics and my surprise as to their intelligence. In the army of King Fulk ... there was a respectable Frankish knight who had come from their country to make a pilgrimage and then return. He made my acquaintance and became so intimate with me that he called me "my brother". We liked one another and were often together. When he got ready to go back over the sea and return to his own country, he said to me, "My brother, I am returning home and I should like, with your permission, to take your son with me to bring him to our countries". [I had with me my son, aged fourteen]. "He will see our knights, and he will learn wisdom and knowledge of chivalry there. When he returns, he will have taken on the bearing of an intelligent man". My ear was hurt by his words, which did not come from a wise head. If my son had been taken prisoner, captivity could have brought him no worse fate than to be taken to the Frankish countries. I answered, "By your life, that was my intention, but I have been prevented by the affection that his grandmother, my mother, has towards my son. She let him leave with me only after making me swear to bring him back to her". "Is your mother still living then?" he asked. "Yes", I replied. He said to me, "Don't disappoint her".¹³

¹³ Ousama Ibn Mounkidh, op. cit., pp. 172–73.

The conclusion is clear: coexistence in the Levant encouraged friendly relationships as against the religious ideals of Holy War from the Christian side and of Jihad from the Muslim side; daily practices eventually bridged the gaps between individuals from the different camps and paved the way for dialogue between them. The examples from the Crusader Kingdom – which have been recently corroborated by rich archaeological evidence¹⁴ – can therefore relegate to secondary consideration the weight ascribed to religious factors and, instead, emphasize that of socio-economic factors. In fact, although the preceding examples reflect situations that occurred eight hundred years ago, they are still relevant to today's Middle East. Additional comparative research may therefore generate new perspectives of examination while fostering less biased and less hostile angles. A better understanding of the past can and should pave the way for more moderate, tolerant perspectives in the educational framework. Thus, education can and should be mobilized for the peace process; however, in order to fulfil such a role it should be remodelled: from affirmative education that sanctifies the actual state of conflict to education that enables acceptance of the possibility of change. As the Roman rhetorician Cicero claimed long ago, “*Historia magistra vitae est*”;¹⁵ indeed, history can and should teach us not only about life but first and foremost about the ways to peace through

¹⁴ Ronnie Ellenblum, 2007, *Crusader Castles and Modern Histories*, Cambridge, UK, CUP.

¹⁵ “*Historia vero testis temporum, lux veritatis, vita memoriae, magistra vitae, nuntia vetustatis*”, Marcus Tullius Cicero, *De oratore*, II, 36, ed. Karl Wilhelm Piderit, 1890, Leipzig.

studying the conflicts of the past and, most importantly, their resolution.

To conclude, I would like to shift from theory to practice and contribute the experience of a project that has harnessed education to the cause of peace. I am referring to the joint Palestinian-Israeli project sponsored by Sapienza University of Rome and supported by UNESCO. The Master degree on Social Sciences and Humanitarian Affairs has its heroes, its active partners, and those who have followed the project from a safe distance or, actually, opposed it. It is not my purpose here to rank all those who have participated in the programme from the European, the Israeli, or the Palestinian side, but it is rather clear that such an extraordinary experience would never have materialized without the encouragement, support, and continuous guidance that it has received from two leading Italian scholars, Manuel Castello and Massimo Caneva. It began about eleven years ago with a joint study project for Israelis and Palestinians, a project that any reasonable person in the Middle East would have thought to be no more than a dream or perhaps a wild fantasy, or even a nightmare for others. Twenty Israeli and twenty Palestinian students studied together in Rome for almost three months, after completing a first semester at their own universities and holding periodic meetings in border areas of Israel and the Palestinian Authority. Academic representatives from the Israeli and Palestinian institutions that took part in the project joined the students for short periods in Rome. After a one-year break, owing to a lack of funds, the programme was reinitiated in a more modest framework. However, because of the tense and unstable political situation,

from time to time the Palestinian or the Israeli academic authorities felt that the atmosphere was not suitable for common meetings, thus justifying the temporary suspension, if not the outright cancellation, of the programme. Despite such reservations and the situation on the ground, we are now concluding preparations for a fourth cycle of this joint Palestinian-Israeli programme of studies.

The question remains, however: Should education wait for progress in politics and diplomacy in order to continue with such successful adventures of this kind? I strongly believe that we should not let that happen. Accordingly, I would like to conclude my presentation with a call for a joint effort to secure the continuation of programmes and meetings that can contribute to a better dialogue among different peoples from different cultures. I indeed sincerely believe that we all have to continue our common effort and use academic education to promote peace among different cultures and religions.

The challenge is great but not unfeasible. Meeting it depends to a large extent on funding but also, and not least, on mobilizing modern apostles who will preach the gospel of peace in a disjointed and confused world.

**MESSAGE BY THE RECTOR OF HEBREW
UNIVERSITY OF JERUSALEM
ON THE FIRST EDITION OF THE MASTER**

PROF. HAIM RABINOWITCH

Today, one of the most critical issues on the west shores of Asia, as well as in many other regions around the world, is the violent outbreaks of hostility between peoples, ethnic groups, religious groups, nations or political entities. Simultaneously, we face global problems that affect the entire life on Earth, all of us irrespective of ethnicity, religion, nationality, including global warming; demographic explosion; diminishing societies and disappearance of cultures and genetic variation; shortages of food and water; pandemonium; ageing-associated diseases; pollution; depletion of the ozone layer and the consequent increase in UV irradiation, and more. Thus rather than wasting energy on hostilities we should join forces in providing solutions to these problems, to assure the continuation of our presence on the planet. Today, one of the most important tasks of national leaders as well as international bodies is to lower the social flames by the increase of knowledge and the improvement of understanding of the other, conducive to

reduced tension and creating the conditions where all (or many) of these groups coexist in non-violent, possibly in non-hostile good neighbourhood, and more so as peaceful friends.

