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Abbreviations

CLT	Culture sector, UNESCO HQ
DGCS	Directorate General for Development Cooperation, MAE, Italy
EXB	Extra-budgetary funding
FIT	Funds in trust
IPA	Implementing Partners Agreement
SHS	Social and Human Sciences sector, UNESCO HQ
MAE	Ministry of Foreign Affairs and International Cooperation, Italy
MOU	Memorandum of understanding
NatCom	UNESCO National Commissions
PACBI	Palestinian Campaign for the Academic and Cultural Boycott of Israel
PNA	Palestinian National Authority
SPO	UNESCO's Strategic Programme Objective
TOR	Terms of reference

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Executive summary

Introduction

Programme description

The Masters Programme in Social Sciences and Humanitarian Affairs is a one-year masters course, offered by the Department of Paediatrics in the Faculty of Medicine in the University of Rome La Sapienza. The originators and promoters of the Masters Programme both have a medical background. To date there have been four editions of the Masters Programme with approximately 90 students graduating.

Each edition of the Masters Programme was a UNESCO extra-budgetary project financed by the Italian government and coordinated by UNESCO. The Masters Programme was intended to contribute to peace-building and intercultural understanding in the Middle East through academic exchanges and cooperation amongst faculty and students from Israeli and Palestinian universities.

Following a Declaration of Principles of Palestinian-Israeli International Cooperation in Scientific and Academic Affairs signed in 2004, and a Memorandum of Understanding with UNESCO, La Sapienza has worked in cooperation with partner universities from Israel (Hebrew University, Tel Aviv University, Haifa University and Ben-Gurion University) and Palestine (Al Quds University) to deliver the Masters Programme.

In each edition, students from Palestine and Israel have taken a shared course in Rome for six to eight weeks (equivalent of one semester), and studied for two semesters of the Masters Programme in their participating Israeli universities and in Al Quds University. Students who have successfully concluded the whole academic programme have been awarded a Master Degree from La Sapienza.

Purpose and scope of the evaluation

The purpose of this external evaluation is to assess the relevance and effectiveness of the Masters Programme as a series of UNESCO projects (the current constellation of actors, the working arrangements, structure and modalities with regard to the four editions of the Masters Programme) in the light of the project objectives and UNESCO's mandate; and to develop action-oriented recommendations for the future.

Evaluation methodology

A desk review was initiated during the inception phase and continued throughout the evaluation. Documents were received from UNESCO and La Sapienza, as well as through online searches.

Following and drawing on the document review, potential respondents in UNESCO and other stakeholders were invited for consultation interviews, the majority of which were done by phone or Skype. La Sapienza personnel were interviewed face to face during a visit to Rome by the lead evaluator.

Past students of all editions of the Masters Programme were contacted by email and invited to complete a short online survey. A total of 29 valid responses were received from 14 Israeli and 15 Palestinians across all editions. Phone interviews were subsequently held with eight students, four Israeli and four Palestinian survey respondents, representing all editions of the Masters Programme.

The context

The decade during which the Masters Programme was planned and implemented has been an increasingly turbulent and often violent period in the Israel-Palestine sub-region, and in the wider Middle East. Despite considerable efforts and a range of different cross-sectoral initiatives, UNESCO

has struggled since the start of the second Intifadha (2000-2006) to get intercultural dialogue interventions off the ground in Israel and Palestine.

Calls for a boycott of academic and cultural cooperation between institutions internationally and Israeli institutions first began in 2002. While the apparent strength of institutional and political endorsement of the boycott in Palestine has waxed and waned in response to political and security crises, overall it has been broadly effective in constraining any academic or cultural (through NGOs) cooperation initiatives, either home-grown or promoted by a third country. Since 2010 it has become evident that some factions in Palestinian politics and society regard breaking the boycott as very serious, with real security and political risks to organisers and participants.

Summary of findings

Accreditation and recognition

The Masters Programme is accredited by La Sapienza as a one-year Masters. However, neither the Palestinian Ministry of Higher Education nor the Israeli authorities recognise the Masters Programme as a full masters degree. To overcome this problem, students already doing masters studies in their own universities are selected for the Masters Programme, and on completion they add the Rome-based module to their existing masters qualifications.

Funding and costs

The overall budget for the Masters Programme has averaged USD 250,000 per edition. The funding was provided in euro to UNESCO as FIT from the Italian government and in US dollars by UNESCO to La Sapienza, who then paid in euro for expenses. Unfavourable foreign exchange rates, thus, had quite a severe impact upon the actual amount available for the Masters Programme.

Based on only limited budgetary and cost information the Masters Programme appears to be an expensive masters course per student in comparison to typical EU costs.

Teaching and course content

Professors Castello and Caneva from La Sapienza were the founders of the programme and have been in control of all aspects of the Rome-based course in which Israeli and Palestinian students are taught together - curriculum, recruiting speakers, budgeting, logistics and reporting –including some teaching. In the Rome-based module a wide variety of external guest speakers have been chosen to expose the students to as many and as wide a range of high-level professionals and ‘important people’ in the world of international politics, religion, peace and security operations and humanitarian affairs, and to give students an opportunity to meet and talk with them face to face.

Teaching staff in the four Israeli universities and Al Quds university are solely responsible for the delivery of those courses in their faculties in which the Masters Programme students enrolled for their two semesters’ of study in their ‘home’ universities.

After the 1st edition of the Masters Programme UNESCO, the Italian government and the Masters Programme coordinators in Palestine and Israel expressed reservations about the academic content of the Masters Programme and the curriculum for the Rome-based module. A curriculum planning workshop was convened by UNESCO in Geneva for all parties and agreement was reached on three broad subject pillars around which the curriculum was to be based. It was also agreed that, for the 2nd edition there would be an element of common or joint core curriculum which would be taught in joint courses (one day a week) in Jerusalem, by both Palestinian and Israeli professors. This joint course element was never developed and circumstances on the ground meant that it never proved possible. The only joint element of the Masters has been taught in Rome by La Sapienza.

Academic outcomes of the Masters Programme

There were academic aims and objectives identified in the UNESCO project documents and reports for each edition. However, La Sapienza and the Israeli and Palestinian coordinators placed different weight on academic objectives. For La Sapienza and the Israeli coordinator any academic achievements of the Masters Programme were subordinate to achieving the specific objective of getting Israeli and Palestinian students working and studying together in an academic context. For representatives of the Palestinian universities, and Al Quds in particular, the gains for their students being exposed to an international academic programme and of obtaining a European qualification were regarded as equally important as the opportunity to build intercultural relations.

The success of the Masters Programme in achieving the broad academic objectives set by both UNESCO and La Sapienza has been constrained by a number of external and internal factors, including:

- The academic boycott militated against any formal institutional engagement on the Palestinian side;
- The wide range of academic disciplines and topics included in the Rome-based modules necessarily meant relatively shallow coverage in course content;
- The academic quality and outcomes of the two semesters of study in ‘home’ universities was not monitored and academic gains were never assessed;
- No specific academic learning outcomes or professional competences were defined by either UNESCO or La Sapienza for any edition or part of the Masters Programme.

Outcomes for peace and intercultural understanding

The only element of the Masters Programme that has contributed directly to building a spirit of mutual understanding has been the Rome-based modules in each edition. Although it has been one of only very few academic programmes that has succeeded in bringing Palestinian and Israeli students together, with fewer than 100 students graduating in total and only a maximum of two months per edition of joint working and study, the Masters Programme’s contribution to a culture of peace and mutual understanding in the sub-region, and its effects on wider society, are inevitably modest.

La Sapienza maintains that topics related directly to intercultural dialogue, conflict resolution or the political and social situation in the sub-region and wider Middle East were deliberately not included in the Rome-based modules as these were likely to create tensions and make participants feel uncomfortable. The student interviews and survey, however, suggest that the intercultural aspects and opportunities to develop mutual understanding were more important to the students than the academic aspects and that more formal facilitation and support would have enabled better collaboration, in which issues could have been addressed head on, rather than leaving students to resolve these themselves.

Overall there was strong evidence from the student survey of attitudinal change and a change in perspectives as a direct result of participation in the Rome-based modules. Students were very positive about the social benefits and the uniqueness of the opportunity to meet and build friendships between Israelis and Palestinians. Most of the students contacted said that they had managed to keep in touch with their Israeli or Palestinian friends after the end of the course.

Overall conclusions

The Masters Programme has achieved something quite remarkable in the context of deteriorating Israeli-Palestinian relations during the past decade. It has brought together with a common purpose and in an academic setting some 45 Palestinian and 45 Israeli students, most of whom have

collaborated and worked together in a positive spirit and learned lasting lessons about each other across an almost unbridgeable divide. This has been a relatively expensive academic intervention, however, and open to value for money criticisms, given the uncertain academic outcomes.

The overly ambitious academic and collaboration expectations for the Masters Programme, on the part of both UNESCO and La Sapienza, have not in large part been achieved, constrained from the start by external factors outside their control, and by the poor planning, management and administration of both partners.

The academic quality and coherence of the Masters Programme were deficient from the start, and UNESCO and key academic staff in Al Quds and Haifa universities voiced their concerns to La Sapienza, and suggested ways that might bring improvement. La Sapienza did not take a lead in addressing these deficiencies and UNESCO did not keep up effective pressure on them to do so. The lack of any assessment mechanism to measure learning outcomes in all four editions was a serious oversight.

The short-term outcomes of the Masters Programme for the students have been striking and significant in terms of promoting mutual understanding and intercultural dialogue. The longer term effects for some individual students may be life-changing. However, these were outcomes and effects dependent almost entirely upon the personalities and capacities of individual students and academic staff, without a preparatory and supporting framework for intercultural dialogue, reconciliation, and conflict resolution.

The way forward

The evaluation was asked to identify a limited number of scenarios for the future of the Masters Programme and to assess the relative merit and worth of these, principally from UNESCO's perspective.

Scenario 1: the 5th edition of the Masters Programme

This scenario envisages no change in the current content and structure of the Masters Programme. La Sapienza is ready to begin the organisation of a 5th edition to run in 2015/16, assuming that the Italian government agrees to fund it. The basic structure of the Masters Programme – two semesters study for students on their own masters level courses in their 'home' universities and a Rome-based module with a considerable emphasis on public health issues – is likely to remain unchanged.

Scenario 2: Graduate summer school

In this scenario the Masters Programme as a one-year La Sapienza masters course is stopped and attention by La Sapienza is focused on developing a six- to eight-week Rome-based graduate summer school in social sciences and humanitarian affairs for Israeli and Palestinian students already studying for their social science masters in their 'home' universities. The graduate summer school should offer academic credits and be recognised as a legitimate international module in identified and relevant masters programmes that are offered in Israeli and Palestinian universities.

With better preparation, management, structure and facilitation of student interaction the summer school could and should be able to accommodate more than the current maximum of 20 students. An upper ceiling of around 40 students would improve the cost effectiveness of the intervention, and better planning and management could also achieve cost efficiencies.

Scenario 3: An online one-year Masters Programme

In this scenario La Sapienza offers a full one-year Masters Programme in social sciences and humanitarian affairs with all courses for two semesters taught and assessed online and the Rome-based module is redesigned as the graduate summer school, an obligatory module with structured joint student research projects that could be completed and assessed after the summer school has ended. This scenario assumes the active involvement of academic staff from Al Quds and possibly

other Palestinian universities, and the Israeli partner universities, including in course design, moderation and assessment. Other international academics could also be invited to contribute.

Recommendations

We make the following recommendations in relation to the scenarios outlined above:

1. We **recommend** that UNESCO does not remain involved or associated with the Masters Programme. The following reasons underpin this recommendation:
 - This scenario would not represent value for money;
 - UNESCO should not have its name associated with a postgraduate programme and qualification that is not recognised in either target country;
 - The quality of content under current arrangements is not open to UNESCO influence.
2. In case all actors agree to change the modality of academic cooperation and exchange, then we **recommend** that UNESCO remain involved in the development and implementation of either the graduate summer school or online one-year Masters Programme scenario, provided that the conditions for collaboration described in the previous section are met.

1 Introduction

1.1 Programme description

Each edition of the Masters on Social Sciences and Humanitarian Affairs is a UNESCO extra-budgetary project financed by the Italian government and coordinated by UNESCO. The Masters Programme was intended as a contribution to peace-building and intercultural understanding in the Middle East through academic exchanges and cooperation amongst faculty and students from Israeli and Palestinian universities. Within the framework of the Masters Programme, the University of Rome La Sapienza (henceforward La Sapienza) has worked in cooperation with partner universities from Israel (Hebrew University, Tel Aviv University, Haifa University and Ben-Gurion University) and Palestine (Al Quds University) to deliver four editions of the Masters Programme.

1.1.1 Origins

The origins of the Masters Programme lie in the work of its chief promoter, Dr Massimo Caneva, in the Balkans where academic cooperation was used to promote reconciliation and cross-cultural dialogue in post-conflict Bosnia-Herzegovina.

An initial conference of Rectors from Israeli and Palestinian universities was held to explore the concept of creating an environment of cooperation based on academic exchanges and constructive professional cooperation between Israeli and Palestinian faculty and students.

In 2004, a Declaration of Principles of Palestinian-Israeli International Cooperation in Scientific and Academic Affairs was signed in 2004 by La Sapienza in Rome, six Israeli and four Palestinian institutions, in the presence of the Italian Ministry of Foreign Affairs, UNESCO and the Dionysia International Centre for Arts and Culture¹. However, very shortly after the signing of this Declaration all the Palestinian universities except Al Quds withdrew from cooperation under political pressure and as an academic boycott gained strength (see 3.1.1).

The Declaration of Principles was followed in 2005 by a signed Memorandum of Understanding (MOU) between UNESCO and La Sapienza, in which the preliminary considerations described the project in the following ways:

“the Project aims at mobilizing the universities to share programmes and knowledge, academic staff and students, and to promote dialogue and cooperation among universities, based on a spirit of sharing and of solidarity corresponding with the ideals of UNESCO’s Constitution”

“the Project is designed to provide the students with the key preparation necessary to professionally deal with regional, national and international institutions, public policies and political sciences, archaeology and restoration, protection of the environment, agriculture, engineering and technology, science, institutional and constitutional building, public health, economics and humanitarian affairs”

Within the terms of this MOU La Sapienza has taken full responsibility for designing, facilitating and implementing each edition of the Masters Programme. The Programme has been managed and staffed principally from the Faculty of Medicine, the faculty of its leading promoters. Professor Castello, in the Department of Paediatrics, was the Director of the Masters Programme for the first three editions; Professor Caneva (contracted to the university) has taken the role of Secretary-General of the Masters Programme in charge of negotiations and mediation between different

¹ An Italian non-profit cultural association set up by Maria Nicoletta Gaida in 1991 predicated on “the belief that the arts provide necessary and effective means to express and protect the highest values of the human spirit, as well as serving as critical tools for building dialogue and peace.” The Centre closed in 2006.

parties, fund raising, and oversight of administration. The Department of Paediatrics has provided administrative support on a contract basis.

In UNESCO oversight and financial management of the extra-budgetary (EXB) funding for the Masters first edition project was the responsibility of Culture (CLT) sector, while in the projects covering subsequent editions responsibility was assigned to the Social and Human Sciences (SHS) sector.

1.1.2 Main characteristics of the Programme

The Masters Programme in Social Sciences and Humanitarian Affairs is a one-year masters course, offered by the Department of Paediatrics in the Faculty of Medicine in La Sapienza University. To date there have been four editions of the Masters Programme. In each edition, students have taken shared courses in Rome for six to eight weeks (equivalent of one semester), and two semesters have been taught in the participating Israeli universities and in Al Quds University.

The actual duration of the Masters Programme in the different editions was between 11 and 13 months, with up to eight months actual contact time, comprising up to six months study on the students' 'home' university courses (in four Israeli universities and Al Quds) and up to two months joint study on the Rome-based modules.

For each of the four editions the six-to eight week joint module taught in Rome has included a range of guest speakers giving lectures on topics broadly relevant to the three 'pillars' of the Programme agreed with UNESCO after the 1st edition (see 4.2.4).

In the two semesters studied in the 'home' university courses Masters Programme students enrolled on courses taught in their universities that were also broadly relevant to these three pillars, or were required in the masters courses they were already following in their 'home' university.

1.1.3 Programme funding

The Masters Programme has been funded to date by UNESCO EXB from the Italian Ministry of Foreign Affairs and International Cooperation (MAE). Table 1 summarises the funds received by UNESCO for implementation of the four editions as EXB projects.

Table 1: Italian EXB funding (in USD) for Masters Programme 2005-2014

UNESCO Projects	Italian FIT (USD)*
Edition 1	379,213
Edition 2	257,640
Edition 3	301,442
Edition 4	249,637**
Total	1,187,932

* the actual budget received by La Sapienza would be lower as UNESCO would be allotted 13% to cover support costs

**exchange rate USD/EUR estimated

1.2 Purpose and scope of the evaluation

This external evaluation is in compliance with Article VI (2) in the Implementing Partners Agreement (IPA), a copy of which has been signed by UNESCO and La Sapienza for each edition of the Masters Programme. No other evaluation has been done.

The purpose of this external evaluation is to assess the relevance and effectiveness of the Masters Programme as a series of UNESCO projects (the current constellation of actors, the working arrangements, structure and modalities with regard to the four editions of the Masters Programme) in the light of the project objectives and UNESCO's mandate; and to develop action-oriented recommendations for the future.

More specifically, the evaluation will:

Inform the Italian Government, UNESCO and the participating universities on the merit and worth of the Masters Programme and present some options for strengthening academic cooperation with a view to contributing to a culture of peace and mutual understanding in Israel and Palestine;
Help to clarify the future role of UNESCO in the Masters Programme and more particularly establish whether or not UNESCO's continued involvement in its current form is justified.

The terms of reference (TOR) for the evaluation are provided in Appendix 1. Section 2 below provides an overview of the evaluation methodology.

1.2.1 This report

This final evaluation report presents the findings, conclusions and recommendations from the enquiry. Section 3 provides contextual information relating to the situation in the sub-region during the decade in which the Masters Programme implemented and describes some other related UNESCO activities. The detailed findings of the evaluation, based on analysis of the evidence gathered, are presented in section 4. Section 5 presents conclusions based on the findings; and section 6 presents a number of possible future scenarios for consideration by UNESCO and key stakeholders. Section 7 makes specific recommendations related to these scenarios.

2 Evaluation methodology

2.1 Intervention logic

During the Inception phase of the evaluation, the intervention logic for the Masters Programme was developed based on available documentation, with a particular focus on project documents outlining goals, objectives and inputs (see Figure 1 below). The purpose of the intervention logic was to trace, from UNESCO's perspective, the expected path from inputs to impacts, to demonstrate how the intervention was expected to influence wider change and what assumptions were made.

The findings (see 4.1) analyse the extent to which our enquiry found evidence of the causal links in the intervention logic, and test the validity of the assumptions made.

2.2 Evaluation framework

A comprehensive evaluation framework was developed to organise the enquiry and sources of evidence and to form the basis of all tools. The evaluation framework was based on the questions posed in the TOR (with some minor alterations), organised around the OECD-DAC evaluation criteria and drawing on the links and assumptions outlined in the intervention logic. The evaluation framework was circulated for comment amongst key stakeholders from UNESCO Internal Oversight Services (IOS) and La Sapienza; a final version was presented in the Inception Report.

2.3 Desk review

The desk review was initiated during the inception phase and continued throughout the evaluation. Documents were received from UNESCO and La Sapienza, as well as through online searches. A full list of documents is included in Appendix 3, but broadly they cover the following:

UNESCO strategic and programming documents for the evaluation period 2004-2014, focusing particularly on programmes managed by CLT and SHS;
 UNESCO CLT and SHS project documentation, performance assessment and monitoring reports etc for the Programme;
 Progress and final reports from the Masters Programme coordinators in La Sapienza, including budgetary and expenditure information for the 4th edition.

