

European Master's Degree in Human Rights and Democratisation



*Six years of
E.MA activities and beyond*

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FOREWORD

This booklet is modest in form, but rich and ambitious in substance.

It counts the story of six years life of the European Master Degree in Human Rights and Democratisation, a wonderful academic undertaking, still growing in quality and world-wide visibility, that was made possible by the co-operative work of a group of prestigious universities and by the huge support provided by the European Union institutions, the Region of Veneto, and the Municipality of Venice.

Thanks to the endeavours of Corinna Greco, of the E.MA Staff, we have collected the most significant data regarding the work done since 1997, indeed a considerable amount of E.MA empirical evidence.

The E.MA experience, that has deeply marked my academic and civic life, is summarised by chronological flashes in the introductory essay. E.MA philosophy, structure and pedagogy are more comprehensively highlighted in the essays written by those Colleagues who have shared with me inspiration, enthusiasm and so much work: Horst Fischer and Manfred Nowak, as Chairs of the E.MA Governing Bodies, George Ulrich as the Academic Co-ordinator.

Daniela Napoli, who was long time responsible for the Unit on Human Rights and Democratisation of the European Commission, and one of the major inspirers of the overall E.MA undertaking, offers a European view that is both institutional and passionately committed. Elisabetta Noli, being at the heart of both the E.MA Staff and strategy, provides a refreshing completion to the overall picture.

I thank all of them for the additional thoughtful service provided to our common enterprise.

Antonio Papisca
E.MA Programme Director, 1997-2003

Padua-Venice, July 2003

INTRODUCTION

The E.MA *acquis* and beyond

by Prof. Antonio PAPISCA, E.MA Programme Director



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If I had to summarise in few words 6 years of E.MA life, I would not hesitate to say: constant curriculum-development, constant inter- and trans-university institution-building, constant “in kind” expenditure of didactic and scientific energies (“in kind” is the bureaucratic translation of “generous volunteering” in a co-financed project), finally, the right persons in the right place.

E.MA is a permanent yard, but the living laboratory has already produced what can be considered a consolidated *acquis*, made by E.MA *esprit*, E.MA organisational scheme, E.MA style, E.MA subsidiarity practice, E.MA faculty and laureates community.

1. E.MA spirit and organisational scheme

What makes the peculiar **E.MA spirit** are imagination, creativeness, awareness of shared responsibilities, commitment, enthusiasm, service. This axiologic feature is well indicated in the solemn and innovative formula that Rectors and Presidents of the participating Universities jointly pronounce to proclaim open a new E.MA academic year: “Bearing in mind the principles of the International Law of Human Rights and in the spirit of inter-university cooperation, we declare open the (each) Academic Year of the European Master’s Degree in Human Rights and Democratisation”.

The **E.MA organisational scheme** was soon acknowledged as a model for similar international undertakings. While under the legal supervision of a coordinating university - the old University of Padua (1222) - activities were since the beginning endorsed and carried on, both at the headquarters in Venice and in each participating University by a supra-national structure of E.MA Governing Bodies according to the original set of E.MA rules called the “Venice Charter”. The institutional architecture was shaped as a holistic entity, not as a mere sum of individual contributions provided by the partner units. When we started, we wanted our educational enterprise to be conceived and develop within the broader process of European integration and in close relationship with EU Institutions. We intended to contribute to enhance the European process by educating and forming - I dare to say, leading by example - with the means and methods that are proper to the academic world and with an ambitious mandate: to increase the impact of the human rights paradigm in both the EU system and the university system and to make more visible the link between the construction of positive peace between the EU countries and the universalistic inspiration stemming from the values and principles that are enshrined in the United Nations Charter and in the International law of human rights. Such a wide-ranging vision was felt as deeply consistent and coherent with our being both Europeans and members of “*Universitates*”.