A unique endeavour was initiated in 2004 by La Sapienza, the leading Italian university in Rome. Prof. Massimo Caneva, Prof. Manuel Castello and the late Prof. Dino Gueritore, jointly with the academic leaders of Israeli universities (Hebrew University of Jerusalem, Tel Aviv University, Ben Gurion University; Haifa University and the Weizmann Institute) and Al Quds University brought together students from Italy, Israel and the Palestinian Authority under the academic umbrella of Sapienza.

While acquiring the necessary introductory knowledge at their respective alma maters, the students from Italy, Israel and the Palestinian Authority met together for joint seminars in Israel, and later went to Rome where they jointly studied advanced courses taught by some leading Italian professors, and completed their education (mainly in social sciences) in Rome. At the end of the year, the students earned a Master degree from Sapienza.

The entire project was supported by the Italian Government, the European Union and UNESCO, but could not materialize without the insistent and driving power of Sapienza, as well as the rector magnificus of all parties concerned and the faculty members of the partner universities.

The experiment proved to be highly successful. It opened one (of the many potential) avenues between youngsters from two sides of a border. The Sapienza experience, where the two national groups shared dormitories, dined together (initially in the cafeteria and later in the neighbouring pizzeria),

sat next to one another in the classroom, helped each other in the library, joined mixed groups on class missions, assisted each other in gathering the necessary information both for the classes and for nightlife in Rome, went out together, enjoyed together the beauties of Rome and other sites, just to mention a few. All these activities and the close proximity between these groups of students served as a magic glue between the youngsters, taught them amply about the other and that they basically share the same dreams. War is not one of these dreams.

The proof of the pudding is in the eating. We all witnessed the joint Friday night Reception of the Jewish Sabbath, the mixed dancing and singing, the continuous communication long after the Sapienza experience ended. Using the educational bridge, they all learned to know each other, to respect the other, to accept the other.

The Sapienza experience provided a simple but efficient tool that facilitates and enables coexistence, the existence of an integrated social group, that in real life live on the two sides of a border, so close to each other and yet so remote. The Sapienza experience indicates that ethnic identities should not necessarily be a dividing factor controlling behaviour, even in a conflict-torn region like that between the Jordan River and the Mediterranean Sea. It has also showed that cooperation among such alien groups may increase when under the academic umbrella they experience social exposure to each other.

It is evident that the academic environment offered by Sapienza served as one of the best catalysts for the swift change in perception, awareness and understanding. It should

undoubtedly be followed and extended so as to improve and strengthen the power of the human touch for the betterment of lives in this region of turmoil.

Jerusalem, September 2012

MESSAGE BY THE RECTOR OF THE PALESTINIAN AL QUDS UNIVERSITY IN JERSUALEM

PROF. HASSAN DWEIK



I can express with confidence that the academic Master Programme created by Sapienza University of Rome with the support of UNESCO and the Italian Foreign Ministry was addressing important issues in the social sciences and humanitarian affairs. It gave the opportunity for students from Palestine, Israel and Italy to meet together and to discuss issues of concern for the three countries and the international community (peace, prosperity, international relations, social problems in health and environment and economic development).

The programme is one good example of cooperation among universities, it shows the importance of interaction among students from various cultures and backgrounds, it certainly leads to better understanding among the students and creates a better atmosphere of cooperation, particularly in a region such as ours in the Middle East, which is described as volatile and urgently needs peace and cooperation in order to stop the continuous suffering of the people. Not to be forgotten are the interactions among faculty members in designing the curriculum and developing the course contents at an international level.

MESSAGE BY THE ITALIAN COOPERATION IN JERUSALEM

**MASTER PROGRAMME UNIVERSITY COORDINATOR IN JERUSALEM
DR. IBRAHIM MATAR**

I am pleased to make this presentation as Coordinator of University Cooperation at the Italian Cooperation Office of the Italian Consulate General in Jerusalem.

I wish to express my thanks and appreciation to the Director-General for Development Cooperation of the Foreign Ministry (DGCS: Direzione Generale per la Cooperazione allo Sviluppo), Min. Elisabetta Belloni and Prof. Massimo Caneva, Coordinator of University Cooperation at the DGCS, for supporting university cooperation in the Holy Land and Lebanon.

The official title of the project is: Master Programme – AID Number 9485 – International Master on Social Sciences and Humanitarian Affairs – Bilateral – with a contribution for the fourth edition of 2013/2014.

The Italian Cooperation office in Jerusalem, represented by the Consul General of Italy and the Director of Italian Cooperation, have given their full support for the successful implementation of the three previous editions of the International Master on Social Sciences and Humanitarian Affairs in 2005/2006, 2008/2009 and 2011/2012.

The first meeting that initiated the programme back in 2004 was held at the premises of the Italian Cooperation Office in Jerusalem. This is where the Rectors of five Palestinian and five Israeli universities met to formulate the Memorandum of Understanding for academic collaboration for the Master Programme under UNESCO administration. This meeting resulted in the launch of the programme in 2005.

The Italian Government has since funded the three previous editions of the programme through a grant to UNESCO and co-ordinated by Sapienza University of Rome.

Since the inception of the programme, over eighty Palestinian and Israeli students have graduated with a Master degree in Social Sciences and Humanitarian Affairs from Sapienza and have benefited academically from a multidisciplinary approach to higher education.

The Italian Cooperation Office in Jerusalem has over the years acted as a catalyst and facilitator in the implementation of the many activities of the programme.