Some examples of student presentations from the Rome courses were also shared with the evaluators and reviewed.

2.4 Engagement with stakeholders

2.4.1 Interviews

Following and drawing on the document review and UNESCO experience, potential respondents were invited for interview. The majority of stakeholders were contacted by phone or Skype, with La Sapienza personnel interviewed face-to-face during a visit to Rome (17-18 November) by the lead evaluator.

A full list of interviewees is included in Appendix 2. Broadly, stakeholders included:

- UNESCO staff in CLT and SHS;
- Masters Programme Director(s) and coordinators in La Sapienza, as well as some other academic staff in the university that have contributed to editions of the Masters Programme;
- Masters Programme coordinators in partner universities in Israel and Palestine;
- A selection of past students of all editions of the Masters Programme.

The interviews with UNESCO staff and other stakeholders were guided by interview checklists based on the evaluation framework and adapted to their role with regard to the Masters Programme.

2.5 Participants survey

Past students of all editions of the Masters Programme were contacted by email and invited to complete a short online survey. Email addresses were received from La Sapienza for a total of 75 students: 38 Palestinian and 37 Israeli. The survey was open from 24th November 2014 to 7th December 2014. In this period, a total of 29 valid responses were received from 14 Israeli and 15 Palestinians across all editions; see the summary in Table 2. All 29 respondents stated that they completed the Masters and received a diploma.

Table 2: Characteristics of respondents

	Israeli	Palestinian	Total
Edition 1	6	1	7
Edition 2	0	1	1
Edition 3	3	2	5
Edition 4	5	8	13
Unknown		3	3
Total	14	15	

The survey questions focused on the relevance of the Masters Programme, its structure, content and academic outcomes, and on the effectiveness of the Masters Programme in promoting interaction and dialogue between participating students and with academic staff from Israel and Palestine. The survey also used the UNESCO intercultural competences framework to gather evidence relating to the effectiveness of the Programme in contributing to intercultural dialogue.

Appendix 4 presents the survey questionnaire.

Survey respondents were asked if they would be happy to discuss the Masters Programme further in a phone call. Phone interviews were subsequently held with eight students, four Israeli and four Palestinian, representing all editions of the Masters Programme.

2.6 Constraints and limitations

The majority of documentation was sourced from UNESCO, with some supplementary documentation from La Sapienza. Actual course materials were requested (e.g. presentations for lectures, module guides or booklets, assignments, reading lists, etc) but none were provided from any editions of the Masters Programme. Student evaluations of the Rome-based courses were also requested, but these were apparently not conducted as paper-based activities, instead as a workshop or discussion at the end of the Rome sessions for which no documentation was available.

All documentation relating to the 1st edition of the Masters was extremely limited.

The majority of UNESCO CLT staff that were engaged at the beginning of the programme had moved on, and despite efforts by IOS and the evaluator, it proved impossible to set up telephone or Skype discussions with them all, or with some of the staff subsequently responsible for the project in SHS.

3 The context

3.1 *The Israel-Palestine context*

The decade during which the Masters Programme was planned and implemented has been an increasingly turbulent and often violent period in the Israel-Palestine sub-region, and in the wider Middle East. Box 1 summarises some key events and developments in the sub-region that have impacted on daily lives and informed institutional and personal attitudes among the political authorities on both sides and within civil society.

Box 1: A summary of the political and security situation in Israel and Palestine 2000-2014

In **2000**, Israeli and Palestinian National Authority (PNA) representatives met at Camp David in the USA to negotiate a final settlement based on the 1993 Oslo Peace Accords.

Later that year the second Intifadha began and in an increasingly violent atmosphere the two-state solution was first proposed by the US President Clinton. Events outside Israel and Palestinian territory – 9/11 attack on the World Trade Centre in the USA in **2001**, preparations for the invasion of Iraq by US, British and Australian forces in 2003 - exacerbated the already tense situation.

In **2003**, the Israel Labour Party pressed for a security barrier along the 1948 armistice Green Line, the boundary set between Israel and Jordan after the Arab-Israeli War in 1967. The planned route of the barrier was subsequently changed by the Israeli government (led by Likud) to include Israeli settlements, thereby cutting off Palestinians from farms and sources of jobs, and creating hardships condemned by both Palestinian and Israeli peace groups. By 2012, 62% of the barrier had been completed.

By September **2005**, Prime Minister Sharon withdrew all Israeli settlers and soldiers from Gaza, although Israel retained control of the border crossings. After a surprise Hamas victory over Fatah in the Palestinian parliamentary elections in 2006, Mahmoud Abbas remained PNA president and the two factions briefly formed a national unity government, but Hamas took control of Gaza in 2007.

In June **2008**, after years of almost daily exchanges of rocket fire between Israelis and Palestinians in the Gaza Strip, Israel and Hamas signed an Egyptian-brokered ceasefire. The agreement held for most of 2008, though Israel continued its blockade of Gaza and the humanitarian and economic crisis in Gaza intensified. After the truce ended in December, rocket fire increased. In early **2009**, Israel began an air strike and a ground invasion. The conflict was known in Israel as Operation Cast Lead. An investigation of the three-week war by the UN found that both the Israeli Defence Force and Palestinian groups committed actions equating to war crimes.

From **2009**, the USA led increased international pressure on both sides to accept the two-state solution. While Prime Minister Netanyahu promised that Israel would support the two-state solution and end the construction of new settlements, but housing units continued to be built, allowing for "natural growth."

In September **2011**, Mahmoud Abbas officially requested a bid for statehood at the UN Security Council. The United Nations General Assembly, in **2012**, approved an upgrade from the PNA's observer status to that of a non-member state. In response to the UN vote, Israeli Prime Minister Netanyahu announced that Israel would not transfer much-needed tax revenue owed to the PNA and would resume plans to build 3,000-unit settlement in an area that divides the north and the south parts of the West Bank, thereby denying the Palestinians any chance of having a contiguous state.

Throughout the autumn of **2012**, militant groups in Gaza fired rockets into Israel with increasing frequency. Israel responded with one of its biggest attacks on Gaza since the 2008 invasion. After a ceasefire was brokered by Egypt and the USA, both sides agreed to end hostilities and Israel said it would open Gaza border crossings, allowing the flow of products and people into Gaza, potentially lifting the 5-year blockade.

In July **2013**, Israeli and Palestinian negotiators agreed once again to begin peace talks on the basis of the two-state solution. A series of four prisoner releases were announced as a step on Israel's part to bring Palestine back to the negotiating table. However, Palestinian officials were concerned over Israel's ongoing settlement building in the West Bank and East Jerusalem, land that would be part of an official Palestinian state. The deadline for the peace talks passed without an agreement.

In 2014, the kidnapping and killing of three Israeli teenagers in the occupied West Bank, and the subsequent discovery of the burned body of a missing Palestinian teenager increased tension between Israelis and Palestinians, including riots in East Jerusalem and an exchange of rocket fire in Southern Israel and Gaza. The situation continued to escalate throughout July and August 2014 until, after fighting for seven weeks and attempting several short-term ceasefires, Israel and Hamas agreed to an open-ended ceasefire. Since the conflict had begun in early July 2,143 Palestinians were killed, mostly civilians, with more than 11,000 wounded and 100,000 left homeless. On Israel's side, 64 soldiers and six civilians were killed.

3.1.1 Palestinian academic boycott

Calls for a boycott of academic and cultural cooperation between institutions internationally and Israeli institutions first began in 2002 in the United Kingdom and gathered strength when the Palestinian Campaign for the Academic Boycott of Israel (PACBI) was initiated in 2004, and the British Association of University Teachers (among other international associations) openly supported the boycott (in 2005).

While the apparent strength of institutional and political endorsement of the boycott in Palestine has waxed and waned in response to political and security crises, overall it has been (and continues to be) broadly effective in constraining any academic or cultural (through NGOs) cooperation initiatives, either home-grown or promoted by a third country.

The move on the part of La Sapienza to get the Declaration of Principles of Palestinian-Israeli International Cooperation in Scientific and Academic Affairs in 2004 was apparently unaffected by the academic boycott as the Declaration was signed by four Palestinian and five Israeli institutions. In 2005 the President of Al Quds University openly condemned the boycott², while acknowledging that he was out of step with the majority of other Palestinian university institutions. From then on, however, the effects of the boycott, and its influence on editions of the Masters after the first, began to strengthen, and all the Palestinian partners, except for individuals in Al Quds University, pulled out of active institutional cooperation in the Programme. In 2009, Al Quds also declared a moratorium on any new cooperation projects involving Israeli partners, but the Masters Programme was considered to be an already running programme and was exempted from this moratorium.

By 2010, the Masters Programme was firmly on the radar of PACBI³ and appearing in the Palestinian press⁴. Since then it has become evident to the organisers of the Masters Programme that some factions in Palestinian politics and society regard breaking the boycott as very serious, carrying real security and political risks to organisers and participants.

3.2 UNESCO programmes in the sub-region

Despite considerable efforts and a range of different, cross-sectoral initiatives, UNESCO has struggled since the start of the second Intifadha (2000-2006) to get intercultural dialogue off the ground in Israel and Palestine.

UNESCO project proposals have to be endorsed by two National Commissions (NatComs), which, despite the representation of civil society organisations in the NatComs, remain official government entities. Without the clear endorsement of the NatComs it has been difficult in a number of cases to translate project ideas into proper institutional engagement. The academic and cultural boycott (see 3.1) has also been a constraint on UNESCO's efforts to stimulate institutional engagement in dialogue activities.

The following programmes have been initiated and active for at least some part of the decade in which the Masters Programme has implemented.

² www.huji.ac.il/dovrut/boycott.doc

³ For example, see <http://www.pacbi.org/printnews.php?id=1303>

⁴ For example, <http://electronicintifada.net/content/al-quds-university-flouts-own-academic-boycott/8966>

3.2.1 Palestinian/European Academic Cooperation in Education (PEACE) Programme

The PEACE programme was established in 1991, as a response to the repeated closures of Palestinian universities during the late 1980s and early 1990s. PEACE functioned as a UNITWIN network within the framework of the UNITWIN/UNESCO Chairs Programme (see 3.2.4) and in 2010 had 52 European university partners (including La Sapienza) and 12 Palestinian partners. PEACE was formally closed in 2010.

Its objective was to promote academic cooperation with the Palestinian universities and to contribute to raising the quality, efficiency and relevance of their teaching and research. Its main activities were faculty development and academic mobility, through a scholarship scheme for Palestinian postgraduate students and young academics, and exchanges between Palestinian and foreign universities beginning with bilateral cooperation arrangements that could be extended into multilateral cooperation.

At the beginning joint Palestinian and Israeli university cooperation was one of the aims of PEACE, within the framework of a larger scale programme to support joint research. Several of these PEACE projects existed on paper but never attracted funding.

Although La Sapienza was one of the partners in the early phase of PEACE, there were no links established between the PEACE programme and the Masters Programme.

3.2.2 Civil Society in Dialogue in the Middle East

In 2002, after the start of the second Intifadha, the Director-General stimulated a renewed focus on Palestine and Israel. In 2003, SHS initiated a new project 'Civil Societies in Dialogue in the Middle East', the purpose of which was to help leaders of civil society organisations share and construct a vision of a common future through dialogue and policy research. Universities were included in this project as civil society organisations and the project had two main objectives:

- To establish a permanent forum for dialogue in Israel and Palestine, enabling representatives from both sides to work effectively together in establishing various forms of partnership and action;
- To promote academic cooperation among researchers in Israeli and Palestinian universities, particularly in the field of social and human sciences so as to address jointly common policy issues through research and policy advice⁵.

There were three concrete outputs from the project: the first a set of proposed guiding principles for Israeli/Palestinian academic cooperation, published in 2007 and drawing in part on the La Sapienza sponsored Declaration of Principles (signed in 2004)⁶; the second, a piece of research assessing cooperation between Palestinian and Israeli NGOs; and, thirdly, a piece of published research on Israeli and Palestinian organisations willing to engage in dialogue.⁷ The rationale for this focus on mechanisms was:

*"UNESCO's contribution to peace and reconstruction in the Middle East is through 'social peace'. The aim is to engage intellectuals and civil society organizations in charting a vision for the future, taking into account the lessons learned from past experiences and using methodologies conducive to affecting public opinion. In this context, the 'how to' becomes as important as the dialogues and cooperation projects themselves."*⁸

⁵ See paper "Civil societies in dialogue in the Middle East" - UNESCO project -Social and Human Sciences Sector (SHS) 6th November 2003

⁶ Salem, Walid and Kaufman, Edy. Proposed guiding principles for Israeli/Palestinian academic cooperation: translating the shared adherence to academic freedom into action. UNESCO, 2007

⁷ Verbeke, Matthias. Mapping of mainstream Israeli and Palestinian organizations willing to engage in dialogue. UNESCO, 2007

⁸ Annex to a UNESCO report on Meeting with Professors Caneva and Castello, University of Rome "La Sapienza" Friday, 23 October 2009, 2.00 p.m.

3.2.3 Israeli-Palestinian Scientific Organization (IPSO)

The Israeli-Palestinian Science Organization (IPSO) was launched officially by UNESCO in 2004, with the aim of promoting scientific cooperation for peace in the Middle East by bringing together the skills and expertise of Israeli and Palestinian scientists. UNESCO initially supported IPSO with FIT.

UNESCO's involvement with IPSO drew some criticism and media attention in Palestine because of the academic boycott.⁹ Since 2007 IPSO has operated independently of UNESCO, with funding from a number of external sources including the EU.

3.2.4 Other UNESCO academic programmes

UNESCO is involved in several long-running global academic exchange and cooperation programmes, including the following:

UNITWIN/UNESCO Chairs Programme

The UNITWIN/UNESCO Chairs Programme, managed by SHS in UNESCO HQ, advances research, training and programme development in higher education by building university networks and encouraging inter-university cooperation. Established in 1992, there are over 783 UNESCO Chairs and 67 UNITWIN Networks established within the Programme involving over 854 institutions in 134 countries.

There are 11 UNESCO Chairs in universities in Israel, including the UNESCO Chair in Education for Human Values, Tolerance and Peace, established in 2000 at Bar-Ilan University.

In Palestine there are four UNESCO Chairs, including the UNESCO Chair on Human Rights, Democracy and Peace (162), established in 1997 at An Najah National University.

Academic programmes in UNESCO Category 1 institutes

UNESCO Institute for Water Education (IHE)

The UNESCO Institute for Water Education in Delft, the Netherlands, offers four 18-month full-time masters (MSc) programmes, based in Delft, accredited and quality assured under Dutch law by the Netherlands-Flemish Accreditation Organisation. The Institute targets students from all over the world, especially developing countries, with its programmes. The Institute also offers joint PhDs with Dutch universities.

International Centre for Theoretical Physics (ICTP)

The Abdus Salam International Centre for Theoretical Physics (ICTP), based in Trieste, Italy, is a UNESCO Category 1 institute that offers joint PhD and masters programmes in collaboration with a number of European academic and research institutions, such as the University of Trieste and University of Paris Diderot. The Institute targets students from all over the world with its programmes, especially developing countries.

3.3 Italian higher education system

The higher education system in Italy, especially the university education category, was reformed in the 1990s to bring it into line with the European model outlined by the Bologna process. In line with this model, the first two cycles of Italian university education are as follows:

- First Cycle (Primo Ciclo): Bachelor programme (Corso di Laurea - three years) or Single-cycle Degree (Corso di Laurea Magistrale a Ciclo Unico - five or six years);
- Second Cycle (Secondo Ciclo): Masters programme (Corso di Laurea Magistrale - two years) or 1st Level vocational master (Master Universitario di Primo Livello – one year).

⁹ For example see <http://electronicintifada.net/content/between-south-africa-and-israel-unescos-double-standards/5494>

The aim of a vocational masters course is to reinforce, broaden and hone the skills and expertise of graduates and postgraduates, using and expanding upon previous training to meet the demands of the professional world. A vocational master course generally lasts from six months to one year. To obtain the qualification it is necessary to accumulate 60 credits.¹⁰

3.4 The University of Rome La Sapienza

La Sapienza is the largest single university institution in Europe and ranked 202 in the World University Rankings for 2014. It has a strong record and reputation in international cooperation, focused on academic and student mobility and joint research:

“Sapienza University acknowledges the importance of international development cooperation as fundamental for improving international relations and supports ethical and political engagement which reduces inequalities and solves conflicts.”¹¹

In 2007, the Academic Senate of La Sapienza approved the Charter of Principles and the Mission Statement for International Development Cooperation. Its target countries and areas of intervention are listed at the university’s website as: Benin, Angola, Chad, Ethiopia, Ghana, Senegal, Tanzania, Kenya, Uganda, Iraq, Jordan, Albania, Mozambique, Palestine, and Yemen.

The university has been involved in other initiatives in the Palestine-Israel sub-region; for example, the MAE Directorate General for Cooperation and Development (DGCS) currently funds EPLUS¹²: strengthening the Palestinian university system through an integrated programme of advanced training and updating for seven Palestinian Universities. La Sapienza was one of eight Italian universities hosting Palestinian PhD students on scholarships; and OASI DI GERICO¹³: training for staff of the Ministry of Tourism and Antiquities of Palestine in the protection and enhancement of tourism and economic goods and archaeological monuments of the oasis of Jericho.

¹⁰ <http://www.unimi.it/ENG/courses/29553.htm>

¹¹ <http://en.uniroma1.it/international/development>

¹² <http://www.itcoop-jer.org/it/content/eplus-rafforzamento-del-sistema-universitario-palestinese-attraverso-un-programma-integrato->

¹³ <http://www.itcoop-jer.org/it/content/oasi-di-gerico-formazione-del-personale-del-ministero-del-turismo-e-delle-antichit%C3%A0-palestin>

4 Findings

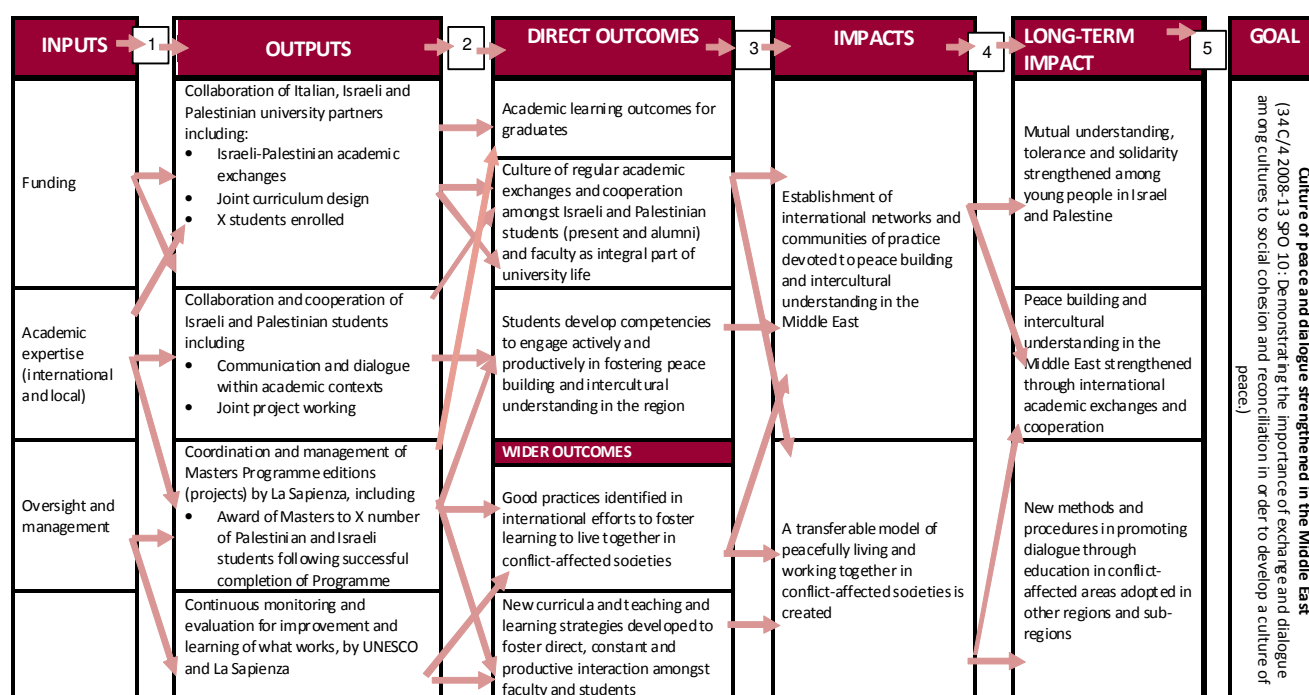
The evaluation findings presented in this section are organised around the main questions posed in the TOR for the evaluation, which noted in the left-hand column for ease of reference.