2. E.MA style, subsidiarity and wealth

There is an **E.MA style**. I refer especially to the E.MA faculty’s way of being close to students as well as to decision-makers and institutions at different levels, primarily to the EU institutions. A significant indicator of how we endeavour to translate into practice the human rights policy- and action-oriented approach is provided by the E.MA Diplomatic Conferences, a series of annual meetings convened in Venice with the aim of facilitating free and refreshing exchanges on relevant EU-human rights topics between academics, diplomats international and national officials, and NGOs leaders. The last Conference, held at the Monastery of San Nicolò on July 19, 2003, was devoted to “How to improve the EU input into UN human rights policies”.

A further significant part of the E.MA *acquis* regards the **practice of (gen-**

uine) subsidiarity in running the overall project. The first input came from Brussels through Daniela Napoli; the academic world promptly reacted in a positive way, as well as the Municipality of Venice and the Government of the Region of Veneto provided financial and logistic assistance. This synergetic venture is proving to be fruitful and lasting. At the EU level, the E.MA not only is being supported by considerable financial resources (the pertinent figure is included in Chapter A of the EU budget), but it is explicitly mentioned in the solemn Declarations issued by the European Council in Vienna (1998) and in Köln (1999). In 1998, on the occasion of the 50th anniversary of the Universal Declaration, the Assembly of the Region of Veneto unanimously endorsed an *ad hoc* Bill to ensure E.MA substantial support on a regular basis. In the same year, the European Parliament devoted a public hearing to the E.MA project: I would like to remember the MEPs sympathy and unanimous consent at the end of the session. Constant relationship with the members of the Working Party on Human Rights and Democratisation of the EU Council (COHOM) can be rightly considered as a *fil rouge* of our subsidiarity practice, that is further carried out in the annual EU Discussion Forum on Human Rights. Since the starting of the Forum series in 1999, a large E.MA delegation has actively participated in the works. Indeed the COHOM-E.MA permanent relationship is proving to be a fertile opportunity to actually mainstream human rights in the whole EU system. Fruitful relations are being carried on with the Office of the United Nations High Commissioner for Human Rights (a Memorandum of Understanding was signed in Geneva in May 1999 jointly by Mary Robinson and the E.MA Director: Gianni Magazzeni, senior officer at the Office, has played a major role since the beginning), with the UNESCO (Memorandum of Co-operation signed in 2000: Vladimir Volodine in the Paris headquarters is constantly at work to develop our relationship), with the OSCE (its Secretary General, Ambassador Jan Kubis, came twice to Venice to address our awarding-opening ceremony, Ambassador Christian Strohal, new Director of ODIHR, former COHOM member, is long time active in our networking and in the courses as well), with the Council of Europe (Stefano Valenti is providing us expertise and materials in a continuous way), with important NGOs: Lotte Leicht, of Human Rights Watch, is offering expertise and advice since the very E.MA beginning. All those entities, as well as the International Committee of the Red Cross, the International Commission of Jurists and the International Rehabilitation Centre for Torture Victims are formally part of the E.MA Advisory Board.

For sure, the most substantive E.MA *acquis* is the **E.MA conspicuous wealth** constituted by its **laureates and teachers**. We have so far awarded 455 “Masterini” from 37 countries, who are now active in significant programmes and offices all over the world. They form a living community of expert and committed people, which I like to call “civil servants of the human family”: indeed a critical mass, strongly gender-marked, for metabolising institutions and policies in a more human-centric direction.

The prestigious E.MA Faculty includes roughly 70 academics and experts from

several universities and international organisations: how much “in kind” offered to the cause of human-centric improvement...

Then, the E.MA Faculty and Laureates, such impressive wealth of expert and committed human resources, is the most significant indicator of the sustainability of the structural investment in education and formation that we decided to realise more than six years ago.