The Italian Cooperation Office also provides logistical support to facilitate academic meetings between the Palestinian and Israeli universities, as well as arranging meetings with Palestinian and Israeli students to exchange information and experiences.

The office has facilitated the issuing of visas for the students to travel to Italy and permits for Palestinian students from the West Bank to attend meetings in Jerusalem.

Italian Cooperation considers the Master one of the successful programmes and the achievements of the Jerusalem office. Despite the many political difficulties on the ground, the programme contributes to peacebuilding and intercultural

understanding through cooperation among the students and professors.

The programme focuses on youth who are the hope and future leaders of peacebuilding in the Middle East.

Due to the success of the programme, the Directorate General of Italian Cooperation has now approved funding for the academic year 2013/2014, for ten graduates from Palestinian and ten from Israeli universities to attend the fourth edition of the International Master Programme in Social Sciences and Humanitarian Affairs in collaboration with Sapienza University of Rome, administered by Prof. Manuel Castello and Prof. Massimo Caneva with the support of UNESCO.

I take this opportunity to express my appreciation to Al-Quds University and the Israeli universities for their perseverance in participating in the Master Programme despite the negotiations in the peace process being at a standstill.

I extend once again my appreciation to Min. Elizabetta Belloni, Director-General of Italian Cooperation for her continued support for the programme, to the Consul General of Italy in Jerusalem, Giampaolo Cantini, for his special care for university cooperation.

Finally, I extend my gratitude to Prof. Manuel Castello from Sapienza and Prof. Massimo Caneva, Coordinator of University Cooperation at the DGCS. for their dedication and tireless efforts to bring this programme to a successful conclusion for the benefit of the Palestinian and Israeli graduate students, the beneficiaries of the programme.

Jerusalem, 17 September 2012

THE NEW STRATEGY FOR UNIVERSITY COOPERATION PROMOTING PEACE AND DEMOCRACY

**DR. MARIALUISA SCOVOTTO
PhD IN HISTORY OF EUROPE,
SAPIENZA UNIVERSITY OF ROME.
STUDENTS' TUTOR SAPIENZA MASTER PROGRAMME**

Soft diplomacy. University Cooperation for Peace: a new model and method of international cooperation¹

University Cooperation for Peace may be defined as a “new model of international cooperation, focused on meeting, dialogue and mediation in the context of university education”. It constitutes the creation of a network of international contacts through universities, aimed at sharing the objectives of peace and the prevention and management of humanitarian affairs.

¹ As part of this innovative method of international cooperation, the university (defined as the total sum of rectors, professors and students) plays the privileged role of the new actor in the international community, partners of foreign policy and diplomacy. A recent project, promoted by DGCS and coordinated by the Centre of the Polytechnic of Milan in collaboration with DGCS University Cooperation, has led to the development of innovative

University cooperation supports and complements the two traditional models of international cooperation: Cooperation for Emergencies and Development Cooperation, and trains future professionals who will be involved in these forms of cooperation.

As part of this innovative method of international cooperation, the university acts as the new prime actor in the international community, partners of foreign policy and diplomacy. To describe this function in relation to the role of the university the terms “paradiplomacy” and “parallel diplomacy” have been coined.

Besides the university, the other partners in university cooperation are politicians and local diplomats, figures from the religious communities who best represent the frame of reference, the armed forces (international and national), and others (such as NGOs). The armed forces, in this context, have a vital role which is outside their mandate from the conventional offers, in fact they provided technical and logistical support to the activities through their infrastructure and their extensive local knowledge. Finally, representatives

approaches to the collection and use of data relating to development cooperation of the Italian university based on an online database and a web community that nurtures and enhances. The programme will be integrated with the database of decentralized cooperation for the next project. An analysis of international academic cooperation can be found in D. Pommier and M. Scovotto, 2010, *A Summary of University Cooperation Projects in Central Italy*, Ministry of Foreign Affairs-DGCS/Sapienza University of Rome. This text is also published (longer version in Italian) in M. Scovotto, 2012, *Sarajevo: Cooperazione universitaria alla pace, una nuova modalità di cooperazione internazionale*, Rome, Associazione Europea di Studi Internazionali (AESI), Arti grafiche San Marcello.

of states or international organizations came to the same negotiating table as the other partners in cooperation, in order to find shared solutions.

The instruments used in University Cooperation for Peace and Humanitarian Affairs can be grouped into three broad categories, each of which is embodied in various specific activities:

1. Study of local context to deep understanding of the politico-institutional, economic and socio-cultural context;
2. Mission in the field: to spend a period of time in the context of reference, in order to abandon prejudices and get a true picture of the local environment;
3. Contact with the local population: relationships of mutual acquaintance with the aim of deepening understanding of the perception of reality and needs-interests as priorities by the stakeholders.

These tools appear to be a balanced mix between the purely academic approach, which is expressed in an in-depth knowledge of the scientific-academic nature of a country or geographical area, with all the problems relating to it (country study), and the mode of action of traditional forms of international cooperation. The contact and involvement of the population is an essential aspect of any cooperative activities, as it compromises, positively or negatively, the success of the project idea and its sustainability over time. University cooperation is no exception and requires, perhaps more than other traditional modes of cooperation, close contact with the public because focus on an intangible such as peace or solidarity requires the development of human capital, unlike purely material development projects or emergency management.

The final aim of university cooperation is to bring the various partners to the negotiating table to find the same model of action to achieve shared goals. This model of international cooperation works because the university goes beyond the logic of a political nature. Study and knowledge, in fact, allow participation in a healthy interaction and exchange beyond partisan interests. Culture and knowledge contribute to the creation, maintenance and gradual reconstruction of a shared identity at national, international and global levels.