Written comments from the student survey are quoted directly in the text (in italics). Extracted notes from the conversations with students are inserted into the text in boxes.

4.1 The intervention logic of the Programme

Error! Reference source not found. provides the intervention logic for the Masters Programme, based on a theory of change indicated in UNESCO's project documents for editions 2, 3 and 4.

Figure 1: Intervention logic or theory of change for the Masters Programme



What is the intervention logic of the Masters Programme?

How does the Programme contribute to:

academic learning outcomes and the student's prospects for adequate employment and career advancement;

a culture of peace and mutual understanding;

a shared vision of peace and understanding among participating Israeli and Palestinian students and staff, the wider academic community and possibly, through cascading effects, broader societal networks?

4.1.1 Contribution to UNESCO's programme priorities

The goals and objectives, as represented in the intervention logic of the Masters Programme, aligned well with UNESCO's focus on achieving a strengthened culture of peace and dialogue in the Middle East; in particular contributing to the Strategic Programme Objective (SPO) "Demonstrating the importance of exchange and dialogue among cultures to social cohesion and reconciliation in order to develop a culture of peace" (34 C/4 2008-13 SPO 10).

During the period of the implementation of the Masters Programme, there were several other UNESCO projects and programmes initiated in the sub-region with relevance for universities (see 3.2). However, despite some obvious parallels, there was no attempt to associate editions of the Masters Programme with any of these other initiatives, through e.g. information or resource sharing, or inviting speakers.

4.1.2 UNESCO's objectives for the Masters Programme

UNESCO's overall objectives were the same in the project documents for each edition (after 1st) of the Masters Programme. The broad objectives are:

1. To contribute to peace building and intercultural understanding in the Middle East based on international academic exchanges and cooperation;
2. To create a model of peacefully living and working together in conflict-affected societies that could be adapted in, and adjusted to other contexts;
3. To contribute to international theoretical and practical efforts with regard to identifying good practices in fostering learning to live together in conflict-affected societies (what works and why).

For each edition the specific project objectives were:

1. To design and implement cooperatively new curricula and teaching and learning strategies fostering direct, constant and productive interaction amongst faculty and students;
2. To develop competencies in students to engage actively and productively in fostering peace building and intercultural understanding in the region;
3. Based on mid-term and final evaluations and self-evaluations, to draw lessons for international efforts to identify best practices of fostering learning to live together in conflict-affected societies.

In addition, the logical frameworks supporting UNESCO project documents for each edition also included 'immediate or project goals' as follows:

- To encourage academic exchanges and cooperation amongst Israeli and Palestinian faculty and students;
- To create the basis for the establishment of international networks and communities of practice devoted to peace building and intercultural understanding in the Middle East.

4.1.3 La Sapienza's objectives for the Programme

La Sapienza's objectives for the Masters Programme were more succinct, with some specific academic gains including:

- To facilitate academic interactions between Israeli and Palestinian faculty and students with a view to create confidence and foster peace building based on professional exchanges and cooperation; and
- To support students' advancement in academic studies in fields that Israeli and Palestinian counterparts defined as most needed (i.e. Agriculture; Humanitarian Affairs; Public Health; Archaeology).

4.1.4 Assumptions made in the intervention logic

We have inferred a number of critical and implicit assumptions made by UNESCO and La Sapienza in the intervention logic links (see Table 3). These assumptions appear to have been made for every edition of the Masters Programme, not documented or tested through monitoring or

evaluation activities, or revisited in the light of lessons learned from preceding editions. Several are 'killer' assumptions, beyond the control of project partners, on which the success of Programme implementation rested.

Table 3: Assumptions indicated in the intervention logic linkages and comments

Links	Assumptions made	Comment
1. Inputs-Outputs	Funding is received in time to start and implement activities; funding is sufficient to realise activities	Some delays in the release of funds were not anticipated. Funding levels subject to foreign exchange and other rising costs
	Changes in security and political situation do not hinder meaningful collaboration between academics and/or students	A killer assumption: from the 1 st edition the academic boycott and security situation mitigated against implementation of the Masters Programme as originally planned
	The concept of joint academic programmes between Israeli and Palestinian HE institutions would be welcomed in principle by all potential participants and wider civil society	From the start the academic boycott prevented full joint academic programmes and constrained Palestinian institutional support and individual participation
	There is institutional support and agreement of priorities /expectations amongst all partner institutions	Palestinian institutional support was not explicit but individuals engaged on both sides agreed the Masters Programmes' priorities and expectations
2. Outputs-Outcomes	Project will initiate ongoing academic dialogue and cooperation between Israeli and Palestinian institutions	The academic boycott prevented direct academic dialogue and cooperation
	Masters curriculum and delivery mode is relevant to student needs and the situation on the ground	No evidence to show that relevance to students' needs was tested and fed into Masters Programme design
	Students have a motivation for and continued engagement with peace and intercultural understanding	Student motivation to continue engagement was not formally tested or followed up
	Master graduates enter areas of public and professional life related to peace building and intercultural understanding	A killer assumption: the Masters Programme could not influence this and students were not systematically followed up
	Monitoring and evaluation is able to detect good practices and disentangle what worked effectively	No systematic monitoring and evaluation was undertaken to underpin identification of good practice
3. Outcomes-Impacts	Masters students remain in the region and are employed in contexts where their competencies can be used	A killer assumption: the students were not systematically followed up. Palestinian graduates have very limited mobility options
	Dialogue and cooperation between institutions and individual student is sustained beyond the programme	The academic boycott remains in place, though this does not stop some informal and individual contacts being sustained
	Academic cooperation model used in wider society for promoting peace and learning to live together	Not been done. Actions were considered but not planned or implemented by UNESCO to promote this in any systematic way
4. Impacts-Long-term impacts	Dialogue and cooperation between institutions and individual students is sustained beyond the programme	The academic boycott remains in place, though this does not constrain informal and individual contacts being sustained
	Networks are established and effective forums to promote peace building and mutual understanding	Not been done. No actions planned or implemented to underpin this assumption
	Models for peacefully living and working together in conflict-affected areas are applicable to other societies	No evidence from UNESCO to suggest applicability
5. Long-term impact/goal	Political and security situations enable a culture of peace to develop	A killer assumption beyond the control of project partners
	Activities are scaled-up to have a wider impact on society and culture	Requisite resources and agreements for scaling up not present

4.2 *The characteristics of the Masters Programme*

4.2.1 Overall structure of the Masters Programme

Structure

The Masters Programme in Social Sciences and Humanitarian Affairs is a one-year masters course. As far as the evaluators are able to judge it is equivalent to, in the Italian system, a ‘vocational masters’ or Master Universitario di Primo Livello, which accrues 60 credit hours (see 3.3), and in other European universities might be described as a postgraduate certificate or diploma.¹⁴

The actual duration of the Masters Programme in the different editions was between 11 and 13 months, with up to eight months actual contact time, comprising up to six months (or two semesters) study in the students’ ‘home’ university courses (in four Israeli universities and Al Quds) and up to two months on the Rome-based modules.

For each of its four editions the Masters Programme has centred around the six-to eight week module taught in Rome (the exact duration was dependent on available funding), in which a range of guest speakers gave lectures on topics broadly relevant to the three ‘pillars’ of the Programme agreed with UNESCO after the 1st edition (see 4.2.4 below).

In the two semesters studied in the ‘home’ university courses, the Masters Programme students were enrolled in existing courses taught in their universities that were meant to be broadly relevant to the three pillars of the Masters Programme, or were required in the masters courses that the students were already following in their ‘home’ university.

Accreditation and recognition

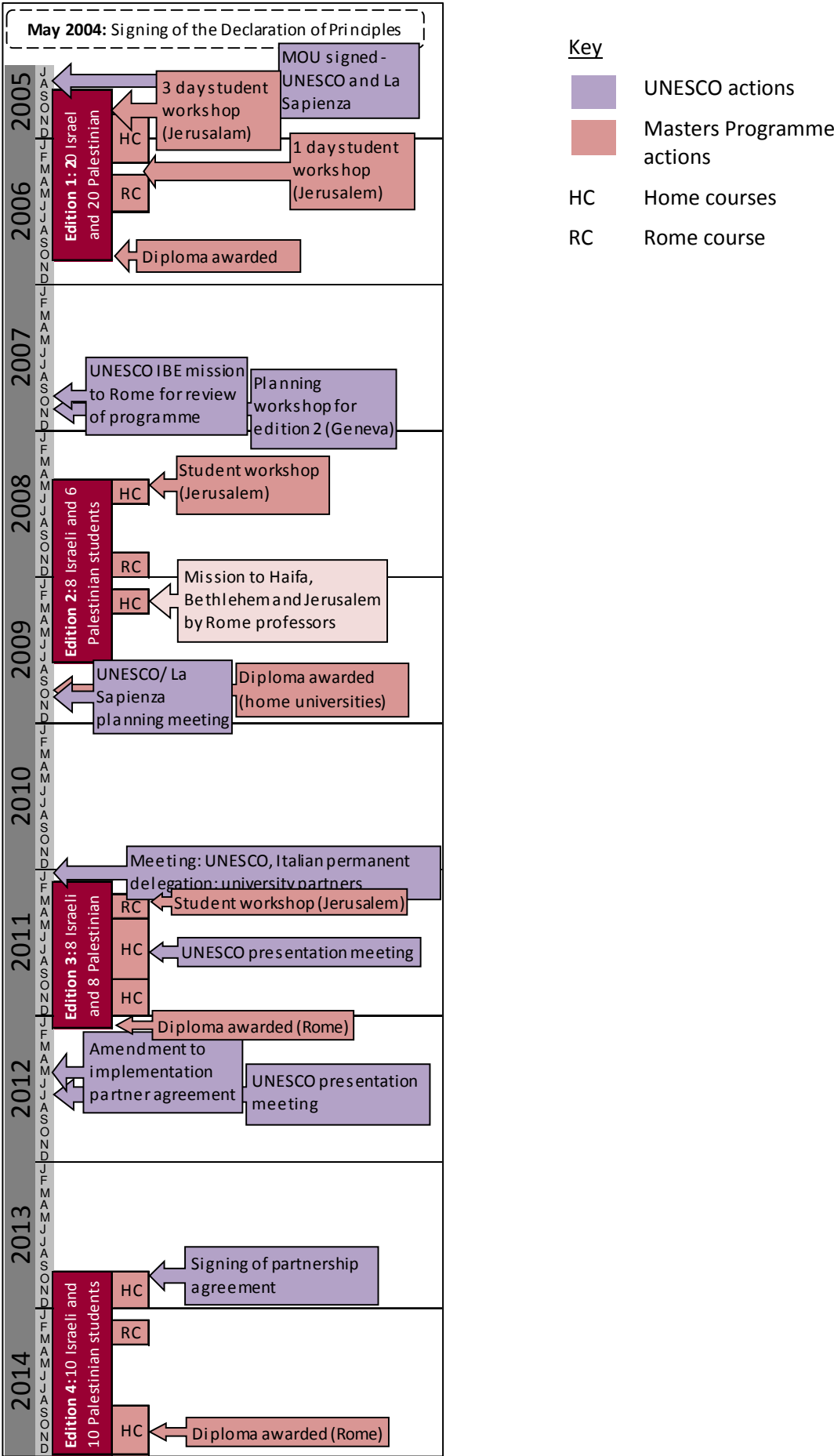
The Masters Programme is accredited by La Sapienza as a one-year masters. The 1st edition plan was submitted to the university’s formal procedures (a Commission) for accrediting academic programmes in La Sapienza. The coordinators in La Sapienza have insisted on the importance of the Masters Programme carrying with it the qualification of a fully accredited Italian masters, especially for the Palestinian students, who, they say, would not be motivated to enrol in such a programme that did not carry this status.

However, according to the Executive Vice-President of Al Quds, the Palestinian Ministry of Higher Education does not recognise the Masters Programme as a masters degree - more of a ‘training course’ according to one Palestinian student, the normal requirement being to spend a minimum of 8-9 months abroad to obtain a foreign masters that is recognised in Palestine - so the La Sapienza certificates are not endorsed by the Ministry. To overcome this problem, students already doing their masters in Al Quds are selected for the Masters Programme, and on completion they get their certificate from La Sapienza but their Masters Degree from Al Quds. In other words, they add the Rome-based module to their existing masters courses.

According to the Israeli coordinator the situation is similar in Israeli universities: the La Sapienza Masters Programme is not recognised as a full masters, but students enrolled for the studies in the Rome-based modules as part of their existing masters study in their universities.

¹⁴ Not to be confused with a two-year masters programme or Corso di Laurea Magistrale, requiring accumulation of 120 credits.

Figure 2: Timeline for implementation of 1st – 4th editions of the Masters Programme



Masters Programme timeline

Four editions of the Masters Programme have been completed with approximately 90 Palestinian and Israeli students in total (there were one or two students who dropped out for personal reasons):

Edition 1: September 2005-October 2006 (40 students)

Edition 2: May 2008-June 2009 (14 students)

Edition 3: February 2011-January 2012 (16 students)

Edition 4: October 2013-December 2014 (20 students)

Figure 2 above summarises the timing, extent and key events in the Masters Programme.

4.2.2 Funding and costs

Funding

The overall budget for the Masters Programme has averaged US \$250,000 per edition (see Table 1). The funding was provided in euro to UNESCO as FIT from the Italian government and in US dollars by UNESCO to La Sapienza, who then paid in euro for most of the expenses. Unfavourable foreign exchange rates, thus, had quite a severe impact upon the actual amount available for the Masters Programme.

The release of funds from the Italian MAE to UNESCO for each edition appears to have been in large part triggered by La Sapienza itself, to precede an almost immediate planned start to the next edition. Under pressure from La Sapienza to get financing flowing, and often lacking the appropriate reports and paperwork from La Sapienza, SHS had little time to review, comment on or influence the planned programme for the next Rome-based module, or to ensure that the proper internal project management procedures were followed.

Costs

This evaluation has received very limited budgetary and cost information from UNESCO and La Sapienza for any editions of the Master Programme with the exception of the 4th. The 4th edition enrolled 20 students and had a total budget (inclusive of UNESCO's 13% support costs allocation) of just under US \$250,000. At \$12,500 per student, it is an expensive masters course in comparison to typical EU costs. For example, a full-time postgraduate taught course in the UK (among the most expensive higher education markets in the EU) costs, for a UK or EU student, an average of just under US \$9000 per year in 2013-14.¹⁵

An analysis of costs and expenditure, based on the submitted budget estimates and final statement of expenditure for the 4th edition, indicates that close to 60% of the costs were travel, accommodation and subsistence costs for students and staff in the Rome-based module and short visits to Jerusalem; around 25% were costs associated with management, administration, coordination and logistics; and approximately 15% were university fees and staff costs in La Sapienza, Al Quds and the Israeli universities.

4.2.3 Teaching faculty

Professors Castello and Caneva from La Sapienza were the founders of the programme and have been in control of all aspects of the Rome-based course in which Israeli and Palestinian students are taught together - curriculum, recruiting speakers, budgeting, logistics and reporting –including some teaching. In the Rome-based module, a number of other professors from La Sapienza (mainly from medical disciplines) have also delivered lectures, and a wide variety of external guest speakers have come from Italian ministries (Foreign Affairs, Defence, Universities and Research), the Italian military and diplomatic service, the Italian Red Cross and local hospitals, as well as, less frequently, from the

¹⁵ <http://www.timeshighereducation.co.uk/features/international-and-postgraduate-student-fees-survey-2013/2006262.article>

European Commission and UN agencies (such as the UN Office for Project Services (UNOPS) and World Health Organisation (WHO)). Table 4 indicates the range of organisations represented and their relative contribution (based on contact hours) to different editions of the Masters Programme.

Table 4: Organisations represented by speakers and percentage of total speaker time

Organisations represented by speakers	Percentage of total contact time during Rome-based modules		
	Edition 2	Edition 3	Edition 4
La Sapienza	62%	35%	41%
Ministry of Defence	8%	8%	22%
former Military Attaché of Horn of Africa	3%	3%	3%
Ministry of Foreign Affairs	5%	11%	6%
Italian diplomatic service (Ambassadors)	5%	3%	
Ministry of Foreign Affairs Directorate-General for Italian Cooperation for Development	3%	5%	
Ministry of Foreign Affairs Directorate-General for Italian Cooperation for Development Environmental Unit (UTC)		3%	
Italian Council of Ministers Department of Civil Protection		6%	3%
Mobil Carabinieri Units			3%
Carabinieri Protection Cultural Heritage (TPC)		4%	
Ministry of Universities and Research			3%
Pontifical University of the Holy Cross	2%		
University of Florence		3%	
Italian Red Cross		5%	
Bambino Gesù Children's Hospital			13%
Hospital S. Camillo	3%		
European Commission		3%	3%
European Parliament Office in Italy		3%	
UNESCO		5%	
UNDP/UNOPS			3%
EUROFOR in Bosnia and Herzegovina	3%		
NATO Defence College	3%		
UN High Commissioner for Refugees (UNHCR)	3%		
WHO		3%	

These guest speakers were chosen to expose the students to as many and as wide a range of high-level professionals and 'important people' in the world of international politics, religion, peace and security operations, and humanitarian affairs, and to give students an opportunity to meet and talk with such people face-to-face.

Staff from partner universities in Israel and Palestine have had only coordinating roles around recruitment and management of the students during the Rome-based modules and have not been lecturers on the courses.

Other (undocumented) teaching staff in the four Israeli universities and Al Quds university are solely responsible for the delivery of those courses in their faculties in which the Masters Programme students enrolled for their two semesters' of study in their 'home' universities. In many cases these faculty staff may have been completely unaware that one or more of their students were enrolled in the Masters Programme. La Sapienza has not provided any teaching inputs to these two semesters.