3. The founding phase

In late 1996, when Daniela Napoli, Head of the Unit on Human Rights and Democratisation of the European Commission, came to Padua, at the University Human Rights Centre (founded in 1982), to exchange ideas on possible initiatives for human rights education at post-graduate level, we imagined a (infra) structural investment in the form of a “European Master”. We were approaching the 50th anniversary of the Universal Declaration of Human Rights and we wanted to mark the celebration with an initiative that could last in the long term by preparing new generations of young people with “the mind of human rights”. We wanted to combine this circumstance with the “constitutional” content of Article 6 of the Amsterdam Treaty, thus providing it a first concrete implementation in the very way that the *incipit* of the Universal Declaration indicates as the primary and most effective guarantee of human rights: “... every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms”. In this nascent phase, the ambitious idea was shared by another founding-mother, Julia Gonzales, now Pro-Rector of the University of Deusto. Marco Mascia, now a Jean Monnet Chair on European Integration at the University of Padua, was fully involved in shaping the overall strategy and since the establishment of the E.MA took over the burden of daily assisting the Director of the Programme from the inside of the Rectorate of the co-ordinating university: how formidable, and totally free, has been his work!

Then we launched a call, in the framework of Socrates, with very short deadlines. Several prestigious Universities of EU countries promptly replied and a first plenary meeting was convened in Venice in March 1997, in the basement of Palazzo Ducale. What happened in that occasion was an exploratory exchange, marked by curiosity and caution, but also by good will: the idea of a “European Master” was unanimously accepted. Horst Fisher successfully advocated for addressing, as a prior item, the organisational scheme. This was agreed in general terms at the end of the meeting convened in Deusto-Bilbao in May 1997: Julia Gonzales played there a major role. Two months later the E.MA architecture was finalised in Venice during the “Seminar for Trainers on Human Rights and Democratisation” (18-26 July 1997). In that week, hard and innovative work was carried out at Villa Herriot (Giudecca Island) and in the

monumental venue of Salesiani on the Island of San Giorgio. All participants shared the deep awareness that we were creating something really new. The Venice Charter, containing the (very detailed) Rules of the European Master Degree in Human Rights and Democratisation, was solemnly endorsed on July 25th, under the effective chairmanship of Markku Suksi. We unanimously decided to locate in Venice the E.MA activities. We relied on the promise of generous hospitality that was formally expressed by the Venice Mayor, the well-known philosopher Massimo Cacciari.

Then, enthusiasm, commitment, and so much hope...

In a very short time the overall E.MA Project was finalised. If we consider the sophisticated complexity of the architectural design and the magnitude of its membership, we could even talk of a 'structural miracle' that advanced the most ambitious goals of the then nascent Bologna Process.

The E.MA founding fathers and mothers, most of them still at work in our Faculty are Paul Lemmens (Catholic University, Leuven), Florence Benoit-Rohmer (Université Robert Schuman, Strasbourg), Markku Suksi and Hanna Vuokko (Åbo Akademi University), Horst Fischer and Hans-Joachim Heintze (Ruhr-University, Bochum), Antonio Papisca and Marco Mascia (University of Padua), Attracta Ingram and Brid O'Rurke (National University of Ireland, Dublin), Fred Grunfeld (Maastricht University), Jaime Oraà, Trinidad Vicente and Felipe Gomez (Deusto University, Bilbao), Aisling Reidy and Todd Landmann (University of Essex), Maria Benedita Urbano and Francisco Lucas Pirez, later on replaced by Vital Moreira and Ana Luisa Riquito (University of Coimbra). And of course Daniela Napoli, the inspired and energetic representative of the European Commission.

They were soon joined by Jean-Paul Lehnens (Centre Universitaire de Luxembourg) Dimitra Papadopoulou (Aristotle University of Thessaloniki), Manfred Nowak (University of Vienna, L. Boltzman Institute of Human Rights), Gudmundur Alfredsson (University of Lund, Raoul Wallenberg Institute of Human Rights), Kirsten Hastrup, subsequently replaced by George Ulrich (University of Southern Denmark, Danish Institute for Human Rights). And shortly after other Colleagues joined the first fifteen: Guy Haarscher (Université Libre de Bruxelles), Stelios Perrakis (Panteion University, Athens), Cees Flinterman (Utrecht University, Netherlands Institute of Human Rights), Wolfgang Benedek (University of Graz), Jan Klabbers (University of Helsinki), David Harris and Alastair Mowbray (University of Nottingham), William Schabas (National University of Ireland, Galway), Adalberto Perulli and Fabrizio Marrella (Cà Foscari University, Venice), Teresa Beleza y Pizarro (New University of Lisbon), and Hans Giessmann (University of Hamburg).