University cooperation is making a significant contribution to peace. Italy is investing more and more energy and resources to reinvigorate the field of university cooperation, particularly making use of our Development Cooperation, including the establishment and broad coordination of university cooperation that facilitates and promotes relations with the Italian academic world.

When we speak of academic cooperation we not only refer to the exchange of lecturers and researchers, but to a more general strategy of development that fosters interaction among civilian and academic institutions, international organizations, volunteers and peacekeepers. Such collaboration is meant to help create the conditions for constructive dialogue, aimed at promoting peace and mutual understanding of peoples living in the Middle East. Among the many initiatives of Italian Cooperation in the Middle East, the university cooperation programmes foster mutual understanding and respect between cultures and religions, promoting peaceful coexistence and a new culture of solidarity. Addressing the younger members of the population, these

programmes aim to weave a network of contacts, knowledge and friendships among those who tomorrow will be called to form the ruling class, banishing the misunderstanding that has too often prevailed.

The university, in this important historic moment, is called to respond with new instruments to the new responsibilities within the international community. The university has the task of spreading the values of solidarity and international cooperation to promote relationships within and between institutions of higher education and research in the service of peace and development. Thanks to Prof. Caneva and Prof. Castello, university cooperation is a reality, starting with a common programme in Israel-Palestine, it has spread throughout the region.

International Master on Social Sciences and Humanitarian Affairs: experience in the Holy Land

The Middle East is a very important region for this new “weapon” of Italian Cooperation.

Historic agreement between Israeli and Palestinian universities through the Directorate General for Development Cooperation of the Foreign Ministry (DGCS), with the fundamental support of Sapienza University of Rome through Prof. Massimo Caneva and Prof. Manuel Castello. At the local DGCS Technical Unit in Jerusalem the Israeli universities of Haifa, Tel Aviv, Bersheeva and Hebrew, gathered with the Palestinian Al Quds university to prepare the academic programme of the third edition of the course coordinated by Sapienza University of Rome. The initiative, promoted by

Italian Cooperation and supported by UNESCO – the UN agency for education and culture – provides institutional collaboration among universities and is unique in its field. The Master Programme, for twenty young Palestinian and Israeli graduates, focuses on current issues of cooperation in international relations, humanitarian affairs, public health and the environment, economy and protection of cultural heritage.

The programme provides in detail a first period of academic activities on site and then a phase of specialization at Sapienza in Italy for two months, where students follow particular issues relating to humanitarian affairs and international cooperation. The Italian teachers also met General Robert Mood, head of the United Nations Truce Supervision Organization (UNTSO). This has ensured full availability of the United Nations to cooperate with the activities of the Master Programme.

The initiative is part of the new DGCS strategy on academic cooperation, introduced in 2009 and included in the Guidelines Steering Committee. Its purpose was to enhance and improve cooperation in 2010 to strengthen the Italian university system. The Director General believes that training and education are pillars of development. Consequently, he initiated a dialogue with major universities. The first occurred on 16 December 2009 at the Ministry of Foreign Affairs and brought together the leaders of the Directorate-General and the rectors of Rome universities. It is a sign of openness that the Foreign Ministry is collaborating with the Development Cooperation and universities.

The criteria to strengthen this cooperation were examined, including specific activities that will involve other ministries,

including the Ministry of Education, Universities and Research and the Ministry for the Environment, Land and Sea, which will allow us to leverage tools such as civil society and industry. Collaboration is not only part of training but also research and technology transfer.

**MESSAGE BY ISRAELI MASTER STUDENT,
ACADEMIC YEAR 2011/2012**

**ROLE OF THE UNIVERSITY IN PROMOTING PEACE
AND DIPLOMACY THROUGH COOPERATION
RIVKA BARELI**

As a Master student at Haifa University in Israel, I had the honour to participate in the third edition of the Master on Social Sciences and Humanitarian Affairs in Rome in the years 2011/2012.

This programme, supported by the Italian Government and coordinated by Sapienza University of Rome, is much valued by UNESCO because it stimulates and promotes a culture of peace and dialogue, through cooperation and exchange between students and academics from Israel and Palestine.

Not only did the students have the chance to specialize in Humanitarian Affairs and Crisis Management and Community Health in Crises, but also to communicate with Palestinian students, whom we would not get to know without this programme, although we live very close to each other – just behind the Wall.

The role of universities in promoting peace, solidarity, cooperation and mutual understanding was achieved by

interesting lectures, activities, tours and a final project, which brought us closer and closer towards friendship. This experience contributed a lot both academically and socially. Not only did we have the chance to share ideas, reflections and learn about each other, but this experience actually “opened my eyes” and heart to see and feel the other side, which lives so close but is still so far away. We had the chance to choose dialogue over violence, mutual understanding over blame and friendship over enmity.

Education is fundamental for training knowledgeable, responsible and open-minded citizens who become valuable pillars of society. And by directly involving universities, centres of scientific quest of objective knowledge, openness and rejection of all forms of ignorance – it rightly places the onus on civil society actors who should be key in efforts of cooperation and exchange.

We were offered a wide variety of courses and lectures on human rights, peace and conflict resolution, security and peace forces, geopolitics and humanitarian affairs, Italian and international cooperation, cultural heritage in humanitarian affairs and complex humanitarian crises and much more.

In the second module ,which was about community health in crises, we studied useful topics such as demography, migration, geopolitics of populations and public health in crises in the department of pediatrics. The lectures were very interesting and informative.

While doing so we visited central locations in Rome such as the Ministry of Defence, Ministry of Foreign Affairs, Italian Red Cross, European Parliament, museums and much more.

We also visited historic sites in Assisi – the city of peace – and met the mayor. In Florence, we visited the university which was holding a conference on promoting democracy and peace. We had the honour of meeting Benedict XVI at S. Peter Square in the Vatican.