4.2.4 Curriculum (the scope and content) of the Masters Programme

The plans agreed with UNESCO

After the 1st edition of the Masters Programme the key stakeholders – UNESCO, the Italian DGCS, and the Masters Programme coordinators in Palestine and Israel – expressed reservations about the academic content of the Masters Programme and the curriculum for the Rome-based module. UNESCO CLT called on the assistance of the International Bureau of Education (IBE) to hold meetings at La Sapienza and with the Italian government to review the 1st edition¹⁶. Following this meeting, a curriculum planning workshop was convened by UNESCO in Geneva for all parties including professors and coordinators from the Israeli universities and Al Quds University. Agreements were reached between La Sapienza, UNESCO and other stakeholders on the following three pillars of around which the curriculum was to be based¹⁷:

(a) Humanitarian Affairs

Sub-topics

- Human Rights and Human Security
- Cultural Diversity, Dialogue and Development
- Normative actions in culture

(b) International Relations and Conflict Resolution

Sub-topics

- International Relations
- Conflict Mitigation and Resolution
- Peace building

(c) Education and Community Development

Sub-topics

- Cultural and Environmental Preservation and Sustainable Development
- Gender Issues
- Intercultural Understanding

It was also agreed that for the 2nd edition of the Masters Programme there would be an element of common or joint core curriculum, which would be taught in joint courses (one day a week) in Jerusalem, by both Palestinian and Israeli professors. This joint course element was never developed and circumstances on the ground meant that it never proved possible to teach any part of the Masters Programme with Israeli and Palestinian students together in Jerusalem. The only joint element of the Masters has been taught in Rome by La Sapienza.

The course content of the Rome-based modules

Although in the plans agreed for the 2nd edition the Rome-based curriculum was to be designed around the three pillars, in reality there was a much broader range of topics covered in the 2nd and subsequent editions. The main promoters at La Sapienza had always envisaged a wide and quite eclectic range of possible subjects to be covered in the Masters Programme (see 4.1.3), and this was apparently rooted in the many different requests for specialisation coming especially from Palestinian universities in early discussions. La Sapienza planned to address this wide range of demands through the Masters Programme in order to keep on board all parties involved and allow everybody to participate. The intention was that “even students without a background in the field could follow presentations and engage in activities.”¹⁸

UNESCO’s concerns about the lack of a common curriculum and in-depth focus on topics and issues relevant to the subject areas of the Masters Programme, were expressed by IBE in the mission and

¹⁶ Georgescu, Dakmara. Mission Report 4-6 September 2007. International Bureau of Education, Geneva.

¹⁷ Preparing for a second edition of the Master Programme “Social Sciences and Humanitarian Affairs” (Geneva, IBE, 9-10 October 2007). Workshop Report by Dakmara Georgescu.

¹⁸ Georgescu, Dakmara ibid

Geneva workshop reports, but subsequently not systematically followed up by UNESCO. As a consequence few changes were made to the Rome-based course content in the 2nd and subsequent editions, despite the plans for content ostensibly agreed in the October 2007 Geneva workshop.

Discussions with La Sapienza, the Israeli and Palestinian coordinators and several of the graduates from the Masters Programme, give the impression that the academic courses in the Rome-based modules were never very structured or well-prepared in content terms (last minute changes to the agendas, no preliminary reading provided, no lecture notes etc), relying heavily on the availability of key speakers and contacts of the Secretary-General of the Masters Programme, and on opportunities to explore Roman and Italian cultural heritage and public services.

There are no curriculum frameworks or detailed plans defining topics and learning outcomes in each topic area for any edition of the Masters Programme. La Sapienza's agendas and timetables for each Rome-based module and the project reports on each Masters Programme edition are the only documents that provide any information about what content was actually covered and how.

From these documents, an analysis of titles of lectures (coded by the evaluators into broad topics) and number of hours contact time (not including student-led activities or visits and trips to external institutions) suggests a rather different focus for the Masters Programme Rome-based modules than that agreed with UNESCO in 2007. Table 5 shows the breakdown of topics and Figure 3 ranks the coded topics according to the number of total hours devoted to them.

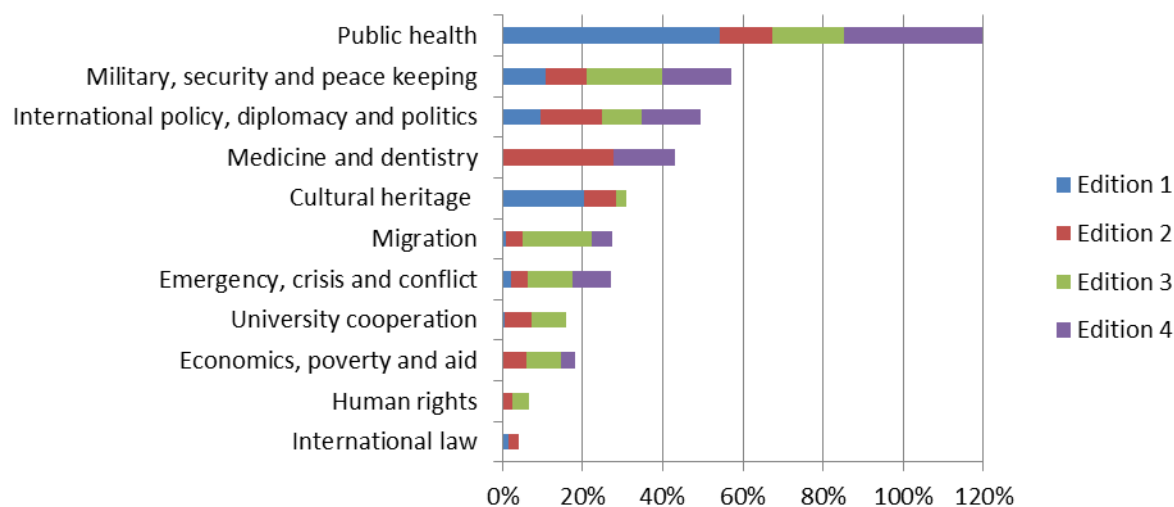
Table 5: Number of contact teaching/lecturing hours in the Rome-based courses using coded topics

No. of hours	Edition 1	Edition 2	Edition 3	Edition 4
Cultural heritage in post-crisis	45	10	3	
Economics, poverty and aid		7.4	10	2
Emergency, crisis and conflict	5	4.9	13	5.5
Human rights		3	5	
International law	3.5	3		
International policy, diplomacy and politics	21	19	11.5	8.5
Medicine and dentistry		34		9
Migration	2	5	20	3
Military, security and peace keeping	24	12.4	22	10
Public health	120	16	21	20
University cooperation	1	8.5	10	
Total hours accounted for in each edition	221.50	123.2	115.5	58

Public health and medical topics dominated the Rome-based module in each edition, which in part was driven by the promoting professors' own backgrounds and the location of the Masters Programme in the Department of Paediatrics, and in part apparently by specific requests from the Palestinian universities for its inclusion. According to La Sapienza, public health is an important and under-addressed issue in Palestine and therefore seen as an entirely relevant and innovative social science subject for the sub-region.

Figure 3 indicates that the third pillar of the plan for course content agreed between UNESCO and La Sapienza – Education and community, which included addressing issues relevant to intercultural dialogue and understanding – was scarcely covered at any editions of the Rome-based module.

Figure 3: Contact teaching/lecturing time in the Rome courses per coded topic as a % of total hours accounted for on each edition



It is not clear that employment options for graduating students were considered in the content design of the Masters Programme, except perhaps by the Palestinian coordinators in Al Quds. No analysis of employment markets and job demands was conducted or documented, nor was there any information gathered on student employment aspirations or expectations as a result of study on the Masters Programme.

Content of the 'home' university courses

In theory, for two semesters the students were supposed to select courses offered by their 'home' universities relevant to the agreed three pillars of the Masters Programme. There is very limited information in the La Sapienza reports about the topics and content of the 'home' university courses. Only for the 4th edition are there details of what the students actually studied during the two semesters of the Masters Programme taught in their 'home' universities:

- The Palestinian students studied masters topics as follows: Health Policy and Management (2 students), Public health (3 students) and Rural Sustainable Development (5 students);
- Each Israeli student seems to have focused on studies in the following areas:
 - Student 1: Politics, philosophy, foreign policy
 - Student 2: Economics, politics and the environment
 - Student 3: Archaeology, conservation, heritage
 - Student 4: Energy and the environment, economics
 - Student 5: Politics, communication, media, propaganda
 - Student 6: Politics, Arab world issues
 - Student 7: Development, civil society, social change
 - Student 8: Peace, security, conflict

4.2.5 Teaching and learning methods

According to the course agendas and reports, lectures were an important part of the Rome-based module in each edition, but these were balanced with personal study, group work, and discussion seminars. No teaching or learning materials from the Rome-based modules have been made available.

The Israeli and Palestinian partners and coordinators were unanimous in their enthusiasm for the opportunities presented in the Rome-based modules for the students to meet face-to-face with

high-level officials and with functioning European government and non-governmental organisations such as Italian MAE, the International Red Cross etc. The importance and interest of these opportunities were endorsed in most of the student interviews, for example:

The academic side was more practical than theoretical - not academic in the usual way – not necessarily bad but more could have been done: such as send articles to read in advance so the students were better prepared. The students came from really different fields - hard to find a common ground - would have been better to either limit the scope of the types of things people are studying, or to prepare everybody better in advance. But meeting with people at the highest levels and speaking about their practical experiences - this was really useful.

Informal learning and cross-cultural dialogue and interaction among the students were also a fundamental part of the Rome-based modules, but there is no evidence of the adoption of formal methods on the part of La Sapienza or the attending Israeli and Palestinian coordinators, to facilitate these aspects or support students with guidance or materials. From anecdotal evidence, La Sapienza placed considerable emphasis on the active presence of the Masters Programme Director and Secretary-General, and the Palestinian and Israeli coordinators among the students throughout the Rome-based activities, to provide informal support and mediation to their interaction and joint working.

No information is available for the teaching and learning methods adopted by the four Israeli and one Palestinian university institutions in the semesters taught in the ‘home’ universities. La Sapienza exerted no control or influence over the methods, quality or content of the Masters Programme students’ study in these two semesters spent studying in the ‘home’ universities.

4.2.6 Selection of students

Criteria for selection

Students were selected by their home university. They submitted an application and were in principle accepted if they met the following minimum criteria:

- (a) Students should have at least a BA or BSc degree;
- (b) They should be proficient in English;
- (c) Selected by interview to verify their commitment to and skills for peace building and learning to live together¹⁹.

Selection of students was quite constrained, in both Israel and Palestine, by the level of English language competence of the candidate. From some of the comments of the students that were interviewed this did not always work so well, for example:

It is good to choose students with good English capabilities (speaking especially), so that they can participate in dialogues. From my group there were only 3 people who could speak English well, me and another male and female. Of the rest, two of them they couldn't understand or speak at all, and the others were very poor at English, and that was a problem.

On average students were aged between 27 and 31, with a youngest student of 21 and oldest of 51. There has been a good gender balance, which was overall slightly in favour of female participants.

Initially it was intended that the course would include participants from Italy. The original student list for the 1st edition includes the name of one student from Rome, though in the end the student never took part in the course. However, the structure of the Masters Programme apparently required that every participant spent two semesters in Palestinian or Israeli universities, because, according to La Sapienza “the Master was planned to be done in Israel, Palestine and Rome and you

¹⁹ Partnership Agreement UNESCO and La Sapienza 2nd edition

could not do an exception only because they were Italians”. Despite this explanation, it remains unclear to the evaluators why enrolled Italian (or other European) students could not also study two semesters in their own ‘home’ university (e.g. La Sapienza), as did the Palestinian and Israeli students, since there were no common courses or coordination on course content during these two semesters, and students enrolled on any of the existing social science or other courses offered by each of their universities.

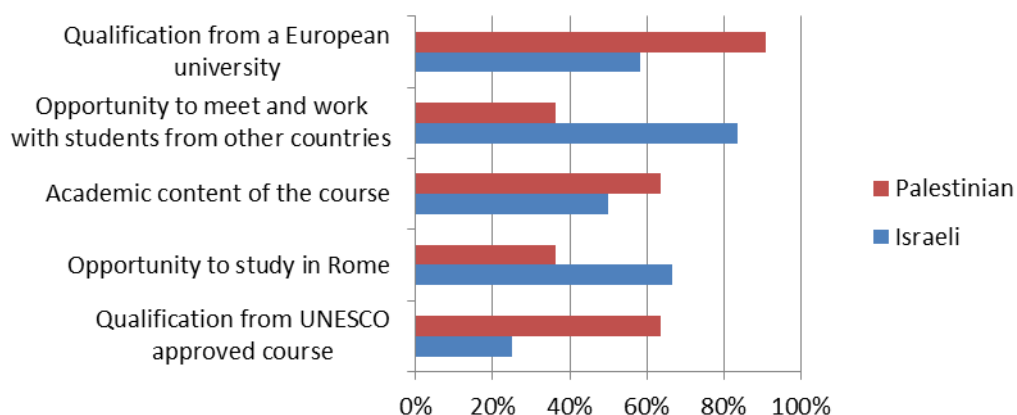
In the 1st edition there were 42 students accepted in the Masters Programme. It became apparent to the organisers that this was not conducive to good outcomes in terms of student interaction on the Rome-based courses. Subsequently, therefore, the number of enrolled students was limited to a maximum of 20.

Most editions attracted more applicants than there were places, although sometimes it was harder for the Palestinian coordinators to find applicants willing to risk cooperation in any form with Israelis. The Israeli coordinator reported that on several occasions good candidates were also unable to join the Masters Programme because delays in release of funds and the final go-ahead from UNESCO meant that the start date was uncertain or postponed.

Motivation of applicants

Figure 4 shows the top three rankings, from the student survey, of students’ reasons for choosing the Masters Programme, indicating the different weight put on the academic opportunities by Palestinian and Israeli survey respondents.

Figure 4: Reasons for choosing the Masters Programme- % of Palestinian and Israeli respondents who ranked the option first, second or third



In the student interviews, the reasons students gave for applying to the Masters Programme varied; all but one of the Israeli students identified the opportunity to meet Palestinians as a main motivating factor, and one stated that the Masters Programme had a UNESCO stamp. Two of the Palestinians also talked about opening up dialogue and meeting Israelis, with others highlighting the opportunity to travel and receive a masters degree – all possible because of the full scholarship.

4.2.7 Student assessment

At the end of the Rome-based courses, the students were required to work jointly (in small mixed Israeli and Palestinian groups) on projects of their own choosing, related to the topics covered during the course, and to present these projects to their fellow students and academic staff before the end of the Rome-based course, or before the diploma award ceremony. No details of the assignments or guidelines for the students have been received, but the following four presentations prepared by the student groups for the 4th edition have been received and reviewed:

- Israeli-Palestinian Students Cooperation for a Better Future;

- Seeds of Peace: peace through academic cooperation;
- The Prisoner's Dilemma: cooperation in infinitely repeated games: an application of game theory to the Palestinian Israeli affairs;
- Discovery (to create mutual understanding and friendship between Israelis and Palestinians by learning about historical sites, heritage background and the environment in the region).

All of these presentations indicate a level of relatively mature reflection on intercultural issues and imaginative application of the relatively limited new knowledge and insights gained by the students during the Rome-based module.

At the end of each edition of the Masters Programme the students apparently produced a written thesis, starting work on these individually after the Rome-based modules were completed. The theses were apparently about 20 pages on topics agreed between them and their tutor(s) in their 'home' university courses, written in Arabic or Hebrew and assessed/examined only by their home university tutors. Students apparently presented an English summary in plenary sessions before the Diploma award ceremony, although these are not documented.

4.2.8 Quality assurance

UNESCO IBE conducted a review after the 1st edition (see 4.2.4). Subsequently, UNESCO has required and received project reports from La Sapienza on each edition as it has completed. There have been no formal monitoring visits and UNESCO SHS has not attempted to contact any of the partner universities or gather views from students directly.

4.3 Achievement of academic learning outcomes

What have been the Master programme's (likely) effects in terms of achieving academic learning outcomes?

4.3.1 Academic aims and objectives for the Masters Programme

There were academic aims and objectives clearly identified in the UNESCO project documents and reports for each edition (4.1.2) and some stated by La Sapienza (4.1.3). UNESCO's project aims focused broadly on academic exchange and cooperation between Israeli and Palestinian faculty staff and students, and developing (unspecified) competences in the students. La Sapienza aimed to support student advancement in particular studies.

What elements in the Master Programme are conducive to or constraining the Programme's potential effectiveness in terms of achieving academic learning outcomes?

Discussions with La Sapienza and the Israeli and Palestinian coordinators indicate that the different parties placed different weight on academic objectives. For La Sapienza (the institution and the Masters Programme promoters) any academic achievements of the Masters Programme have always been subordinate to achieving the specific objective of getting Israeli and Palestinian students working and studying together in an academic context. This view was shared by the Israeli coordinator, since opportunities to study internationally and to engage in academic exchange programmes are relatively common among Israeli universities. However, for representatives of the Palestinian universities, and Al Quds in particular, the gains for their students being exposed to an international academic programme (presumed to be of a recognised and high standard), and of obtaining a European qualification, were regarded as equally important as the opportunity to build intercultural relations. These differences are reflected in the students' survey responses (see Figure 4) with Palestinian students giving greater weight to academic opportunities than Israeli respondents.

The success of the Masters Programme in achieving the broad academic objectives set by both UNESCO and La Sapienza has been constrained by a number of external and internal factors, including:

- The academic boycott militated against any formal institutional engagement on

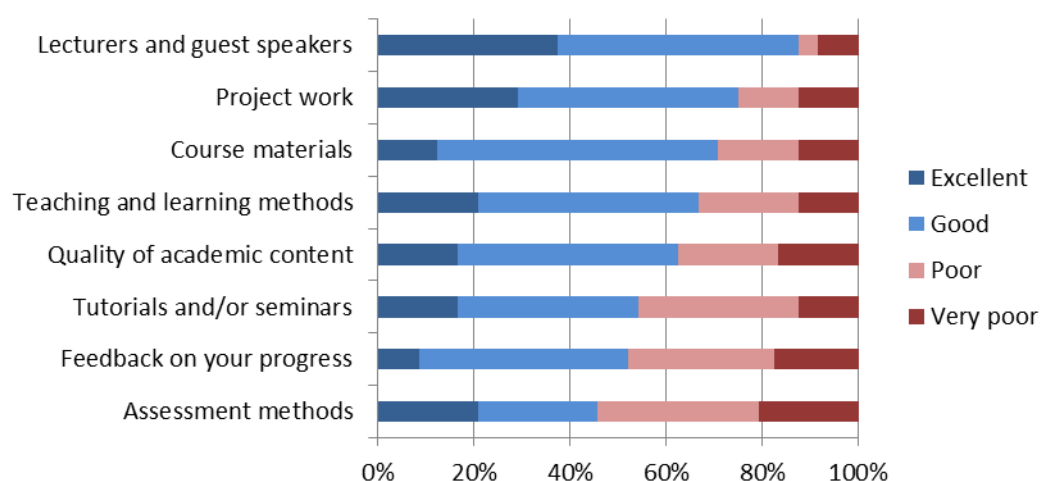
the Palestinian side that might have resulted in active cooperation and exchange between faculty staff, for example, in joint design and teaching of the Masters Programme curriculum;

- The wide range of academic disciplines and topics included in the Rome-based modules (see Table 5) necessarily meant a relatively shallow, rather than in-depth coverage usually associated with postgraduate programmes;
- The academic quality and outcomes of the two semesters of study in ‘home’ universities was not monitored or recorded in any systematic way and, therefore, this contribution to the academic gains of the Masters Programme was never assessed;
- No specific academic learning outcomes or professional competences were defined by either UNESCO or La Sapienza for any edition or part of the Masters Programme.

4.3.2 Student views on academic aspects of the Masters Programme

Overall, survey respondents rated the lecturers and guest speakers in the Rome-based modules the highest quality aspect, with 88% stating they were excellent or good. In contrast, assessment methods received the lowest rating at 46% excellent or good (see Figure 5).