4. E.MA in Venice

Why in Venice? Besides saying that Venice is unique, one reason is a practical one: Venice is close to Padua, the city of the university that was co-ordinating the E.MA for the first six years. Locating the E.MA seat in Venice was like providing it some kind of extra-territoriality, thus emphasising its European identity. A further, very important reason is that Venice is the capital of Veneto, a Region that first in Italy – and perhaps in the world – endorsed a Regional Bill on 30 March 1988 (n.18, complemented and improved by the Bill n.55 of 16 December 1999) to enhance the culture of human rights, peace and development co-operation, whose Article 1 reads: “1. The Region of Veneto recognises peace and development as fundamental rights of the human being and of the peoples, in accordance with the principles of the Italian Constitution and of the International Law for the promotion and protection of human rights and the rights of peoples, of democratic liberties and of international co-operation by means of initiatives of information, research, education, de-centralised co-operation and humanitarian aid. 2. For the purpose of paragraph 1, the Region promotes human rights, the culture of peace and of development co-operation”.

Since 1988, the Region of Veneto has a Councillor specifically for Human Rights and a Budget figure devoted to the very implementation of the Bill. In 1991, upon suggestion of the Human Rights Centre of the University of Padua, the Regional Councillor launched a proposal aimed at including a similar provision in the new Statutes that Communes and Provinces were allowed to endorse according to an innovative national Law on local autonomy. Hundreds of Communes and Provinces in Veneto included that provision, even with more precise references to international legal instruments on human rights (Universal Declaration, European Convention of 1950, International Covenant on Children Rights...), thousands all over Italy did the same. In 1995 it was up to the University of Padua to revise its own Statute. The Veneto peace-human rights orientation entered into Article 1.2, that reads: “The University of Padua, in accordance with the principles of the Constitution of the Italian Republic and of its own tradition that goes back to 1222 and is summarised in the motto ‘*Universa Universis Patavina Libertas*’ (All Paduan Freedom for All), affirms its pluralistic character and its independence from any ideological, religious, political or economic conditioning or discrimination. It promotes the elaboration of a culture founded on human values such as human rights, peace, environment protection and international solidarity”.

In 2000 the City Council of Venice decided to become active member of the network of Cities which pledge to implement the “European Charter of Human Rights in the City”.

I think these few references are enough to explain the peculiar vocation of Veneto to host and actively support the E.MA enterprise.

Needless to point out that the E.MA founding mothers and fathers unanimously endorsed to meet that vocation.

5. E.MA events at Palazzo Ducale

The inauguration of the first E.MA Degree Course took place the 6th of October 1997 at Palazzo Ducale, in the “Sala del Piovego”: from the basement where we held the first exploratory meeting we upgraded to a more comfortable and formal floor. It was the beginning of a logistic - and ceremonial - *crescendo* in the most prestigious historical building of the “Serenissima” Republic of Venice. The 1998 opening ceremony took place in the magnificent “Sala del Maggior Consiglio”, enlightened by the largest Tintoretto painting. It was prized by Jacques Santer, President of the European Commission, who offered a keynote speech. Since then Palazzo Ducale has become the prestigious venue for the awarding/opening events of E.MA. The “Camerata Musicale Vicentina”, under the direction of Maestro Piero Juvarra became as well the permanent E.MA Chapel. The Overture from the “Te Deum” by J.Charpentier marks the entering of the procession of Rectors and Professors in cap and gown, the European Anthem from the Ninth Symphony of L. van Beethoven concludes the ceremony: finally E.MA is a fully humanistic adventure! In the first opening ceremony in October 1997, that was addressed by a warm message sent by Mary Robinson, the “*lectio magistralis*” was offered by Jaime Oraà, now Dean of the Law Faculty of the Deusto University. In September 1999 and in September 2001 the key-lectures were offered by Manfred Nowak and Horst Fischer: we were then facing dramatic situations (Kosovo war, Twin Towers attack) challenging the effectiveness of both International Humanitarian Law and Human Rights Law. On those occasions advocacy for international legality based on human rights and the rule of law sounded very strong at Palazzo Ducale. The same commitment was expressed in the 2002 awarding-opening ceremony, in the eve of the Iraq war, when the Director of the E.MA Programme launched the password: *We are on a peace footing*. A further opportunity to express our firm position in favour of International law, of the United Nations centrality and of a EU more active role in the construction of a peaceful world order, was offered by the meeting of the E.MA Governing Bodies that took place in April 2003 in Athens (how pleasant was the *accueil* there, thanks to the Greek Authorities and to Ambassador Denaxas, a COHOM member, who has consistently participated in the E.MA Diplomatic Conferences).