At the end of the programme examinations and evaluations were held in a very creative way. Each group, consisting of both Israeli and Palestinian students, had to develop a project based on cooperation between both sides. In my group, we were five students, both Israelis and Palestinians, who presented a project on environmental cooperation between Israel and Palestine. Not only did this project offer to protect the environment by recycling the waste water from a hospital in Palestine through a waste water treatment facility located in Israel, but also encouraged us to share ideas, academic knowledge and study together.

As we can see, over the last few years there has been no progress in the peace process between Israel and Palestine. The politicians did not manage the peace although the majority of the population, on both sides, dreams of it. This programme led us one step closer to a culture of peace and dialogue by bringing together young Palestinians and Israelis.

I believe that peace can be achieved by dialogue, compromise and lots of patience. We must not lose our hope, faith and belief that it will happen one day eventually. In 2009, the representatives of Israel in the Eurovision song contest were Achinoam Nini and Mira Awad – an Israeli and a Palestinian – who performed the song “There must be another way” in three different languages – Arabic, English and Hebrew. This song reflects my hope for the violence to stop and for the peace to come because “there must be another way”:

“- a long and hard journey lies before us
- together, on our way to the light ...
- your eyes say
- all the fear will someday disappear
- and when I cry I cry for both of us
- my pain has no name
- and when I cry I cry to the merciless sky and say
- **there must be another way!**”

UNIVERSITY COOPERATION PROGRAMME

INTERNATIONAL MASTER ON SOCIAL SCIENCES AND HUMANITARIAN AFFAIRS

ACADEMIC YEAR 2013/2014

PROMOTED BY



SAPIENZA
UNIVERSITÀ DI ROMA



ISRAELI AND PALESTINIAN UNIVERSITIES



Israeli and Palestinian students with Prof. Castello, Prof. Caneva and Dr Scovotto.

PROJECT TITLE

University Cooperation Programme
**“International Master on Social Sciences
and Humanitarian Affairs”**
Fourth Edition

BENEFICIARIES

Graduate students from Israeli and Palestinian Universities
and research institutes,
and Sapienza University of Rome (Italy)

DURATION

1 Academic Year 2013/2014 (Fourth Edition)

IN COLLABORATION WITH:

Italian Embassy in Tel Aviv
Italian Consulate General in Jerusalem



UNTSO, Jerusalem – Ms Álvarez-Laso, UNESCO Assistant Director-General, with Prof. Castello, Prof. Caneva, the Italian Vice Consul General and an UNTSO official.

BACKGROUND INFORMATION

The design of a University Cooperation Programme through the Master Programme on Social Sciences and Humanitarian Affairs can be traced back to the Declaration of Principles of Palestinian- Israeli International Cooperation in Scientific and Academic Affairs, coordinated by Sapienza University of Rome with the support of the Italian Ministry of Foreign Affairs. This document was signed in May 2004 in Rome by the Rector of Sapienza, Rectors and Presidents of Israeli universities and research institutes (University of Haifa, University of Tel Aviv, Hebrew University of Jerusalem, Ben-Gurion University of the Negev and the Weitzman Institute of Science) and Rectors and Presidents of Palestinian universities and research institutes (Al-Quds University in Jerusalem, Bethlehem University, Hebron University and the Palestine Polytechnic Institute).

The Rome meeting was a follow-up reunion of the Israeli and Palestinian universities with Sapienza University of Rome, the Italian Consulate in Jerusalem and the Italian Embassy in Tel Aviv to improve the cooperation and mutual understanding that had been hosted in April 2004 by the Italian Consulate General in Jerusalem. As stressed in the above-mentioned Declaration, cooperation in scientific and academic affairs can be of the utmost importance for the creation of “an atmosphere

of mutual understanding” for all the parties cooperating in both the Middle East region and the Mediterranean basin.

After the signature of the Declaration, a joint initiative involving UNESCO, the Italian Ministry of Foreign Affairs and the Israeli and Palestinian universities with Sapienza University of Rome paved the way for the University Cooperation Programme among Israeli and Palestinian universities, the Italian Embassy in Tel Aviv, the Italian Consulate General in Jerusalem and the Office of the United Nations in Jerusalem. The Programme was based upon Resolutions 39 “Jerusalem and the implementation of 31 C/Resolution 31” and 54 “Implementation of 31 C/ Resolution 43 concerning educational and cultural institutions in the occupied Arab territories”, both adopted in October 2003 during the 32nd session of UNESCO’s General Conference.

The International Master on Social Sciences and Humanitarian Affairs, that to date has contributed to the training of over eighty graduate students from Israeli and Palestinian universities and motivated them to study in a spirit of mutual understanding, represents the first and unique concrete outcome of the wider University Cooperation Programme cited above. The academic Master Programme was agreed by the parties. The Italian Consulate General in Jerusalem and the Italian Embassy in Tel Aviv hosted the cooperating partners. Meetings were also held in the presence of the Representative of the Holy See in Jerusalem. A second series of meetings gathering heads of all universities involved in the academic organization of the Master took place at the beginning of May 2005 in Jerusalem.



Sapienza University of Rome, Academic Senate, Master degree awards.



Notre Dame Center, Jerusalem – Opening Session Master 2005 with Israeli and Palestinian rectors and students, diplomats and UNTSO Force Commander.