Figure 5: Ratings of quality factors in the Rome modules, all respondents

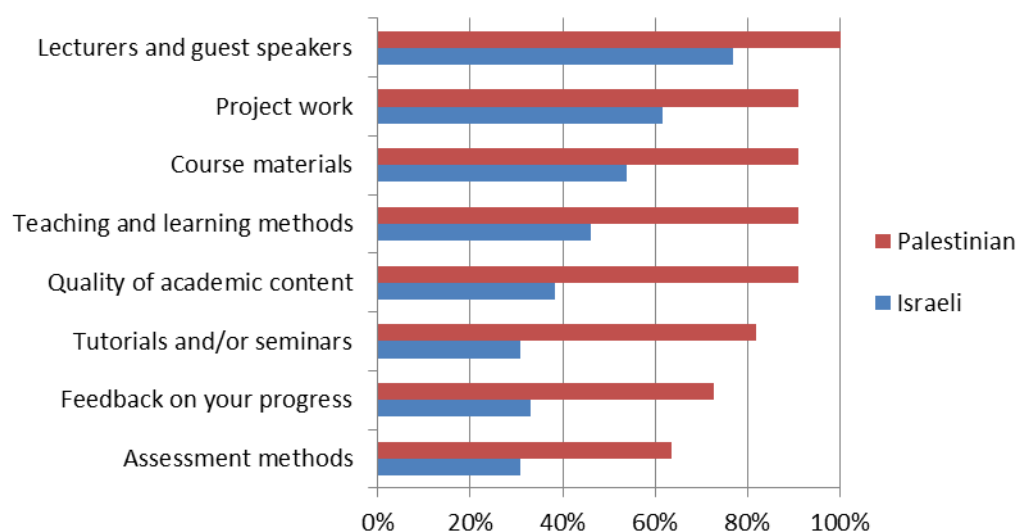


Palestinian students were far more positive about the overall quality of the Rome-based modules than Israelis (see Figure 6). The biggest disparity was on the quality of academic content, which 91% of Palestinians rated excellent or good against only 38% Israelis.

The students interviewed all said that the students in the Rome-based modules had very different academic backgrounds and levels, and that this was problematic because some courses were more relevant than others. Students from Al Quds were reportedly from either a health background or a development background, but Israeli students tended to be from political sciences. This point was corroborated in discussion with the Executive Vice-President of Al Quds, who said that, given the bias of the Rome-based modules towards health and medicine, they tended to select students already in studying in those fields at Al Quds.

Figure 6: Factors rated good or excellent in Rome based modules, as percentage of Palestinian and Israeli

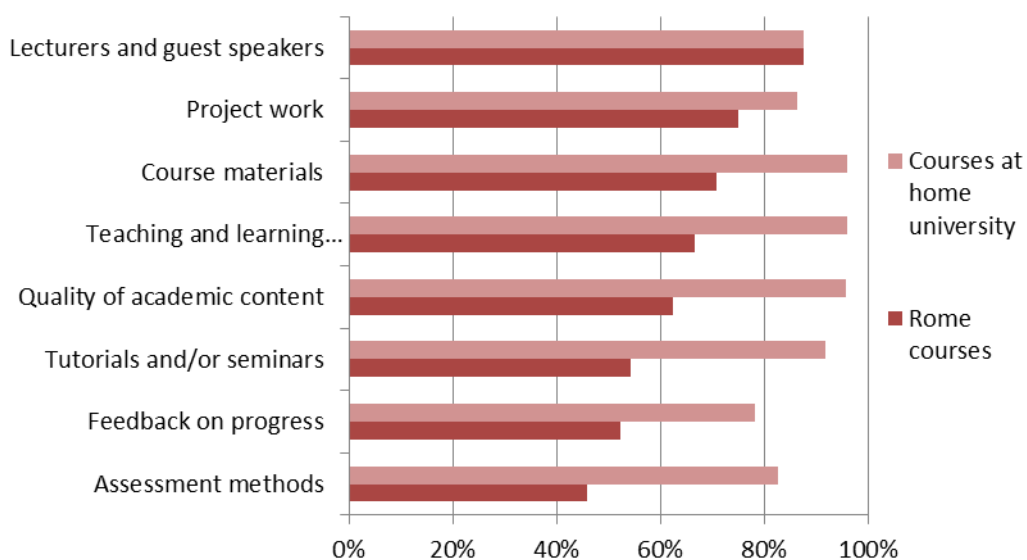
students.



Some (Israeli) students suggested background material and prior information on the Rome-based course topics would have helped to mitigate the different academic levels and disciplines; others (both Israeli and Palestinian) suggested the selection should be more careful to ensure similar backgrounds and levels across the group.

Across both Palestinian and Israeli respondents, the overall quality of the 'home' university modules was rated much higher than that of the Rome-based modules in all areas apart from 'Lecturers and guest speakers' (see Figure 7).

Figure 7: Factors rated good or excellent in Rome based modules and home courses, as percentage of all respondents



One Palestinian student elaborated on this academic quality issue in a comment in the survey:

There was no real tests to what we studied in Rome, we were divided to groups and each group works on one project while back home every student had to do a project for each subject, in short, I learned more academic stuff in al-Quds university (exams, papers,

presentations), but I learned a lot in other different methods in Rome.

Two Israeli students also commented critically in the survey about the academic content of Rome-based modules:

The studies were at no level, because the operators of the program did not intend to teach something - this study were an eclectic collection of classes that are not related one to each other and to the main topic.

This was the worse academic program imaginable. The entire European component was dismal. There were no courses, no grades, no exams, no means of assessment whatsoever. We were stuck in a hotel far from the city center, and did no learning whatsoever. "Classes" consisted of non-mandatory trips to various universities, to hear lectures - often in Italian - on topics that had no visible relevance to our program.

These findings were broadly confirmed by the student interviews. All the respondents interviewed confirmed that the teaching methods were different to their past experiences of academia, involving visits, trips and meetings with high level people, and some saw this as more positive than others. Some students (both Israeli and Palestinian) described the approach as 'participatory', 'practical' and 'focused on peace'.

However, most students identified the need for improvement on the academic side; for example, it was too focused on Italian heritage and culture, there was a lack of structure and assessment, it was more about visiting places than real learning.

One Israeli student interviewed expressed anger about the academic quality of the Rome-based module:

It was totally [...] unorganised, there were no set courses on set days of the week, there were no set lectures, no single Professor who taught for more than a couple of days, no exams, no papers to hand in. We would get a schedule each week telling us where to go - it was somewhere in Rome, so we would take a bus there, and then often wouldn't even find the place because it was complicated, it was in a different place every time, then if we did find the place it would be some lecturer speaking about things they spoke about to their students in many cases, not designed for us. It would be an hour or two of them lecturing on these random topics that had nothing to do with the next professor's topic [...] unstructured.

4.3.3 Learning outcomes

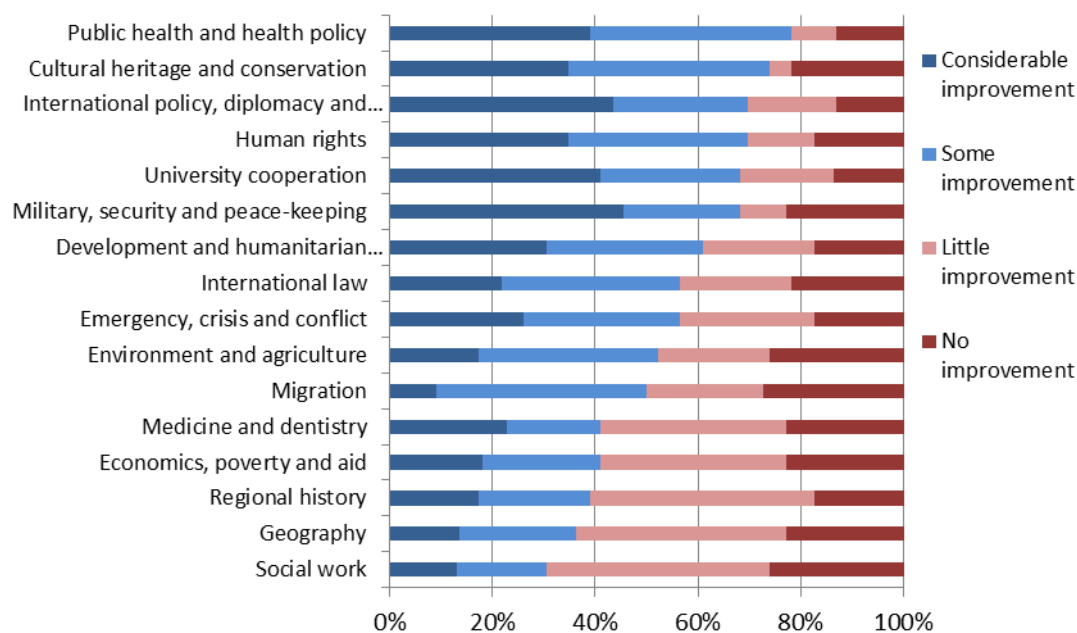
It is normal practice in the design of a masters level curriculum to include statements of programme or course-specific learning outcomes, specifying the knowledge and skills appropriate to the field of study and identifying the ways in which these will be developed and evaluated in the students. This was not done by La Sapienza for any edition of the Masters Programme.

The partner universities in Israel and Al Quds in Palestine presumably applied and assessed their own expected learning outcomes for those courses in which the Masters Programme students were enrolled during the two semesters study in 'home' universities. La Sapienza was aware in most editions of the titles of the courses in which the Masters Programme students were enrolled but did not gather any data about these.

In the absence of any measurable learning outcomes, the evaluation asked the students in the survey to rate their improvement in the subject areas and topics covered by the Rome-based and 'home' university semesters (Figure 8).

Figure 8: All respondents perceived improvement in Masters Programme subjects and topics after

completion of all modules in the Programme



Respondents were most likely to report some or considerable improvements in public health and health policy (78%) followed by cultural heritage and conservation (74%) and international policy, diplomacy and politics (70%). Again, Palestinians were more likely to report improvements on all topics than Israelis, particularly on international law and humanitarian assistance.

4.3.4 Student employment on completion of the Programme

One of the survey respondents that was subsequently interviewed mentioned that all the Palestinian students kept their jobs during the Masters Programme and resumed them after completion of their studies; whereas all the Israeli students left their jobs to study and started new ones on graduation from the Masters Programme. The survey data substantiates this to some extent. No Palestinian student reported starting a new job – they resumed an old job, continued studying, or did not answer the question (see Table 6).

Table 6: All respondents: what students did after completion of the Masters

	Israeli	Palestinian
Continued studying	4	7
Started a job that I wanted to do	7	0
Resumed or continued a previously held job	2	3
Don't know	0	1
Missing	2	3
TOTAL	15	14

Of those Israelis who did get a new job, three indicated that the Masters Programme had helped them to get it and three that it might have done so. They provided the following reasons in comments in the survey:

A very unique degree with very prestigious partners and special experiences

It gave me a competitive edge and a good credentials

The work was not related to the master program, however the experience of studying in Europe in a UNESCO program might have [had] some effect.

All respondents who indicated they had a new job or had continued a previously held job were asked whether participation in the Masters Programme had contributed positively to their work: seven said it had, three said it may have and two said it had not. The following positive reasons were provided in comments in the survey:

I work a lot with international cultural and educational cooperation and the fact I personally took part in such a program is priceless for that.

Impressed the managers and co-workers and helped me to get promoted

In Israel I work with Israeli Arabs. In Israel in each governmental office-you need to have 1/3 Arabs, so I think I understand them more

4.4 Contribution to a culture of peace and mutual understanding

What have been the Masters Programme's (likely) effects in terms of contributing to a culture of peace and mutual understanding

What elements in the Masters Programme are conducive to or constraining of the Programmes potential effectiveness in terms of contributing to a culture of peace and mutual understanding

4.4.1 Addressing issues of peace and intercultural understanding

Joint study – the Rome-based modules

Although the Masters Programme was conceived specifically as an “initiative for contributing to the training of graduate students from Israeli and Palestinian Universities and to motivate them to study in a spirit of mutual understanding”²⁰, the only element of the Masters Programme that has contributed directly to building a that spirit of mutual understanding has been the Rome-based modules in each edition and some associated activities, such as bringing students and staff back together for Diploma awarding ceremonies (see Figure 2). These modules have constituted a maximum of 2 months out of 11-13 months duration of each edition of the Masters Programme.

Although in the early days of the 1st edition of the Masters Programme it seemed feasible that other joint courses and study activities could be organised and hosted in more or less neutral and accessible spaces in Jerusalem, these never proved to be possible because of external security and political factors. There is no documentation recording any meetings between La Sapienza and the Palestinian and Israeli academic coordinators to discuss what the content and modus operandi of such joint courses might have been. It seems likely that this idea never got beyond the ideas stage.

Among the La Sapienza, Israeli and Palestinian coordinators there is a firm conviction that the individual students in each edition benefited greatly from meeting their Israeli and Palestinian peers, and cooperating on joint projects, living, working and exploring together during their visits to Rome and elsewhere in Italy. The Masters Programme has been one of only very few academic programmes that has succeeded in bringing Palestinian and Israeli students together. However, given the scale of the Masters Programme (fewer than 100 students graduating in total), and only a maximum of two months per edition of joint working and study, the Masters Programme's contribution to a culture of peace and mutual understanding in the sub-region, and its effects on wider society, are inevitably modest.

Addressing intercultural dialogue and understanding in the Rome-based modules

La Sapienza maintains that topics related directly to intercultural dialogue, conflict

²⁰ MOU UNESCO and La Sapienza 2005

resolution or the political and social situation in the sub-region and wider Middle East were deliberately not included in the Rome-based modules as these were likely to create tensions and make participants feel uncomfortable. Uncontroversial topics were considered by La Sapienza more appropriate to encourage mutual understanding amongst all participants, considering the sensitiveness of the historical and current political climate.

In the student interviews, however, two Palestinians and one Israeli indicated that Palestinian students particularly did not really know what they were getting into when they started the course; specifically, they did not fully realise that they would be meeting, working and living with Israelis. In one case this caused serious concern, with a student unable to participate fully for the first two weeks from an unfounded fear of being detained by the Israeli security service on return home. She overcame this fear with the support of the Director and Secretary-General of the Masters Programme and had a very positive experience overall.

One Israeli student talked about the careful selection process they went through at their university, followed by preparatory meetings and discussions with former students of the Masters Programme. This compared favourably to the comments of the Palestinian students who did not seem to have had any preparation activities at all. Two students (one Palestinian and one Israeli) felt that the selection process had not identified the right students, and had included some people not open to change.

4.4.2 Measuring the Masters Programme's contribution

As noted above (4.1.2) one of UNESCO's project objectives for the various editions of the Masters Programme was to "develop competences in students to engage actively and productively in fostering peace building and intercultural understanding in the region". However, the specific competences to be targeted were never defined, nor were mechanisms developed and built into the Masters Programme by which student progress in acquiring the relevant competences could be measured. Only anecdotal evidence exists, mainly from the La Sapienza team and Palestinian and Israeli coordinators, and only about individual student's positive experiences in intercultural dialogue and developing greater mutual understanding.

In the absence of these measurable competence outcomes the evaluators asked student survey respondents to assess their own progress in the acquisition of 'intercultural competences' as defined by UNESCO²¹. These competences are:

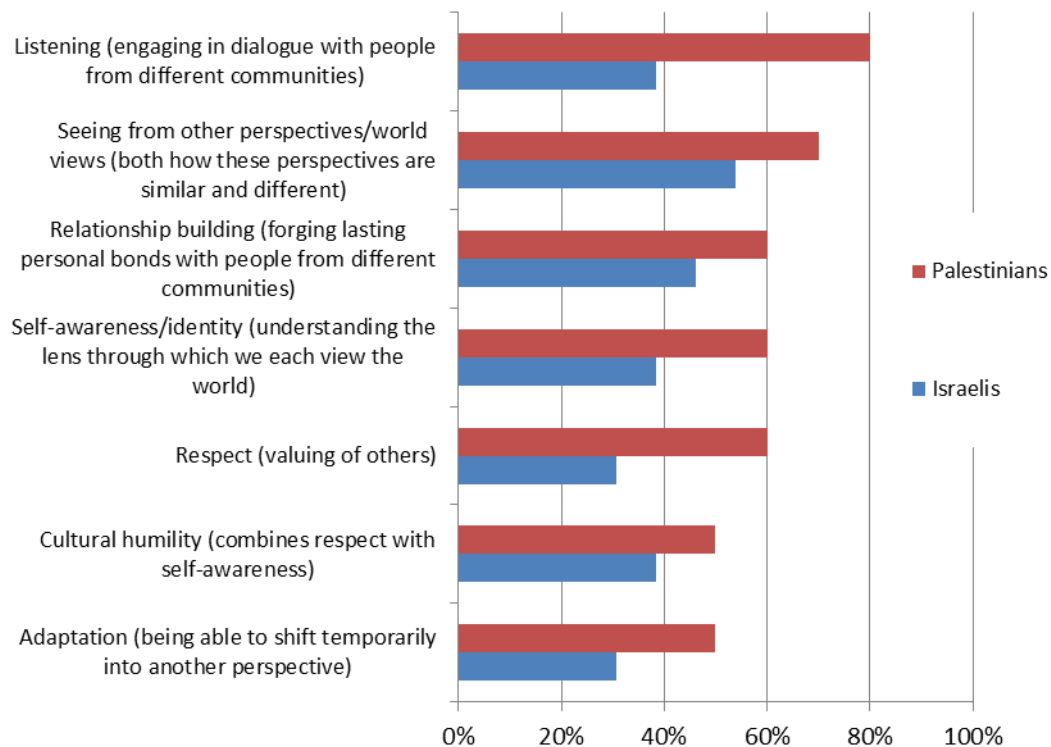
- Respect (valuing of others)
- Self-awareness/identity (understanding the lens through which we each view the world)
- Seeing from other perspectives/world views (both how these perspectives are similar and different)
- Listening (engaging in dialogue with people from different communities)
- Adaptation (being able to shift temporarily into another perspective)
- Relationship building (forging lasting personal bonds with people from different communities)
- Cultural humility (combines respect with self-awareness)

The majority of all respondents indicated that they had 'definitely gained' or 'had

²¹ Intercultural competences: conceptual and operational framework (2013)

gained to some extent' each of these competences. They were most likely to state that they had definitely gained or gained to some extent "seeing from other perspectives" and "listening" (Figure 9).

Figure 9: Percentage of respondents who stated they had 'definitely' gained an intercultural competence



4.4.3 Student responses to the intercultural aspects of the Masters Programme

The findings suggest that the intercultural aspects and opportunities to develop mutual understanding were more important to the students and more successful than the academic aspects of the Rome-based modules.

Two Israeli survey respondents commented on the intercultural aspects:

For some of the Israeli students this was the first time to meet with Palestinian students. I think that a facilitator should join the group and lead the conversations.

The unique program improved my skills and helped me to see the other side and consider their situation

And one Palestinian survey respondent commented:

I understood that the Master is in the experience itself more than what we actually studied, as you may gain knowledge by reading or surfing the internet, it is more about cooperation and understanding yourself and the other, staying in Rome by itself is an add to the knowledge, you not only know but you feel and this change your perspective positively

This is confirmed by the interviews: overall the interviewees valued the opportunity to meet Palestinians and Israelis and to open dialogue with them and make friends. However, it is not clear that the process of developing intercultural understanding was

managed well. Despite La Sapienza's conviction (see 4.4.1) that addressing the conflict and intercultural issues directly would create tensions and make participants feel uncomfortable, discussion of the conflict during the time in Rome was unavoidable:

At the beginning of the masters, everything was about the conflict....we were like attacking each other in words....literally attacking each other

Talking about the conflict was done informally and away from the lectures of the Master Programme. Different students reflected different experiences of this: some endorsed the organisers' view and talked about being able to be open in this kind of setting, discussing conflict-related issues whilst doing other social activities, which was preferable to discussions in lectures which quickly get heated and out of hand. Other students stated that there wasn't enough facilitation to enable better collaboration – there was “an elephant in the room”, as one student put it, and it should be addressed head on, rather than leaving students to resolve it themselves. Particularly at the beginning of the time in Rome, there were suspicions and tensions.