The academic ceremonies at Palazzo Ducale were since the beginning addressed by high personalities of the EU institutions, of UNESCO, Council of Europe, OSCE, of national, regional and municipal authorities: speeches were offered, among others, by Jacques Santer, Benita Ferrero-Waldner (Secretary of State, Federal Ministry for Foreign Affairs, Presidency of the Council of the European Union), Giancarlo Aragona (former Secretary General, OSCE), Jan Kubiš (Secretary General, OSCE) (twice), Joseph Verde y Valde (Vice President, European Parliament), Enrique Baron Crespo (Member of the European Parliament), Vladimir Volodine (Chief Unit for the Promotion of Human Rights and Action to Combat Discrimination, UNESCO), Daniel

Tarschys (Secretary General, Council of Europe), Giancarlo Galan (President of the Region of Veneto), Marialuisa Coppola (Councilor, Region of Veneto), Massimo Cacciari (former Mayor of Venice), and Paolo Costa (Mayor of Venice).

6. E.MA logistic fantasy

Due to the shortness of time, accommodation in Venice of the first generation of E.MA students – the pioneers – was not easy, but the pioneer Masterini were all so pleasantly (and patiently) adaptive and cooperative! They deserve special gratitude also for that. I like to recall the accommodation that was organised in the narrow spaces of the “Hotel Milano”, near Piazza San Marco. In order to make it more comfortable (at least from a cultural and ... axiological point of view), we provided a name to the different narrow floors by quoting from “An Agenda for Peace”: then, first floor was “Preventive diplomacy”, second floor “Peace-keeping”, and so on. The same sophisticated logistic culture was spent in the monumental Monastery of San Nicolò, the E.MA headquarters, where we moved from the “Palladio” building of Giudecca (the provisional premises of the first E.MA Course): San Nicolò’s meeting rooms are called ‘Global civil society’, ‘Human development’, etc. Needless to say that I am remembering these aspects in order to further highlight an E.MA own spirit which is pleasantly shared by both teachers and students.

7. E.MA in Bosnia and Herzegovina

The “training mission” to Bosnia and Herzegovina is another significant piece of the first six years E.MA story. It was intended to provide the Masterini community the opportunity to carry on a week of intensive training on that dramatic spot. The first mission was organised in January 1998, notwithstanding the budget for that year did not include a specific figure. The Italian Government promptly provided ad hoc financial support and free travel and local transport facilities. The 18 January 1998 two C130 military aircrafts came to the Venice airport and brought us to Sarajevo and back to Venice. In Sarajevo we organised our headquarters in the damaged premises of that University. In the first meeting, held in the Aula Magna, we were joined by the Sarajevo Rector and by the Ambassadors of the EU members states. At that time nobody could have imagined that three years later on January 13th, 2001, during the fourth training mission, we would have participated, in the same Sarajevo Aula Magna, in the inauguration of the first year of the Regional Master in Human Rights for South-East Europe and joined the pioneer generation of students enrolled in that Master. In that moving atmosphere I had the unique chance to formally express friendly wishes to the new-born brother-

Master, and Manfred Nowak shared with me the same joy by offering the first introductory lecture.