I

STRUCTURE OF THE MASTER PROGRAMME

The Master will be jointly coordinated by all the participating universities:

a) Palestinian universities:

1. Al-Quds University in Jerusalem (the students came also from other cities of Palestine)

b) Israeli universities:

1. Ben-Gurion University of the Negev in Bersheeva
2. University of Haifa
3. Hebrew University of Jerusalem
4. Tel Aviv University

c) European Union universities:

1. Sapienza University of Rome

THE STRUCTURE OF THE ACADEMIC YEAR WILL BE AS FOLLOWS:

First Phase Opening Session and Home Courses (April/October 2013)

Second Phase Rome Courses – 20 November/20 December 2013

Third Phase Home Courses and Common Projects (January/May 2014)

Delivery of Diplomas June 2014

CURRICULUM OF MASTER PROGRAMME (60 ECTS)

The programme will be structured around three main components:

(A) Home courses in Israeli and Palestinian universities: will be provided to all students. The Israeli and Palestinian universities will organize academic courses on the Master topics at each home university.

(B) Joint courses in Sapienza University of Rome – will be offered in Rome (4 weeks x 5 days x 5 hours a day) totalling **6 ECTS**.

(C) Joint projects with the support of previous Master students – field projects of university cooperation in the three main scientific areas will be studied and proposed, to be realized

by students of the previous Master Programme with the collaboration of students of academic year 2013/2014.

Based on such new, innovative arrangements, students will be supported to spend as much time as possible together. They will be involved in continuous interaction. In addition, they will spend an intensive period of two months in Rome.

THE CURRICULUM IS BASED ON THE FOLLOWING TWO PILLARS:

HOME COURSES ISRAELI AND PALESTINIAN UNIVERSITIES

- **Israeli Master Courses**
- **Palestinian Master Courses**

SPECIALIZATION COURSES AT SAPIENZA UNIVERSITY OF ROME

The composition of the group of Master students will be as follows: ten Israeli students, ten Palestinian students. They will be all registered as Master students by Sapienza University of Rome. Therefore all transcripts and diplomas/certificates will be issued by Sapienza and the Israeli and Palestinian universities.



Master degree awards, Prof. Caneva and a Palestinian student.

II

JOINT MASTER STUDENT PROJECTS

The second action of the Master Programme will be organized with the academic students of the previous editions of the University Cooperation Programme, through the elaboration of common projects with field applications to offer practical solutions to the needs of Israeli and Palestinian civil society.

Areas of the projects:

- **Social Sciences, University Cooperation and Humanitarian Affairs**
- **Environment, Social Development and Public Health**
- **Economy and Sustainable Development**

The challenge of this part of the programme is to continue the collaboration between Israeli and Palestinian Master students after the academic programme and to capitalize on their experience for common analysis and actions in these three scientific areas, with fieldwork to develop new proposals for the main needs of civil society.



Master degree awards, Prof. Castello and an Israeli student.



Diplomatic Institute Villa Madama – Seminar on the Middle East Peace Process with President Giulio Andreotti, Cardinal of State Tarcisio Bertone and Secretary General of Ministry of Foreign Affairs Ambassador Pucci di Benisichi, 2007.



Master students from Hebrew University and Al Quds University in Jerusalem with Pope Benedict XVI, April 2011.



Rector of Al Quds University with Pope Benedict XVI.



Rector of Hebrew University with Pope Benedict XVI.



Rectors of Hebrew University and Al Quds University of Jerusalem with President of the European Parliament and Prof. Caneva in Rome.

COMMENT FROM A MASTER STUDENT, ACADEMIC YEAR
2008/2009

"I think the programme gave all the participants something of great value that would not be achieved otherwise between two conflicting sides. Without the programme we would not meet or talk and wouldn't be able to understand that we both want to live quietly together.

Unfortunately no leaders do it, not generals or diplomats and no statesmen have this experience – this is good for the next generations of leaders and policy-makers, that's when we will notice the difference."

UNIVERSITY COOPERATION PROGRAMME INTERNATIONAL MASTER ON SOCIAL SCIENCES AND HUMANITARIAN AFFAIRS

ACADEMIC YEAR 2010/2011
PROMOTED BY



ISRAELI AND PALESTINIAN UNIVERSITIES



In collaboration with:



PARLAMENTO EUROPEO
Ufficio per l'Italia



COMMISSIONE EUROPEA
Rappresentanza in Italia



PROJECT TITLE

University Cooperation Programme
**“INTERNATIONAL MASTER ON SOCIAL SCIENCES
AND HUMANITARIAN AFFAIRS”**

Third Edition

BENEFICIARIES

Graduate students from Israeli and Palestinian universities and research institutes, and Sapienza University of Rome (Italy)

DURATION

1 Academic Year 2011 (Third Edition)

WITH THE PARTICIPATION OF:

**Italian Embassy in Tel Aviv
Italian Consulate General in Jerusalem**

**OPENING SESSION IN JERUSALEM
SPECIALIZATION COURSES IN ROME**

A – HUMANITARIAN AFFAIRS AND CRISIS MANAGEMENT (4 ECTS)

B – BASIC MODULE OF COMMUNITY HEALTH IN CRISES (2 ECTS)

MARCH/APRIL 2011

JERUSALEM – MASTER OPENING SESSION

PROGRAMME

25 February 2011 JERUSALEM – UNITED NATIONS – UNTSO

10.00 am **Opening Session**

Welcome of the **Force Commander** – Head UNTSO Mission in Jerusalem

Greetings:

Min. Plen. Luciano Pezzotti – Italian Consulate in Jerusalem

Ms Pilar Álvarez-Laso – Assistant Director-General for Social and Human Sciences, UNESCO

Prof. Manuel Castello – Academic Coordinator of Master Programme – Sapienza University of Rome

Prof. Munther Dajani – Palestinian University Academic Coordinator – Al Quds University in Jerusalem

Prof. Sophia Menache – Coordinator for Israeli Universities – Haifa University

Chaired by: **Prof. Massimo Caneva** – Secretary General – Sapienza University of Rome