When the topic did come up in lectures, it was problematic: one Israeli student said it came up once and it took a week for the group to recover, and others reported strong reactions because the conflict was not dealt with sensitively, for example:

I remember one lecture that we had on the occupied Palestinian territories, and several Palestinian students getting really angry in the middle of a lecture and eventually storming out of the room, because the lecturer had used the term 'occupied territories' and not Palestine.

One day they put a map on the screen talking about Palestine and Israel, and the map had written on it, from bottom to top, Israel, there is no Palestine on it, and they were talking about peace. If you are talking about peace between two countries, and you bring a map talking about one country, how is that?

One Israeli student, with subsequent experience working on cross-cultural collaboration activities, was shocked by the poor quality of facilitation, noting that the Rome-based module would have really benefited from a trained conflict resolution facilitator conducting extra-curricular activities.

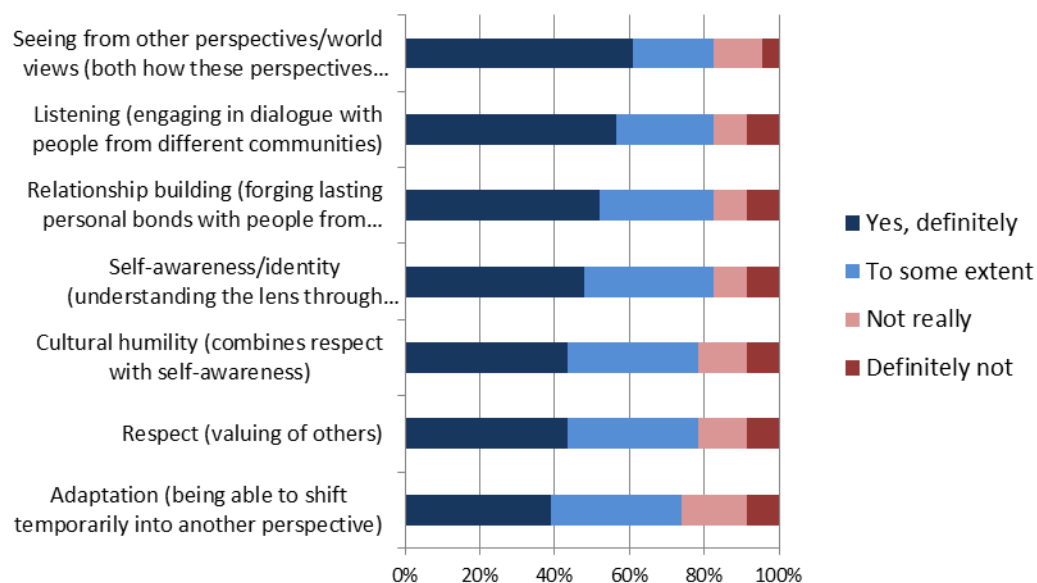
All social activities were initiated by students, with little budget and little support from the facilitators. One Israeli student talked about how he organised a social event, and it was successful “in spite of rather than because of” of the professors. The variance in student experiences appears to have been down to luck – some groups were more proactive and open to peace and dialogue than others.

4.4.4 Sustaining the gains of the Masters Programme

Applying intercultural competences

The students were asked in the survey to what extent they felt they had practised their new intercultural competences in their life or work after completion of the Masters programme. Figure 10 indicates that the students reported quite high levels of continued practice of these competences following their Masters Programme studies.

Figure 10: Extent to which all respondents practised intercultural competences in life and work after completion of the Masters Programme



Attitudinal changes

From the interviews with students there was strong evidence of attitudinal change and a change in perspectives as a direct result of participation in the Rome-based modules. Students were very positive about the social benefits and the uniqueness of the opportunity to meet and build friendships between Israelis and Palestinians.

However, it also became clear what a psychological distance they had to travel in meeting and working with other students from across the divide. For most students it was the first time they had ever met anyone from the other side, and responses from both Israeli and Palestinian students suggest that it took time for the Palestinians in particular to overcome feelings of anxiety:

I was born and raised in war and conflict, and never saw any normal citizen - Israeli citizen - I only met aggressive soldiers, at the checkpoint, attacking my house, detaining my brother...

The Israeli students were likely to have participated on this course if they were already open minded and keen to engage in dialogue with a view to peace. The Palestinians in this regard had the biggest hurdles to overcome, as they gradually separated individual citizens and the students they were meeting, from the military and politics; and these new perspectives initiated by new friendships were fragile, for example:

After the programme I talked with many of them [Israelis] through email and telephone and we made friendships. But one day I saw one of them working on the checkpoint..put yourself in my position, and see one of your friends on the checkpoint against you, that will damage the relationship and everything.

Most of the students from both Israel and Palestine talked about making friends and seeing past the politics to the things they had in common as individuals.

Before I came to Rome, I felt it was not acceptable to interact with Israelis, it is an inherited conflict, they are occupying our country...but when I came to Rome, I discovered that there are really good Israeli people, as in the same way they are good Palestinian people...and also bad Israelis and bad Palestinians. Now I feel I can

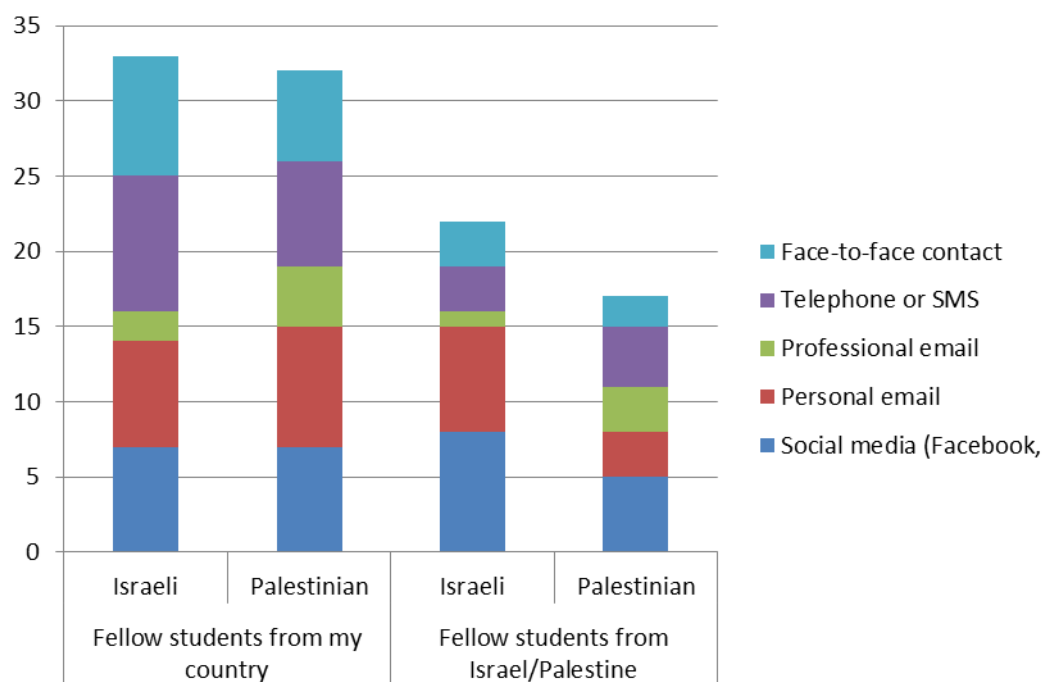
treat them like my friends....didn't feel that they are my enemy ...sometimes I feel that about Israeli government and army, but not with the students

To sit near somebody from there and to be able to talk and then to become friends, this is a huge step. I am a refugee, from in Israel now and I can't go there. So with these complex feelings, to be able even to have friends and to discuss feelings I think it's something positive. It will take you to another level.

Keeping in touch

Many of the students talked about how they had managed to keep in touch with each other, through What's App messaging services and Facebook, and in some cases even organising face to face meetings (either because the Palestinians had existing permits to travel or because the Israelis travelled to them). Figure 11 shows that the majority of survey respondents found ways to keep in touch with their new friends.

Figure 11: How students keep in touch with colleagues from their country and the other country (Israel or Palestine respectively), expressed as number of responses. Note this was a multiple response question.



Alumni association

UNESCO and La Sapienza had several documented discussions about the possibility of facilitating continued contact with and between the students on the Masters Programme through the establishment of an alumni association. An online alumni forum was proposed as a way of circumventing the difficulties of arranging joint meetings of Israeli and Palestinian students in the sub-region. However, despite these discussions no action was taken by either party to establish such an association or forum. La Sapienza apparently felt that public association with the Masters Programme might compromise the security of the Palestinian past students.

Several of the students interviewed expressed disappointment that there has been no formal follow up, or facilitation of continued contact between alumni of the Masters

Programme. One interviewee went further:

We had a lot of great ideas for great projects to do together ... Maybe when times are better we can do it...it's very important to keep this connection between us, because we are really very connected...I talk about it all the time. How can we make projects happen? If UNESCO could take all these ideas and publish them, or really make them happen! This is the way for peace. I know there have been four programmes like this, but I never heard what happened...in Rome everything's good but what happens afterwards when we come back? We are already 100 students altogetherthere is a lot of potential in us, who already know each other.

5 Conclusions and lessons learned

5.1 Overall conclusions

Due mainly to the dedication and single-minded efforts of the Secretary-General and Director of the Masters Programme in La Sapienza, supported by the Israeli and Palestinian coordinators from Haifa and Al Quds universities respectively, and the Italian Consulate-General in Jerusalem, the Masters Programme has achieved something quite remarkable in the context of deteriorating Israeli-Palestinian relations during the past decade; evidence gathered for this review suggests that neither UNESCO nor other organisations have managed to achieve similar results in other programmes during the same period.

The Masters Programme has brought together with a common purpose and in an academic setting some 45 Palestinian and 45 Israeli students, most of whom have collaborated and worked together in a positive spirit and learned lasting lessons about each other across an almost unbridgeable divide. This has been a relatively expensive academic intervention, however, and open to value for money criticisms, given the uncertain academic outcomes.

The overly ambitious academic and collaboration expectations for the Masters Programme, on the part of both UNESCO and La Sapienza, have not in large part been achieved, constrained from the start by external factors outside their control, and by the poor planning, management and administration of both partners.

The academic quality and coherence of the Masters Programme were deficient from the start, and UNESCO and key academic staff in Al Quds and Haifa universities, voiced their concerns to La Sapienza, and suggested ways that might bring improvement. La Sapienza did not take a lead in addressing these deficiencies and UNESCO did not keep up effective pressure on them to do so. The lack of any assessment mechanism to measure learning and other outcomes in all four editions was a serious oversight.

There was tacit agreement among all parties that academic quality and achievement was subordinate to the key effort of getting Israeli and Palestinian students working and communicating together. The short-term outcomes of that effort for the relatively few students in each edition of the Masters Programme have been striking and significant in terms of promoting mutual understanding and intercultural dialogue. The longer term effects for some individual students may be life-changing. However, these were outcomes and effects dependent almost entirely upon the personalities and capacities of individual students and academic staff, without a preparatory and supporting framework for intercultural dialogue, reconciliation and conflict resolution, despite both UNESCO and the La Sapienza organisers having a wealth of experience and expertise to hand. The students' interactions and collaboration were never systematically monitored or followed-up by either party and therefore lessons that could have been learned, transferred or scaled up were never properly identified.

However, these major shortcomings do not detract from the central point that the Masters Programme has achieved real and positive intercultural dialogue for a handful of citizens in a sub-region with possibly the most intractable political, social and security situation in the world.

The following paragraphs summarise our conclusions and identify lessons learned in the following key areas:

- Assumptions and risks associated with the Programme
- Management and structure
- UNESCO's roles and responses

- Achievement of academic learning outcomes
- Contribution to a culture of peace and mutual understanding
- Alignment to UNESCO's mandate as stipulated in the Medium-term Strategy 37 C/4 and Programme for 2014-2017 37 C/5

5.2 Assumptions and risks

Several important assumptions, made by La Sapienza and UNESCO, underpinned each edition of the Masters Programme from the beginning, the failure of which posed serious risks to successful design and delivery of a coherent and quality academic programme.

The most important assumptions were about the security and political situation in the sub-region: it was assumed that this would not hinder meaningful collaboration between academics and/or students. In fact, from the 1st edition onwards the security and political situation proved impossible to circumvent and deteriorated over time. The early boycott of academic cooperation meant that joint academic programmes between Israeli and Palestinian higher education institutions were never welcomed in principle by Palestinian institutions or wider civil society.

Assumptions were also made about the graduates of the Masters Programme remaining in the region and being employed in contexts where their competences could be used, indeed being able and willing to enter areas of public and professional life related to peace building and intercultural understanding. It would never have been possible to control of influence the eventual employment of graduates in the sub-regional context, so this was a flawed assumption from the start.

5.3 Management and structure of the Masters Programme

Academic planning and management

Shortly after the signing of the Declaration of Principles in 2004 it became clear that the management of a fully joint Masters Programme, with at least two semesters in which students were to be studying together in a 'neutral' space in Jerusalem, was going to be more challenging than anticipated, because of the difficult political and security situation and the Palestinian academic boycott. No detailed planning or course preparation for any joint courses for Palestinian and Israeli students took place, and yet the project documentation for each edition (produced by UNESCO) included this kind of joint study and academic collaboration as a significant element, which was never reviewed.

Management of the Masters Programme by La Sapienza and the in-country coordinators appears to have focused only on organising a joint Rome-based module (equivalent of one semester), although planning for each edition of these modules seems to have been done in a rush, with last-minute changes and uncertain start times. Late confirmation of the release of funds by UNESCO seems to have contributed to this last-minute management approach; but also La Sapienza seems not to have provided or utilised sufficient administrative and management capacity to do the situational analysis, planning, monitoring and reporting that are the basic components of project management, and required by UNESCO.

Accreditation and quality control

Although it is accredited by La Sapienza University, the overall structure of the Masters Programme in all four editions lacked legitimacy as a coherent postgraduate programme and qualification. The main concerns relate to the following:

- La Sapienza accredits the Masters Programme as a one-year masters course of 60 credits in the Italian system; the distinction between this and a 'full' masters (two-years) may not necessarily have been clear to academic staff and all student applicants in Israel and Palestine;

- Since the Director and Secretary-General of the Masters Programme exerted no influence or quality control over what subjects or to what standards the students studied for two semesters in their 'home' universities, it is perhaps surprising that the La Sapienza University continues to support and publicise it as an accredited academic programme. It does so, presumably, knowing that the relationship between La Sapienza and the partner universities cannot be compared to its other international academic collaboration projects (where staff exchanges and joint courses are common), and that the special circumstances of the Israeli-Palestinian situation take precedence over academic concerns;
- In reality, the Masters Programme is not recognised as a Masters in either Palestine or Israel. In fact, the students that have enrolled in the course are, of necessity, following their own universities' masters programmes and the La Sapienza Masters Programme diploma has been added into their studies and results in a certificate from La Sapienza that carries some but not a lot of weight.

Cost-effectiveness and value for money

Given these academic and management deficits, and the relatively small number of students that have graduated from the Programme, it is hard to argue in favour of the Masters Programme from a value for money perspective.

It is understood that it was necessary, given the security and political situation, for the students from Israeli and Palestinian universities to meet on 'neutral ground' (i.e. in the Rome-based modules). However, the cost-effectiveness of a masters model which requires the majority of funds to be spent on travel, accommodation and living expenses, as opposed to more typical academic costs (university fees covering academic staff time, teaching and learning materials, etc), is questionable at best.

Lessons learned

Better and more consistent preparation, planning and management of the four editions of the Masters Programme might have mitigated some of problems caused by the uncontrollable volatility of the situation in Palestine and the delays and frustrations evidently caused by UNESCO's project management and budgetary requirements.

Those students motivated to apply to do the Masters Programme because it is a foreign 'Masters' qualification (more likely to be the Palestinian students, for whom foreign study comes at a greater premium) were either quickly disabused when it became clear (after the 2nd edition) that the Palestinian authorities do not recognise it as such, or were content to take up any opportunity for any kind of academic study and visit abroad. This rather undermines the insistence by La Sapienza that the accredited foreign masters status of the Masters Programme is paramount.

Cost effectiveness arguments can only be made if there is evidence of measurable academic outcomes and other concrete gains in relation to improved, sustainable intercultural understanding and dialogue.

5.4 UNESCO's role and responses

UNESCO, according to the original MOU with La Sapienza and subsequent IPAs for each edition of the Masters Programme, was to play a 'coordination and supervision' role, with an emphasis on financial management and reporting on the EXB from the Italian government; and to advise on the planning and implementation of the Masters Programme courses.

The move of responsibility for the Masters Programme project within UNESCO from CLT to SHS sector after the 1st edition was clearly a contentious one, and UNESCO's coordination and oversight of the project suffered as a consequence. Each edition of the Masters Programme appeared to create project management and administrative difficulties, and a consistent and constructive

dialogue with La Sapienza as the lead partner implementing the Masters Programme was never really established.

In its coordination of the project SHS appears to have lacked a realistic appreciation and understanding of the many and changing political, social and security pressures on university staff and students in Palestine in particular, which might have allowed them to make more informed judgements about both the course content that they wished to see included and the arguments against change in the Masters Programme structure and content that were continually put forward by La Sapienza.

In monitoring the Masters Programme, no efforts were made by UNESCO HQ to consult other stakeholders directly, such as the Masters Programme coordinators in Al Quds and Israel or the students (past or current). Although each IPA for the separate editions states that “UNESCO’s Office in Ramallah will provide a logistical support as needed to the project”, in fact the Ramallah office was never consulted or asked for advice, other than over the protocols and logistics of the Assistant Director General’s visit to the West Bank and attendance at one of the Masters Programme diploma award ceremonies.

Given that the funding for the Masters Programme was secured in the first instance, and for all three subsequent editions, through La Sapienza’s contacts and proposals to the Italian MAE, two questions arise: first, what was UNESCO’s continued interest in associating with the Masters Programme, given that it had relatively little control over design or implementation and voiced misgivings over the content? It is hard not to conclude that remaining involved with the Masters Programme project was driven in part by the addition of the Italian EXB to UNESCO’s own programmes; but perhaps in larger part by La Sapienza’s proven ability to deliver actual joint, cross-cultural collaboration and dialogue between young people in Israel and Palestine, circumventing many of the barriers UNESCO faced in its other programmes with similar aims in the sub-region, and thus bringing to UNESCO’s portfolio an intercultural dialogue project aligned closely with its Major Programme priorities that was, on the face of it, a success.

The second question that arises is what then was the added value of UNESCO’s involvement from the Italian government and La Sapienza’s perspective? On the Italian government’s part the funding was sourced from the ring-fenced funds allocated to UN agencies and therefore administration of the financing through UNESCO was required. On La Sapienza’s part, the team understood that UNESCO’s administrative involvement was a prerequisite of continued funding. They recognise that the UNESCO brand associated with the Masters Programme carried weight both in the university itself and in Palestine and Israel, but have not encouraged or wanted UNESCO to play a more active supportive or decisive role in the planning and implementation of any editions of the Masters Programme.

Lessons learned

There was never any barrier to the UNESCO Ramallah office contacting and meeting with university staff from Al Quds or Palestinian students enrolled in the Masters Programme. Advice from the Ramallah office staff about the volatile situation on the ground would have greatly assisted SHS staff in understanding and assessing the effectiveness of the Masters Programme and UNESCO’s continued association with it.