Around the European Master based in Venice, a family of similar undertakings is now flourishing in different regions of the world: besides Sarajevo, in Pretoria (African Master), in Malta (Mediterranean Master) and in Hong Kong. A new deal for E.MA is being further qualified by the establishment of the European Joint Degree in Human Rights and Democratisation. This is an indicator that we have already entered the “beyond”.

8. Looking at beyond

We cannot but admit that some kind of *spill-over* is constantly working within the E.MA undertaking. At the beginning we were ten universities, soon becoming fifteen, right after twenty-seven, we could not but decided to provide the Master Degree Course, and other complementary activities, a more proportionate instrumental organisation. The University of Padua did its best in the take-off or, if you want, being the “womb”. I can say that my University is deeply proud for having fulfilled that task, jointly with the other partner Universities. I further dare to say perpetual gratitude to it, especially to Pro-Rector Aldo Rossi, to Prof. Luigi Filippo Donà dalle Rose, to Mrs. Emanuela Pavia, chief-administrator for the Project/Rectorate of the University of Padua, and again and again to Prof. Marco Mascia.

In September 2002 another ambitious dream became a reality: the European Inter-University Centre for Human Rights and Democratisation, EIUC, was established in Venice in the form of an association of universities with legal personality. Such trans-university and supra-national merging offers the suitable ground for running the European Joint Degree in a really “European” way. This is the last and mature achievement in the direction that was clearly advanced in the E.MA Venice Charter of July 1997 and that since then I advocated for.

But be sure, further valuable and innovative outcomes can actually be expected by the E.MA-EIUC community, whose present leadership deserve full appreciation and to whom I express full success.



E.MA AIMS AND OBJECTIVES

by Prof. Manfred NOWAK, Chairman of the E.MA Council



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1. Vision of the Programme

The **European Masters Programme in Human Rights and Democratisation (E.MA)** is the most important contribution of the European Union to the United Nations Decade for Human Rights Education (1995 to 2004) and at the same time one of the most exciting examples of a genuine European inter-university cooperation. It derives its strength from two equally important pillars: a **network of EU officials** in the Commission, Council (COHOM) and European Parliament who consider human rights and democracy as a major foundation of the internal and external politics of the Union, and a **network of European academics** who consider human rights as a major inter-disciplinary subject which should have a proper place in the curriculum of all universities. Since the international protection of human rights still represents a fairly recent and by no means undisputed phenomenon of international relations as well as university education, both networks are

actively engaged in promoting human rights in their respective political and academic environments, an endeavour which is not always easy.

Against this background, it is amazing how quickly the E.MA programme and degree became firmly rooted as a major institution of higher learning within EU policy and European inter-university cooperation. Among the various reasons for this dynamic development I wish to mention two outstanding Italian personalities: *Daniela Napoli* (European Commission) who is the driving force behind the inter-governmental network, and *Antonio Papisca* (University of Padua), the spiritus rector of the inter-university network. With the active support of the Region of Veneto and the Municipality of Venice which made the beautiful Monastero di San Nicolò at the Lido di Venezia available, E.MA quickly broadened its basis from 10 to presently **27 European universities** from all EU member States and offers a truly inter-disciplinary, trans-national and post-graduate human rights education and training to a growing number of European students and future human rights experts. With the enlargement of the Union, universities from Central and Eastern Europe will join this academic human rights network which might encompass more than 50 prestigious European universities and human rights centres within a few years.

From the beginning in 1997, the **University of Padua** has acted as the coordinating university which has not only been responsible for entering into legal contracts with the European Union and other donors, for administering the funds and organizing the programme but also for conferring the E.MA degree to our “Masterini”. In September 2002, more than 20 E.MA universities formally established the “**European Inter-University Centre for Human Rights and Democratisation**” (EIUC) as an independent legal entity under Italian law in order to gradually take over these responsibilities from the University of Padua. We expect that over the years all E.MA participating universities will join this consortium which provides a common legal and institutional framework to the E.MA programme and strengthens the network. In addition to the E.MA programme, this Inter-University Centre will organise further teaching, training and research activities, develop a comprehensive human rights information and documentation centre and become a focal point for diplomatic, academic and expert conferences in the field of human rights and democratisation in Europe.