11.00 am **I Session – Academic Master Programme in Israeli and Palestinian Universities**

Presentation of Palestinian Al Quds University – Israeli Haifa University

11.30 pm **II Session – Academic Master Programme in Sapienza University of Rome**

Presentation of Sapienza University of Rome

12.00 pm Lunch and UNTSO visit coordinated by **Mr Marco Carmignani**
Senior Political Advisor UNTSO in Jerusalem

3.00 pm **Conclusions**



SAPIENZA UNIVERSITY OF ROME

MASTER COURSES

HUMANITARIAN AFFAIRS AND CRISIS MANAGEMENT (4 ECTS)

1 March 2011

SAPIENZA UNIVERSITY OF ROME – Senate Academic – Opening Session

10.00 am Welcome: **Prof. Antonello Biagini** – Pro Rector – Sapienza University of Rome

Greetings:

Ms Clara Albani – Director of the Information Office of the European Parliament in Italy

Mr Lucio Battistotti – Director of European Commission Representative Office in Rome

Amm. SQ Marcantonio Trevisani – President of the Center for Higher Studies (CASD) – Ministry of Defence

Mr Mounir Bouchenaki – Director General ICCROM

Dr Franco Gabrielli – Director General of the Department of the Italian Civil Protection

Min. Plen. Fabrizio Romano – Director of Crisis Unit, Ministry of Foreign Affairs

Academic Session:

11.00 am Intervention: “**UNIFIL**”

Lt. Gen Claudio Graziano – Chief of the Cabinet of the Italian Minister of Defence

12.00 pm Presentation of the Academic Master Programme:

Prof. Eugenio Gaudio – Director of Master

Prof. Manuel Castello – Academic Coordinator Master

Prof. Roberto Pasca di Magliano – Coordinator of Academic Area of Cooperation

Prof. Raffaello Trigila – Coordinator of Natural Disasters area

1.00 pm Intervention of **Palestinian and Israeli Master students**

Chaired by: **Prof. Massimo Caneva** – Coordinator University Cooperation Programme



ACADEMIC SENATE – MASTER OPENING SESSION – SAPIENZA UNIVERSITY OF ROME

Afternoon – **ROME** – 4.00 pm **CAMPIDOGGIO** – Visit Musei Capitolini

I – MODULE OF SECURITY AND INTERNATIONAL ORGANIZATIONS
CASD – PALAZZO SALVIATI – MINISTRY OF DEFENCE

2 March 2011 SECURITY AND PEACE FORCES

- 10.00 am **Opening Session:** Greetings: **Amm. SQ Marcantonio Trevisani** – President CASD
Prof. Massimo Caneva – Coordinator University Cooperation Programme
Introduction: **M. Gen. (rtd) Antonio Catena** Former Military Attaché Horn of Africa
“Complex Emergencies and Security Peace Process”
Gen. SQ Vincenzo Camporini Former Chief of the Italian Defence General Staff
- 3.00 pm Seminar: **University Cooperation for Peace**
Prof. Massimo Caneva – Coordinator, University Cooperation Programme

3 March 2011

- 10.00 am/1.00 pm **NATO – EUFOR** – Peace Forces and EUFOR in Bosnia Herzegovina
Col. Gabriele Toscani – COI – Ministry of Defence
- 11.30 am/1.00 pm **“Multinational Counter-Piracy Initiatives”**
Cpt. Silvio Vratogna – COI – Ministry of Defence
- 3.00 pm/5.00 pm Workshop: University Cooperation and UN Peace Forces

4 March 2011

- 10.00 am/12.00 pm **MFO** – International Peace Forces in Sinai (Egypt)
M. Gen. (rtd) Roberto Martinelli – Former Commander MFO
- 12.00 pm/1.00 pm **M. Gen. (rtd) Antonio Catena** Former Military Attaché Horn of Africa
- 3.00 pm/5.00 pm Papers

5 March 2011

ROME – 10.00 am Visit Coliseum – Foro Romano and Palatino

II – MODULE OF GEOPOLITICS AND HUMANITARIAN AFFAIRS
MINISTRY OF FOREIGN AFFAIRS

7 March 2011

ITALIAN COOPERATION – DGCS Sala V Piano

- 10.00 am/1.00 pm Welcome: **Min. Plen. Elisabetta Belloni** – Director General Italian Cooperation
“**Italian Cooperation**” Ministry of Foreign Affairs
Min. Plen. Pier Francesco Zazo – Head UTC
Middle East: Cons. Francesco Forte – Head Middle East Office
- 3.00 pm/5.00 pm **Prof. Raffaello Trigila** – Natural Disasters – Sapienza University of Rome

8 March 2011

ITALIAN COOPERATION

- 10.00 am/1.00 pm “**Afghanistan and Pakistan: Geopolitics and Diplomacy elements**”
Min. Plen. Gabriele Checchia – Special Representative of the Italian Minister of Foreign Affairs for Afghanistan and Pakistan – Ministry of Foreign Affairs
- 11.30am/1.00 pm “**Humanitarian Aid and Natural Disasters**”
Prof. Massimo Caneva – Coordinator, University Cooperation Programme
- 3.00 pm/5.00 pm “**Geopolitics of Latin America**”
Min. Plen. Luigi Maccotta – Deputy Director General in office for Latin America – Ministry of Foreign Affairs

9 March 2011

CRISIS UNIT

- 10.30 am/12.30 pm “**The Crisis Unit**” Ministry of Foreign Affairs
Min. Plen. Fabrizio Romano – Director Crisis Unit