If SHS had been more active in monitoring the Masters Programme they might have gained valuable feedback from staff and students on what would have improved each edition, and encouraging them to play a more active and participatory role in designing and delivering the Rome-based modules.

5.5 Academic achievements

The Masters Programme as it stands, with the emphasis being on the Rome-based module, obviously results in limited academic opportunities and achievements over and above those that the

students can and do get anyway through studying at masters level in their own universities. The Rome-based courses have been too varied, with topics covered at a relatively shallow level, with no preparatory readings or coherent follow-up work provided.

However, the Rome-based modules have provided students with unparalleled opportunities to listen to and meet with high-level officials from international politics, development, humanitarian and peace-keeping work that have obviously been inspirational and important.

In other UNESCO supported academic cooperation programmes, UNESCO has been rigorous in its insistence that postgraduate programmes associated with its name should meet international quality standards and be able to demonstrate compliance. Despite the uniquely difficult and mitigating circumstances surrounding academic cooperation between Israel and Palestine, UNESCO should be concerned that the Masters Programme falls short in observing coherent curriculum and teaching methods that meet international masters level standards. Other associated concerns include:

- The Masters Programme is a social science masters that, nonetheless, originates from and is managed by the Faculty of Medicine and has not drawn upon any contributions from the staff in La Sapienza's own Faculty of Political Science, Sociology and Communication Science. While public health is an acknowledged area of social sciences, this and other more medical topics have had too much weight in the Masters Programme;
- The health disciplines emphasis has led the Palestinian coordinators to select students for the Masters Programme already studying in these subjects, while the Master Programme has attracted Israeli student applicants from more mainstream social science disciplines. This disparity in subject backgrounds and knowledge has added to the overall 'patchwork' effect and lack of coherence in the courses;
- The overall lack of any documented curriculum and course content (including lesson plans, teaching materials, preparatory readings, assessment methods, student evaluations etc) for the Rome-based modules deviates fundamentally from established European university practice.

Lessons learned

Concerns over the academic content were voiced by UNESCO and sub-regional partners but La Sapienza chose not to introduce changes or to improve on their academic practices for the Rome-based modules. All parties have continued to accept this in three editions of the Masters Programme, despite misgivings, on the assumption that getting any small groups of Israeli and Palestinian students together in a common and neutral setting was bound to have positive outcomes and that this trumped any academic gains that might also accrue to the students. In the light of the students' feedback to this evaluation, this assumption needs reviewing.

5.6 Contribution to a culture of peace and mutual understanding

On the face of it, the Masters Programme has been relatively successful in contributing to a culture of peace and mutual understanding in an immensely difficult situation: there are now close to 100 Israeli and Palestinian citizens in the sub-region, most of whom have different and more positive attitudes towards their fellow citizens across the divide.

A closer look, however, also reveals some striking missed opportunities that might have strengthened the impact of the Rome-based modules and multiplied the longer-term effects, such as:

- Facilitating better preparation for the students to meet with their fellow students across a difficult conflict divide;

- Providing or advising on properly structured mediation and support to the students once they were in Rome, in order to maximise the positive outcomes for them of engaging in difficult intercultural dialogue;
- Following up the students in practical ways (using the support of UNESCO Ramallah office) to maintain their contacts, perhaps even small pieces of joint research, and to support their reflection on the personal outcomes from the experience.

These obvious examples all arose from consulting and getting feedback from past students in this evaluation – something that could and should have been done consistently and regularly after each edition during the past 10 years by UNESCO or La Sapienza, with the results fed back into improvements to the each edition.

Lesson learned

It is not sufficient to leave the task of overcoming years of unresolved conflict, social pressures and prejudices informed by years of misinformation solely to individual young people from divided societies thrown together in a foreign country, without careful selection, preparation and support to the process. La Sapienza's assumption that it has always been better to leave the difficult things unspoken and let the students find their own way through to friendship, albeit with supportive individual staff on hand, has been shown to be wrong.

This is a wider lesson for UNESCO in taking intercultural dialogue initiatives forward in any context. The past students of the Masters Programme could be a valuable focus group for designing future projects.

5.7 Alignment to UNESCO's mandate as stipulated in the Medium-term Strategy 37 C/4 and Programme for 2014-2017 37 C/5

The Masters Programme, or at least the Rome-based modules, since this was the only element in which intercultural dialogue activity was initiated and implemented, fits extremely well within UNESCO's Strategic Objective 6 - Supporting inclusive social development, fostering intercultural dialogue for the rapprochement of cultures and promoting ethical principles. The emphasis in the Objective on young men and women also encompasses intercultural dialogue within an academic setting. Continued cooperation in the Masters Programme, assuming EXB were available, would also be consistent with the Main Line of Action 1 in the 37 C/5 Programme for SHS - Mobilizing future-oriented research, knowledge and policy making to support social transformations, social inclusion and intercultural dialogue.

However, the continued volatility and difficulties of the situation on the ground, as well as the need for UNESCO to ensure the quality and high standards of any academic programme it is associated with no matter what the mitigating circumstances are, suggest that UNESCO SHS should review and revise the original expectations for the Masters Programme if it is to consider remaining associated with it in any form.

6 The way forward

The evaluation has been asked by UNESCO to identify a limited number of scenarios for the future of the Masters Programme and to assess the relative merit and worth of these, principally from UNESCO's perspective. Here we outline three possible scenarios for the way forward, based on a number of common assumptions.

Each scenario is briefly described, with potential constraints or challenges for the main stakeholders. Recommendations to UNESCO on its future involvement or otherwise are given in Section 7.

6.1 *Assumptions underpinning the future of the Masters Programme*

The scenarios described are all underpinned by the following assumptions:

- Italian government EXB funding for a future edition of the Masters Programme may be forthcoming, given a letter of interest in principle already obtained by the Secretary-General of the Masters Programme in La Sapienza;
- La Sapienza's (specifically the Masters Programme team and collaborating coordinators on the ground) track record in facilitating joint initiatives in the sub-region through its network of academic and other contacts lends credence to their future involvement;
- There is a group of past Masters Programme alumni in Palestine and Israel willing and able to respond positively to any follow-up or future involvement in the Masters Programme;
- UNESCO has untapped potential to facilitate and support academic links with Palestinian universities (in part through the Ramallah field office) and is able to call on a range of internal and external expertise in designing and implementing intercultural dialogue and reconciliation programmes.

6.2 *Scenario 1: the 5th edition of the Masters Programme*

This scenario envisages no change in the current content and structure of the Masters Programme. La Sapienza is ready now to begin the organisation of a 5th edition to run in 2015/16, assuming that the Italian government agrees to fund it.

Any funding from the Italian Ministry of Universities and Research may be predicated on the introduction by La Sapienza of some changes and improvements in quality to the academic content of the Rome-based module, given that the concerns over quality of content were voiced by the MAE in 2007. La Sapienza may also wish to make some amendments in the light of the student feedback gathered and documented in this evaluation. However, the basic structure of the Masters Programme – two semesters study for students on their own masters level courses in their 'home' universities and a Rome-based module with a considerable emphasis on public health issues – is likely to remain unchanged.

6.3 *Scenario 2: Graduate summer school*

In this scenario the Masters Programme as a one-year La Sapienza masters course is stopped and attention by La Sapienza is focused on developing a six- to eight-week Rome-based graduate summer school in social sciences and humanitarian affairs for Israeli and Palestinian students already studying for their social science masters in their 'home' universities. This option recognises the reality that only the Rome-based modules of the past four editions have made contributions to any of the objectives represented in the intervention logic for the Masters Programme.

The graduate summer school should offer academic credits and be recognised as a legitimate international module in identified and relevant masters courses that are offered in Israeli and

Palestinian universities. It would need to meet higher standards of curriculum relevance and coherence, with content focused more on social sciences (such as international and regional politics, development economics and management, environmental issues etc) than on public health and medical disciplines. We suggest that it should draw on academic Faculty staff from La Sapienza social science departments, and to a much greater extent on Faculty in Al Quds and Israeli partner universities in the selection of subjects and design of curriculum. Israeli and Palestinian academics should also be invited to Rome to teach on the summer school. The summer school could retain the method currently employed in the Rome-based modules of having important figures from relevant backgrounds as stimulating guest lecturers, but within a much more coherent and focused course programme, with defined academic and learning outcomes.

With better preparation, management, structure and facilitation of student interaction the summer school could and should be able to accommodate more than the current maximum of 20 students. An upper ceiling of around 40 students would improve the cost effectiveness of the intervention, and better planning and management could also achieve cost efficiencies.

In case UNESCO would be involved in this scenario it should take particular responsibility for:

- Facilitating better preparation for the students to meet with their fellow students across a difficult conflict divide;
- Providing or advising on properly structured mediation and support to the students as part of the summer school, in order to maximise the positive outcomes for them of engaging in difficult intercultural dialogue within a rigorous academic setting;
- Following up the students in practical ways (using the support of UNESCO Ramallah office) to maintain their contacts, perhaps even supporting small pieces of joint research, and to support their reflection on the personal outcomes from the experience.

This scenario would have implications for the terms of the agreements with the Italian government (assuming EXB funding would be forthcoming) and with La Sapienza. UNESCO's role and involvement should be predicated on:

- Evidence from La Sapienza of significantly improved planning, management and administration, including cost efficiencies and cost effectiveness;
- SHS's capacity to take on a greater role than that of merely project coordination and financial management of EXB.

6.4 Scenario 3: An online one-year Masters Programme

In this scenario La Sapienza offers a full one-year Masters Programme in social sciences and humanitarian affairs with all courses for two semesters taught and assessed online and the Rome-based module redesigned as the graduate summer school (as scenario 2 above), an obligatory module with structured joint student research projects that could be completed and assessed after the summer school has ended. There are many international examples of online masters courses.²² The principal advantages for Israeli and Palestinian students could be:

- The content and curriculum of each of the course options in the online masters could be either designed specifically to be relevant to the sub-region (e.g in environmental issues, cultural heritage and history etc), or they could be based upon courses already taught in other faculties in La Sapienza. The students will have the same course options, and be taught and supported by the same academic staff, and have opportunities to work jointly and interact online throughout the academic year;

²² For example in the UK <http://www.masterstudies.com/Masters-Degree/UK/Online/>

- Online moderated discussion forums and course specific chat rooms should allow early and sustained interaction between the Israeli and Palestinian students, before and after their face to face collaboration in the summer school;
- The Masters Programme could be open to other nationalities with interests in the sub-region or from working professionals in the diaspora Palestinian communities.

This scenario assumes the active involvement of academic staff from Al Quds and possibly other Palestinian universities, and the Israeli partner universities, including in course design, moderation and assessment. Other international academics could also be invited to contribute.

The main constraints on this scenario would be:

- A necessarily long lead in time (probably two years) to research student needs, design and prepare the course materials in a sufficiently user friendly online environment; the masters would need a strong academic lead from La Sapienza;
- The current level of financing would not be sufficient to cover costs of the scholarships for a full online masters as well as running the Rome-based summer school, so additional EXB funding would need to be sought, assuming the Italian government would continue with its contribution;
- The course would be offered fully in English, requiring academic staff capable of working in English;
- Full institutional engagement by Al Quds and other Palestinian universities may be constrained by the academic boycott, assuming it is maintained, though this may not prevent individual academics from collaborating in academic exchange with La Sapienza;
- Recognition of the online masters course by Palestinian and Israeli authorities may still be withheld, since it would not constitute a full two-year Masters, but a one-year postgraduate diploma course.

Although this would likely prove to be a more costly intervention for both UNESCO and other stakeholders, and UNESCO may have to play a role in raising EXB funding from other sources, in the long-term the online masters could become an established and high standard offering that provided a significant contribution to peace and mutual understanding in the sub-region as well as a quality assured and meaningful postgraduate education and qualification for the students. The model may also be scalable and transferable to other contexts.

7 Recommendations

We make the following recommendations in relation to the scenarios outlined above:

1. We **recommend** that UNESCO does not remain involved or associated with the Masters Programme. The following reasons underpin this recommendation:
 - This scenario would not represent value for money;
 - UNESCO should not have its name associated with a postgraduate programme and qualification that is not recognised in either target country;
 - The quality of content under current arrangements is not open to UNESCO influence.
2. In case all actors agree to change the modality of academic cooperation and exchange, then we **recommend** that UNESCO remain involved in the development and implementation of either the graduate summer school or online one-year Masters Programme scenario, provided that the conditions for collaboration described in the previous section are met.

Appendix 1. Terms of Reference

ACRONYMS

C/4	UNESCO's Medium-Term Strategy
C/5	UNESCO's Programme and Budget
CLT	Culture Sector
IOS	Internal Oversight Service
IPA	Implementation Partners Agreement
SHS	Social and Human Sciences Sector
ToR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization

BACKGROUND

Short description of the project

The Programme of University Cooperation "Masters on Social Sciences and Humanitarian Affairs" is an extra-budgetary project financed by the Italian government and coordinated by UNESCO. The project aims to contribute to peacebuilding and intercultural understanding in the Middle East through academic exchanges and cooperation amongst faculty and students from Israeli and Palestinian universities.

Within the framework of the project, the University of Rome "La Sapienza" works in close cooperation with partner Universities from Israel (Hebrew University, Tel Aviv University, Haifa University and Ben-Gurion University) and Palestine (Al Quds University). The modality of the Master programme is geared towards stimulating interactions among Israeli and Palestinian academic staff and students. Part of the Master programme is taught in Rome with Palestinian and Israeli students jointly attending courses. The rest of the programme is taught in the participating Israeli and Palestinian universities with each student attending courses in his/her home university.²³ At the end of each edition of the Master programme, the University of Rome "La Sapienza" and participating universities in Israel and Palestine award an internationally recognized Master Degree to the students who have successfully concluded the academic programme.

History of the project

In May 2004, the Rector of the University of Rome "La 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, Bethlehem University, Hebron University and the Palestinian Polytechnic Institute) met in view to promoting joint academic projects for the interest of all parties in the Middle East Region and the Mediterranean Basin. The purpose of this initiative was to foster an atmosphere of mutual understanding and co-operation through academic cooperation. A Declaration of Principles of Palestinian-Israeli International Cooperation in Scientific and Academic Affairs was signed by all parties involved, including a representative from UNESCO (Rome, 4 May 2004).

Following the signature of this Declaration, UNESCO, the Italian Ministry for Foreign Affairs, and the University of Rome "La Sapienza" agreed to establish a Programme of University Cooperation between the Israeli and Palestinian Universities, with the support of the Italian Embassy in Tel Aviv,

²³ Due to the political and security situation, the idea of joint courses in Israeli and Palestinian universities was abandoned.

the Italian Consulate General in Jerusalem and the Office of the United Nations in Jerusalem. The “Master Programme on Social Sciences and Humanitarian Affairs” is the first and only major activity that has been realized within the framework of the Programme of University Cooperation. The project was initiated in July 2005 when a Memorandum of Understanding was signed between UNESCO and the University of Rome “La Sapienza”.

The Master programme is coordinated by the Sapienza University in consultation with UNESCO and the partner universities in Israel and Palestine. All participating universities are responsible for implementing parts of the programme in their own universities. The Sapienza University is responsible for implementing the joint courses in Italy as well as other programme-wide activities.

The first edition of the Master programme, managed on the UNESCO side by CLT, was carried out in 2005/2006 with 40 Israeli and Palestinian students attending joint courses and being awarded a Master Degree by the University of Rome “La Sapienza”. The second edition, managed by SHS,²⁴ took place in 2008/2009 with 14 participating students, who received their degrees in 2009. The third edition took place in 2010/2011, with 20 students successfully participating in the Programme and receiving their degrees in 2012. Despite the crisis situation in the Middle East that in the past led to difficulties in the implementation of the Programme (such as the interruption of communication between Israeli and Palestinian universities and the consequent impossibility to conduct joint courses, or the impossibility to conduct joint courses in Jerusalem), the fourth edition of the Master is currently ongoing (at the time of the initiation of the evaluation).

Rationale for the evaluation

As stipulated in Article (VI.2) of the IPA 2013-2014 between UNESCO and La Sapienza,²⁵ and in line with UNESCO’s policy on the evaluation of extrabudgetary activities, UNESCO will undertake an external evaluation of the project (covering all four editions of the Master programme).

PURPOSE AND SCOPE

The purpose of the evaluation is to assess to relevance and effectiveness of the project²⁶ in the light of its objectives and UNESCO’s mandate and develop action-oriented recommendations for the future.

More specifically, the evaluation will:

- Inform the Italian Government, UNESCO and the participating universities on the merit and worth of the project and present some options for strengthening academic cooperation in function of contributing to a culture of peace and mutual understanding in Israel and Palestine;
- Help clarifying the future role of UNESCO in the project and more particularly establish whether or not UNESCO’s involvement in the project in its current form is justified.

Given the above, the evaluation will develop an assessment of the relative merit and worth of a limited number of scenarios with regard to the future of the project, and consequently recommend one (or two) of these scenarios with the highest likelihood and value for money for contributing to a culture of peace and mutual understanding within the framework of academic cooperation in Israel and Palestine. The scenarios, to be developed during the course of the evaluation, will take into consideration the merit and worth of the Master Programme in its current form; possible alterations to the structure, modality and content of the programme; the involvement and role of UNESCO; the

²⁴ As well the third and fourth editions.

²⁵ Article VI.2 of the IPA 2013-2014: “UNESCO may conduct, or arrange for, a periodic evaluation of the Partner’s implementation of the project. To this end, the Partner will, upon UNESCO’s request, enable representatives or designees of UNESCO to visit the project site(s) and facilities, inspect property and review books and records on the subject.”

²⁶ The project being the current constellation of actors, the working arrangements, structure and modalities with regard to the Master Programme.

involvement of the Italian Government; the involvement of participating universities in Italy, Israel and Palestine.

The evaluation will address the following questions:

1 What is the intervention logic of the Master Programme? How does the Programme contribute to:

- Academic learning outcomes and subsequently the student's prospects for adequate employment and career advancement;
- A culture of peace and mutual understanding; a shared vision of peace and understanding among participating Israeli and Palestinian students and staff, the wider academic community and possibly, through cascading effects, broader societal networks.

2 What have been the Master programme's (likely) effects in terms of achieving academic learning outcomes? What elements in the Master Programme are conducive to or constraining the Programme's potential effectiveness in terms of achieving academic learning outcomes?

3 What have been the Master programme's (likely) effects in terms of contributing to a culture of peace and mutual understanding? What elements in the Master Programme are conducive to or constraining the Programme's potential effectiveness in terms of contributing to a culture of peace and mutual understanding?

(Taking into account the previous questions, the characteristics of the Master programme²⁷ and the budget and expenditure plan:)

4 What are the key lessons learned from the perspective of value for money of the Master Programme: in terms of output delivery (e.g. courses organized, diplomas awarded) and, more importantly, in terms of the achievement of academic learning outcomes and contribution to a culture of peace and mutual understanding?

5 Taking into account the above, should UNESCO's involvement in the project be continued? What changes to the project (if any) does the evaluation propose? What changes are to be recommended from a value for money perspective to enhance the potential for:

- achievement of academic learning outcomes
- contribution to a culture of peace and mutual understanding (and the empowerment of youth as agents of peace)
- alignment to UNESCO's mandate as stipulated in the 37 C/4 and 37 C/5

METHODOLOGY

The evaluation shall employ the following data collection and analysis tools:

- Desk study of selected documentation from UNESCO, the Sapienza University and other partners²⁸;
- Semi-structured interviews (via phone/skype) with UNESCO staff and staff and students from the participating Israeli and Palestinian universities;
- Onsite data collection at the Sapienza University and semi-structured interviews (face to face) with staff;

²⁷ Overall structure of the programme, teaching faculty, curriculum (the scope and content) of the programme, teaching and learning methods (including spaces and modalities for interactions and collaborations among students, among staff), quality assurance and students evaluations, student thesis papers, etc.