Most importantly, the participating universities have committed themselves to contribute towards a further harmonisation of European university systems in the spirit of the Sorbonne Declaration of 25 May 1998 by establishing, in the near future, a **joint European Master’s Degree** which will be conferred to our future “Masterini” by all participating universities at the same time. It is not only of symbolic significance that the first joint European Masters Degree that will be awarded by universities of all EU member States will be created in the field of human rights and democratisation. We hope that our common con-

tribution to this „European university space“ in the sense of the Bologna Declaration of 19 June 1999 will also open the doors for more space to be made available to the European Inter-University Centre at the Lido di Venezia. This would enable us to fulfil our vision of establishing a permanent **European Human Rights Academy** with genuine campus facilities including student dormitories, in other words: a **European human rights village in Venice**.

2. Importance of human rights education

Within the last half century, the idea of international **human rights** has developed into a powerful factor of international relations and today represents the **only value system** which has been laid down in a legally binding normative framework and which can claim to have achieved **universal recognition** by governments and civil society alike. In practice, we are however far from universal compliance with all the international human rights obligations which States have first developed in the framework of universal and regional organisations and then have voluntarily undertaken to respect, protect and fulfil by means of treaty ratification. In addition to States as the main duty-holders under present international law, other powerful actors, such as inter-governmental organisations, international financial institutions and trans-national corporations, have a responsibility towards creating a universal human rights culture. International law and practice provide a broad variety of procedures and mechanisms to hold States and other actors accountable for non-compliance with human rights obligations, to protect and enforce human rights at the regional and universal level, and ultimately to prevent future human rights violations. One of these tools is human rights education.

A **universal human rights culture** can only be achieved if all human beings have an opportunity to acquaint themselves with the concept of human rights which constitute a system of values designed to govern the relations among individuals, between individuals and States, and among States. Ultimately, it is individuals who on the one hand benefit from human rights and who on the other hand are responsible for human rights violations and who are increasingly held accountable for such violations by various means, including criminal law. The idea of **individual criminal responsibility** for serious human rights violations was underlined during the last decade by the establishment of ad hoc tribunals for the former Yugoslavia and Rwanda and by the creation of an International Criminal Court who is strongly supported by the European Union and will start to function in early 2003.

Human rights education is the most important tool to teach individuals about both their human rights vis-à-vis other human beings, the society and the State, and about their duties to respect human rights of others. With this in

mind, the UN General Assembly in 1994 proclaimed the **United Nations Decade for Human Rights Education** from 1995 to 2004. Governments, inter-governmental and non-governmental organisations as well as educational institutions are encouraged to develop special training programmes and to include human rights in the curricula of primary, secondary, higher and non-formal education structures. As the main institutions of higher learning, **universities** bear a major responsibility to recognize human rights as an independent and inter-disciplinary field of teaching, research and documentation, to establish specialized human rights institutes and research centres, to educate students in human rights, to educate human rights trainers and teachers for primary, secondary, adult and non-formal education, and to spread the message of human rights to the society at large. In most European countries, specialized human rights centres and human rights education programmes have been developed on the basis of private and governmental initiatives, within the framework of university structures or outside.

The **European Union** significantly increased its human rights education activities and budget during the United Nations Decade. In the human rights year 1998, on the occasion of the 50th anniversary of the Universal Declaration of Human Rights, the EU allocated almost 40 million Euros to projects of human rights education and training, including the support of education and information networks. The most significant contribution of the EU to the goals of the UN Decade is, without doubt, represented by the E.MA programme. In the innovative document “A Human Rights Agenda for the European Union for the Year 2000” adopted by a “Comité de Sages” composed of *Antonio Cassese, Catherine Lalumière, Peter Leuprecht* and *Mary Robinson* in 1998, the important contribution of the E.MA programme to human rights education and awareness in Europe has been welcomed, and in the **Vienna Declaration of 10 December 1998**, the European Council committed itself to ensure the continuation of the E.MA programme. Since its creation in 1997, more than 350 “Masterini” graduated from the E.MA programme and most of them work in human rights positions in Europe or the “field” where they play an active part in creating a universal human rights culture.