III – MODULE OF INTERNATIONAL COOPERATION AND ECONOMIC CRISES SAPIENZA UNIVERSITY OF ROME

10 March 2011

AULA ORGANI COLLEGIALI – RECTORATE

- 10.00 am/1.00 pm “Humanitarian Crises”
Introduction of **Prof. Antonello Biagini** – Pro Rector
- 10.15 am/11.15 am “Mother and Child Health in Crisis Areas”
Prof. Giuseppe Benagiano – WHO Geneva
- 11.30 am/1.00 pm “Human Rights UN Strategies”
Mr Kostas Tararas – UNESCO Programme Specialist
- 3.00 pm/5.00 pm **Prof. Raffaello Trigila** – Natural Disasters – Sapienza University of Rome

11 March 2011

AULA ORGANI COLLEGIALI – RECTORATE

- 10.00 am/1.00 pm “Diplomacy and Humanitarian Crises”
Amb. Guido Lenzi – Italian Ambassador
- 10.00 am/11.00 am “Human Rights UN Strategies”
Mr Kostas Tararas – UNESCO Programme Specialist
- 11.15 am/1.00 pm Discussion with **Mr Kostas Tararas** – UNESCO Programme Specialist
- 3.00 pm/5.00 pm

14 March 2011

ASSISI – Meeting with Mayor – Visit Basilica S. Francesco

15 March 2011

IV – FACULTY OF POLITICAL SCIENCES

DIRECTION OF DEPARTMENT OF ECONOMIC AND SOCIAL ANALYSIS

- 10.00 am/11.30 am “Italian Economy in the Global Market” – **Prof. Roberto Pasca** – Director
- 11.30 am/1.00 pm “Development Aid” – **Dr Domenico Ierardo**
- 3.00 pm/5.00 pm “Globalization and Capital Market” – **Dr Daniele Terriaca**

16 March 2011

10.00 am/1.00 pm **“Introduction to Microfinance; Microfinance for Developing and Developed Countries” – Dr Marina de Angelis**

3.00 pm/5.00 pm **“Microfinance and New Technologies” – Dr Elisa Sovarino**

18 March 2011

COI MINISTRY OF DEFENCE

Visit Operative Center COI 10.00 am/12.00 pm

Welcome: **Gen. Giorgio Cornacchione** – Commander COI – Ministry of Defence

Greetings: **Prof. Massimo Caneva** – Programme Coordinator – Sapienza University of Rome

Interventions on **“International Humanitarian Crises Coordination”**



21 March 2011

**V – MODULE OF CULTURAL HERITAGE IN HUMANITARIAN CRISIS
FLORENCE – UNIVERSITY OF FLORENCE**

Meeting with Rector at the Academic Senate of the University

- 11.30 am Welcome of **Prof. Alberto Tesi – Rector**
Conference **“University Promoting Democracy and Peace”**
Ceremony with the Master students
- 1.30 pm Conclusion – Visit Florence – 6.00 pm Departure to Rome

22 March 2011

**ROME – HEADQUARTERS’ CARABINIERI – PROTECTION CULTURAL
HERITAGE**

- 10.00 am/1.00 pm **“Security and Cultural Heritage”**
Gen. Pasquale Muggeo – Commander Carabinieri
Protection Cultural Heritage

23 March 2011

**VI – MODULE OF EUROPEAN UNION STUDIES
EUROPEAN PARLIAMENT AND EUROPEAN COMMISSION**

Spazio Europa/Sala delle Bandiere 10.00 am/2.30 pm

Ms Clara Albani – Director of European Parliament Office in Italy

Mr Lucio Battistotti – Director of European Commission Delegation in Italy

ITALIAN RED CROSS

- 3.00 pm/5.30 pm **“Italian Red Cross and Humanitarian Crises”**
**Dr Leonardo Carmenati – Director of Social and Health
Department (draft)**

**VII MODULE OF COMPLEX HUMANITARIAN CRISES: CASE STUDIES
DEPARTMENT OF CIVIL PROTECTION**

24 March 2011 Welcome

**Dr Franco Gabrielli – Head of the Italian Civil
Protection Department**

**Prof. Massimo Caneva – Master Programme
Coordinator, Sapienza University of Rome**

Presentation of the Italian Civil Protection System

European Civil Protection Mechanism

Euromed PPRD South Programme

A culture of Civil Protection in the Mediterranean

Lunch break

Visit Civil Protection's Department Operational Structures and National Functional Centre

25 March 2011

Complex Emergencies and Natural Disasters: the Italian Civil Protection assistance

Case Studies: South East Asia tsunami and earthquake 2004/Haiti earthquake 2010

Lunch break

Complex emergencies and natural disasters: the Italian Civil Protection assistance

Case Studies: Abruzzo earthquake 2009/Pakistan earthquake 2006 and 2010

Major event management: Pope John Paul II funeral ceremony 2005

Coordinator of the Module:

Dr Luigi D'Angelo – International Unit – Civil Protection

2 April 2011 VATICAN – 10.00 am Meeting with S.E. Mons. Jean-Louis Brugues

6 April 2011 VATICAN – S. Peter Square – Meeting with Pope Benedict XVI 10.00 am

B – BASIC MODULE OF COMMUNITY HEALTH IN CRISES (2 ECTS)

Department of Paediatrics

28/31 March 2011

**Demography/Migration – Geopolitics of Populations
(Prof. Antonio Golini)**

4/8 April 2011

**Public Health: MCH (Mother and Child Health) in
Crises (Prof. Manuel Castello/Prof. Anna Clerico/
Prof. Marta Duse)**

13 April 2011

**DIPLOMATIC INSTITUTE – VILLA MADAMA
MINISTRY OF FOREIGN AFFAIRS – Sala del Caminetto
10.00 am EXAMINATIONS AND EVALUATIONS FOR
THE TWO COURSES**

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