²⁸ Including but not limited to the project history and progress reports, documents on all elements described under the previous footnote, student evaluations, and documents relating to any follow-up work done by the Sapienza University (or Israeli and Palestinian Universities) on alumni (e.g. tracer studies, follow-up interviews, any type of interaction online, etc.).

- Short online/email-based surveys to elicit information from current and past students from the Master programme;
- Consultations on preliminary findings with IOS;
- Synthetic analysis resulting in the evaluation report.

ROLES AND RESPONSIBILITIES

The evaluation will be conducted by an external evaluator to be selected by SHS and IOS. SHS in collaboration with IOS will manage the evaluation process, providing quality assurance and backstopping to the external evaluator. SHS and IOS will be responsible for providing the necessary documentation to the external evaluator. The Sapienza University is responsible for the timely provision of all pertinent documentation to IOS/SHS. In addition, it will be responsible for facilitating a visit by the external evaluator in which interviews will be conducted with programme staff (and if needed further access to information will be provided). Staff and students from participating universities in Israel and Palestine will be contacted for interviews and/or online/email-based surveys. The external evaluator will be responsible for his/her own logistics.

QUALIFICATIONS EXTERNAL EVALUATOR

At least 15 years of professional experience in policy and programme evaluation in the context of international development.

Experience in the field of higher education programmes and academic cooperation programmes.

Good understanding of the current political and security situation in Israel and Palestine.

Fluency in English (written and spoken).

Knowledge of the role and mandate of UNESCO and its programmes.

Experience in the Middle East is desirable.

DELIVERABLES AND SCHEDULE

The timeframe of the evaluation is September to December 2014.

Tentative schedule (2014):

Finalization ToR	End of August
Selection external evaluator	Middle of September
Inception meeting (phone/skype)	Middle of October
Phone/skype semi-structured interviews with UNESCO	End of October/November
Desk study	End of October/November
Inception report	Beginning of November (November 3)
Mission to Rome	Beginning of November
Phone/skype semi-structured interviews with Israeli and Palestinian partners	November
Draft report	Middle of December (December 12)
Final Report	End of December (December 23)

The external evaluator is responsible for three key deliverables: an inception report,²⁹ the draft evaluation report and the final evaluation report.

The final report should be max. 30 pages (excluding Annexes) and structured as follows:

²⁹ This short report comes relatively late in the process as it should contain a full and final overview of data collection methods and sources (documents, list of interviewees). The inception report builds on the proposal and feeds into the evaluation report.

- Executive Summary
- Programme description
- Evaluation purpose and scope
- Evaluation methodology
- Findings
- Recommendations

Annexes (including the list of stakeholders consulted during the evaluation, key documents reviewed, ToR, and any other data collection instruments or analyses)

Appendix 2. List of people consulted

UNESCO

Jozef Vaessen	Internal Oversight Service
Golda El-Khoury	Chief of Section for Public Policies & Capacity Building, SHS
Kristina Balalovska	Secretarial Assistant, Section of Youth and Sport
Christina von Furstenberg	Senior Programme Specialist, SHS
Moufida Goucha	Former Chief of Section, SHS
	Division of Cooperation with Extrabudgetary Funding Sources
Anna Bonetti	Bureau of Strategic Planning
Dakmara Georgescu	Programme Specialist (Curriculum, Teachers and HED), UNESCO Office in Beirut
Louise Haxthausen	SHS focal point in the Office of the Director General, former Director UNESCO Ramallah office
Professor Dumitri Chitoran	Former manager of PEACE programme
Eugenio Poti	Italian Delegation to UNESCO

La Sapienza University

Professor Manuel Castello	Former Director of the Masters Programme
Professor Massimo Caneva	Secretary General of Masters Programme
Professor Carlo Dominici	Director of the Masters Programme
Dr Marialuisa Scovotto	Lecturer and administrator for Masters Programme
Professor Anna Clerico	Lecturer (Oncology)
Professor Marzia Duse	Lecturer (Epidemiology)
Professor Antonello Biagini	Former Pro Rector for International Relations and Cooperation

Israel and Palestine

Professor Hassan Dweik	Executive Vice-President, Al Quds University
Professor Sophie Menache	Masters Programme coordinator, Haifa University
Ibrahim Matar	Italian Consul-General in Jerusalem

Appendix 3. List of documents

Programme documents

General

Cooperazione Universitaria: L'educazione Come Strumento Per Garantire Un Futuro Di Pace [University Cooperation: Education to ensure a future of peace] (2013)

Declaration of Principles of Palestinian-Israeli international cooperation in scientific and academic affairs (2004)

DG's meeting with Pr. Caneva [email] (2014)

Memorandum of understanding between UNESCO and La Sapienza (2005)

Statuto: La Sapienza Rome (2012)

Edition 1

Message from Mrs Françoise Rivière, Assistant Director-General for Culture of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (no date)

Message from the Ambassador of the Permanent Observer Mission of Palestine to the United Nations for the Masters Programme in Social Sciences and Humanitarian Affairs promoted by UNESCO and the University of Rome La Sapienza (7 March 2007)

Message of the President of the European Parliament to the Rectors of Israeli and Palestinian Universities of the Master in Social Sciences and Humanitarian Affairs, promoted by UNESCO and the University of Rome La Sapienza (2006)

Minutes of the interviews for the Rectors Conference Scholarships to Al Quds University/University of Rome La Sapienza for the academic year 2005-2006.(2005)

Mission Report to University of Rome, "La Sapienza", International Bureau of Education Dakmara Georgescu, , International Bureau of Education (2007)

Preparing for a second edition of the Master Programme "Social Sciences and Humanitarian Affairs," Dakmara Georgescu, International Bureau of Education (2007)

Programme for the First Edition of the University Cooperation Programme: Master on Social Sciences and Humanitarian Affairs (2006)

Programme of closing ceremony and presentation of papers (2006)

UNESCO/Italy funds-in-trust co-operation: implementation status report (2005)

Edition 2

Annex 4: University Cooperation Programme International Master on Social Sciences and Humanitarian Affairs, Academic Year 2007/2008 (2008)

Degree awarding ceremony of the Programme of University Cooperation "Masters Programme on Social and Humanitarian Affairs" (second edition) 2008/2009 coordinated by the University of Rome "La Sapienza" (2009)

Implementation Partnership Agreement (2008)

Meeting with La Sapienza University (memo) (2009)

Meeting with Professors Caneva and Castello, University of Rome "La Sapienza" Friday, 23 October 2009, 2.00 p.m. (briefing note) (2009)

Meeting with Professors Caneva and Castello, University of Rome "La Sapienza" Friday, 23 October 2009, 2.00 p.m. (meeting minutes) (2009)

Message by Pierre Sane on the occasion of the Closing Session (Joint Courses in Rome) and conference of the Rectors (2008)

Module of humanitarian affairs and crisis management draft programme (2008)

Module of International policy and cooperation for development programme (2008)

Module of public health and nutrition programme (2008)

Performance assessment of implementation partners (2010)

Programme of University Cooperation "Masters on Social Sciences and Humanitarian Affairs" (second edition) (project document) (no date)

Programme of University Cooperation "Masters on Social Sciences and Humanitarian Affairs" (second edition) (briefing note) (2009)

Programme of University Cooperation "Masters on Social Sciences and Humanitarian Affairs" 2008-2009 (second edition): Extrabudgetary Funds (2009)

Programme of University Cooperation « Masters on Social Sciences and Humanitarian Affairs », 2e edition (2008/2009) (briefing note) (2008)

Project report - February/December 2009 (2009)

Project report - May/July 2008 (2008)

UNESCO/Italy Funds-in-Trust cooperation: Progress report (2009)

Edition 3

Address by Ms Pilar Alvarez-Laso, Assistant Director-General for Social And Human Sciences, UNESCO on the occasion of the Opening Session of the Master Programme (2011)

ADG/SHS mission to Jerusalem, on the occasion of the Opening of the Programme (briefing) (2011)

Biographies of participants in the Opening Session of the Master Programme (no date)

Conference call, Tuesday 15 May 2012 (meeting minutes) (2012)

Conto consuntivo: per l'esercizio finanziario 2011 (1) [Financial Statement for the year 2011] (2012)

Conto consuntivo: per l'esercizio finanziario 2011 (2) [Financial Statement for the year 2011] (2012)

Internal meeting (agenda) (2012)

List of the courses at the Hebrew University (no date)

Meeting between SHS, the Italian permanent delegation to UNESCO and representatives of the Programme of University Cooperation (University of Rome "La Sapienza") (meeting report) (2011)

Memo to DG (2011)

Message by Ms Pilar Alvarez-Laso, Assistant Director-General for Social and Human Sciences, UNESCO on the occasion of the degree awarding ceremony (2012)

Message by Ms Pilar Alvarez-Laso, Assistant Director-General for Social and Human Sciences, UNESCO on the occasion of the closing of the specialization courses (Rome session) of the Master (2011)

Performance assessment of implementation partners (2013)

Performance assessment of implementation partners (2013)

Project document: Programme of University Cooperation "Masters of Social Sciences and Humanitarian Affairs" (Third Edition) (2010)

Project report (2013)

Project Report-February 2011 / December 2012 (2012)

Relazione al bilancio consuntivo 2011 [report to the final budget in 2011] (no date)

Relazione Del Collegio Dei Sindaci Al Conto Consuntivo Dell'esercizio Finanziario 2011 Dell'universita' Degli Studi Di Roma "La Sapienza" [Report of the Board of Auditors on the Accounts of the Financial Year 2011, University Of Rome La Sapienza] (2012)

UNESCO Internal Presentation Meeting 27 January 2012 (meeting report) (2012)

UNESCO Presentation meeting - 10 June 2011 (agenda) (2011)

UNESCO Presentation meeting - 10 June 2011 (briefing) (2011)

UNESCO Presentation meeting - 10 June 2011 (meeting report) (2011)

UNESCO Presentation meeting - 27 June 2012 (briefing) (2012)

UNESCO Presentation meeting - 27 June 2012 (participant list) (2012)

UNESCO Project Progress report) (third edition) (2010)

Edition 4

Annual Report on Activities of the International Master on Social Sciences and Humanitarian Affairs, IV edition, 2014-2015 (no date).

Approval of contribution from Italy (2013)

Bilancio di previsione per l'esercizio finanziario 2013 [Budget for the financial year 2013] (2013)

Briefing on Programme of University Cooperation "Master Programme on Social Sciences and Humanitarian Affairs" 2013-2014 (fourth edition) (2014)

Budget per componenti di spesa (2013)

Ceremony of Delivery of Diploma Rectorate of Sapienza University of Rome Academic Senate - 16 October 2014: Speech Of Ms Nadia Shokeh, Palestinian Students Of Master UNESCO 2014 (2014)

Collegio dei sindaci [Board of Auditors; covering letter] (2013)

Cooperation entre l'UNESCO et l'Italie dans le domaine des fonds-en-dépôt (letter) (2013)

Email: Africa proposal (2013)

Final report (no date)

Financial Report, 14 November 2014 (2014)

Implementation Partners Agreement (2013)

International master on social sciences and humanitarian affairs: summary description (no date)

International master on social sciences and humanitarian affairs: fourth edition (2013)

Lector from the Rector of Hebrew University in Jerusalem (2014)

Letter from the Rector Ben-Gurion University of the Negev (2014)

Letter from the Rector of Haifa (2014)

Letter from Minister of Education, University and Research (2014)

Letter from Rector, Tel Aviv University (2014)

Letter from Al Quds University (2014)

Letter from Mrs Ben Barka (2014)

List of candidates, Al Quds University (no date)

List of Israeli and Palestinian students (no date)

Master UNESCO 2013/2014 - Budget estimate (in euro) (no date)

Master UNESCO Programme 14-19 October 2014 (2014)

Masters' Courses in Rome: Humanitarian Affairs and Crisis Management; Basic Module Of Community Health in Crises, February – March 2014 (course outline) (no date)

Masters' Courses in Rome: Humanitarian Affairs And Crisis Management; Basic Module Of Community Health In Crises, October - December 2014 (course outline) (2013)

Message from Ms Irina Bokova, Director-General of UNESCO on the occasion of Ceremony of Delivery of the Masters Diploma, Programme of University Cooperation "Master Programme on Social Sciences and Humanitarian Affairs" 2013-2014 (2014)

Ordinativo di incasso, pagamenti personale [personnel payments] (2014)

Ordinativo di pagamento (1) [order for payment] (2014)

Ordinativo di pagamento (2) [order for payment] (2014)

Performance Assessment Of Implementation Partners (2013)

Photos Activities Report (2014)

Programme of University Cooperation "International Master on Social Sciences and Humanitarian Affairs" Forth Edition (no date)

Programme report of activities 2014 (2014)

Progress report (no date)

Project Document Form: Extra Budgetary Programme (2013)

Project Document Form: Extra Budgetary Programme (2013)

Scrittura Coan, June 2014 [Financial overview and receipts] (2014)

Scrittura Coan, November 2014 [Financial overview of personnel costs] (2014)

Selection form of an implementation partner (2013)

UNESCO/Italy Funds-in-Trust cooperation (letter) (2013)

Università degli Studi di Roma "La Sapienza" - Facoltà di Medicina e Odontoiatria 2013-2014 [list of students]

University Cooperation Programme International Master on Social Sciences and Humanitarian Affairs [confirmation of attendance of Rome modules by Palestinian students] (2014)

Student presentations from edition 4 (2014)

The Prisoner's Dilemma: Cooperation in Infinitely Repeated Games: An Application of Game Theory to the Palestinian Israeli affairs

Seeds for Peace: Peace Through Academic Cooperation

Discovery

Israeli-Palestinian Students Cooperation for a Better Future

Other UNESCO documents

Matthias Verbeke of the Palestinian Center for the Dissemination of Democracy and Community Development (Panorama), Mapping of Mainstream Israeli and Palestinian Organizations Willing to Engage in Dialogue, UNESCO's Civil Societies in Dialogue Programme (2007)

Maya Kahanoff, Walid Salem, Rami Nasrallah and Yana Neumann, The Evaluation of Cooperation between Palestinian and Israeli NGOs: An Assessment, Prepared for UNESCO's "Civil Societies in Dialogue" Program (2007)

UNESCO, 31 C/4: Medium-Term Strategy 2002-2007

UNESCO, 31 C/5: Approved programme and budget 2002-03

UNESCO, 32 C/5: Approved programme and budget 2004-2005

UNESCO, 33 C/5: Approved programme and budget 2006-2007

UNESCO, 34 C/4 : Medium-Term Strategy 2008-2013

UNESCO, 34 C/5: Approved programme and budget 2008-2009

UNESCO, 35 C/5: Approved programme and budget 2010-2011

UNESCO, 36 C/5: Approved programme and budget 2012-2013

UNESCO, 37 C/4: Medium-Term Strategy 2014-2021

UNESCO, 37 C/5: Approved programme and budget 2014-2017

UNESCO, Intercultural Competences: Conceptual and Operational Framework (2013)

Walid Salem and Edy Kaufman, Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation: Translating the Shared Adherence to Academic Freedom into Action, UNESCO's Civil Societies in Dialogue Programme (2007)

Appendix 4. Student survey questionnaire

This survey is part of an evaluation of the Programme of University Cooperation 'Master's Programme on Social Sciences and Humanitarian Affairs' implemented by the University of Sapienza, Rome.

As a former or current student of the Masters Programme in Rome, we would like to know more about your experience and your perspectives on the Masters.

The survey should take about 10 minutes and all answers will be anonymous.

This survey and the evaluation are being conducted by Education *for* Change Ltd (www.efc.co.uk), contracted by UNESCO.

1. In what year did you participate in the Masters [select one]
2. How old are you?
3. Did you complete the Masters and receive a Diploma? [yes/no]
4. [If answered no to q3] Why were you unable to complete the course? [free text]
5. Why did you choose this Masters Programme? [Rank them?]
 - a. Qualification from a European university
 - b. Qualification from a UNESCO approved course
 - c. Academic content of the course
 - d. Opportunity to meet and work with students from other countries
 - e. Opportunity to study in Rome
 - f. Other...[specify]
6. How would you rate the modules of the Masters that were held in Rome, in terms of [scale poor to very good]
 - a. Quality of academic content
 - b. Teaching and learning methods
 - c. Tutorials and/or seminars
 - d. Project work
 - e. Course materials
 - f. Lecturers and guest speakers
 - g. Assessment methods
 - h. Feedback on your progress?

Please comment on your answer [free text]
7. How would you rate the modules of the Masters undertaken in your home university, in terms of [scale poor to very good]
 - a. Quality of academic content
 - b. Teaching and learning methods
 - c. Tutorials and/or seminars
 - d. Project work

- g. Course materials
- h. Lecturers and guest speakers
- i. Assessment methods
- j. Feedback on your progress?

Please comment on your answer [free text]

- 8 To what extent do you think your knowledge and abilities in the following topics improved as a result of the Masters programme? [5 point scale]
- Development and humanitarian assistance
 - Cultural heritage and conservation
 - Economics, poverty and aid
 - Emergency, crisis and conflict
 - Environment and agriculture
 - Geography
 - Human rights
 - International law
 - International policy, diplomacy and politics
 - Medicine and dentistry
 - Migration
 - Military, security and peace keeping
 - Public health and health policy
 - Regional history
 - Social work
 - University cooperation
- 9 Do you feel that you gained anything from the Masters programme that contributed to the following competencies as defined by UNESCO? (Yes, definitely; To some extent; Not really; Definitely not; Don't know)
- a. Respect (valuing of others)
 - b. Self-awareness/identity (understanding the lens through which we each view the world)
 - c. Seeing from other perspectives/world views (both how these perspectives are similar and different)
 - d. Listening (engaging in intercultural dialogue)
 - e. Adaptation (being able to shift temporarily into another perspective)
 - f. Relationship building (forging lasting cross-cultural personal bonds)
 - g. Cultural humility (combines respect with self-awareness)
10. After you finished the Masters programme, which (if any) of these competencies do you feel you practised more in your life and/or work?

- a. Respect (valuing of others)
 - b. Self-awareness/identity (understanding the lens through which we each view the world)
 - c. Seeing from other perspectives/world views (both how these perspectives are similar and different)
 - d. Listening (engaging in intercultural dialogue)
 - e. Adaptation (being able to shift temporarily into another perspective)
 - f. Relationship building (forging lasting cross-cultural personal bonds)
 - g. Cultural humility (combines respect with self-awareness)
11. What did you do in the year after completion of your Masters?
- a. Continued studying
 - b. Started a job that I wanted to do
 - c. Started a job that I didn't want to do
 - d. Resumed or continued a previously held job
 - e. I did not find a job or continue studying
12. (if b-c) Did participation in the Masters programme help you to get the job? [free text]
13. (if b-d) How (if at all) did participation in the Masters programme contribute positively to your work? [free text]
14. Have you kept in touch with any of your fellow students through the following means? (Fellow masters students from Palestine/Israel; Fellow masters students from other countries; Others (e.g. academics, alumni etc.); No contact)
- a. Social media (facebook, twitter)
 - b. Personal email
 - c. Professional email
 - d. Telephone or SMS
 - e. Face-to-face contact
15. Do you have any other comments about the programme or how it could have been improved? [free text]

Thank you. If you would be willing to discuss your experience in more detail with us, please provide your name and contact details in the box below. Your answers to the survey will remain anonymous, your name will be stored separately from your answers and you will not be quoted or named. We guarantee complete confidentiality.