3. Distinguishing features of the E.MA Programme

The E.MA differs from other human rights master programmes in its truly **trans-national** and **inter-disciplinary** character and in the high priority given to **practical aspects** of human rights work, above all in the field. Students are equally recruited from all EU member States (plus 15 places for students from applicant and other countries) and represent different academic disciplines relevant to human rights, such as philosophy, history, anthropology, law, political science and international relations. Those students who have

no background in philosophy, law or political science have to follow a basic introduction into these disciplines. The curriculum of the first semester in Venice and the teaching staff equally reflect this inter-disciplinary approach. Legal questions are only taught and discussed after an extensive introduction into the history, philosophy and politics of human rights and democracy. The faculty consists of professors in all relevant fields recruited from the 27 participating universities, civil servants from the EU, the Council of Europe, OSCE, United Nations and other inter-governmental organisations, as well as experts and representatives of non-governmental organisations, such as Amnesty International and Human Rights Watch. As important is the fact that the curriculum is jointly designed, constantly evaluated and periodically improved by the E.MA governing bodies which are composed of professors from all participating universities and relevant disciplines. In other words: the E.MA programme provides the students with a rich inter-disciplinary and inter-cultural European learning atmosphere and at the same time constitutes a continuing inter-disciplinary challenge and learning experience to the professors who jointly bear the responsibility for the high academic quality and practical relevance of the programme.

Another feature which distinguishes the E.MA from other human rights Master programmes is the fact that students will spend the **second semester in one of the E.MA participating universities** of their own choice. While the first semester is characterised by a very heavy teaching experience (6-8 hours classes per day plus group work and independent studies) for all 90 students together, the students in the second semester split up into small groups, integrate with other students in their respective host universities, follow a few highly specialised seminars of their choice and spend most of their time on the preparation of their Master's thesis. As a link between the two semesters, the "Masterini" are offered a highly intensive **field week in Bosnia and Herzegovina** where they stay with Bosnian families, meet representatives of Bosnian human rights institutions as well as various inter-governmental and non-governmental organisations involved in this complex peace-keeping and peace-building operation. For many students, the Bosnian experience is a first encounter with a world in which they might spend a good deal of their future human rights career. For the 15 best E.MA graduates, such a field experience might start immediately after their graduation since the EU provides them with a 6 month paid internship which is often used in an institution or organisation active in the field.

4. Contribution towards regional integration

Human rights, pluralist democracy and the rule of law constitute the three major **European values** on which the **Council of Europe**, after the bitter

experiences with the Nazi holocaust, has been founded in 1949, and which are also recognised by the Treaty of the **European Union** as the foundations of European integration. New States may join the Council of Europe and the EU only after they have reached a certain minimum standard of the rule of law, democratisation and human rights. Both organisations closely monitor the human rights situation in applicant countries and assist them in their respective institution-building efforts. Education in the field of human rights and democratisation forms a major component of such cooperation activities. But also within the 15 EU member States, the comparatively high standards of human rights, democracy and the rule of law should not be taken for granted and, therefore, need to be continuously re-affirmed, strengthened and defended against new challenges and destructive tendencies, such as nationalism, racism, xenophobia, terrorism, organised crime as well as certain governmental actions in the fight against international crime and terrorism. Again, human rights education is one of the most important tools to uphold and defend a common European human rights culture against these tendencies and challenges.

The E.MA programme has been designed in order to establish a common **European roster** of highly qualified and motivated human **rights experts** who will either work in European governmental, inter-governmental or non-governmental human rights institutions or who will be sent, on behalf of the EU and other organisations, to the field. Roughly 80% of all E.MA graduates so far found a specialised human rights job inside Europe or abroad and, thereby, contribute to the dissemination of those common values on which European integration is built.

The fact that 10 E.MA places are reserved each year to citizens of European countries that have applied for EU membership also contributes to strengthening the human rights component in the **EU enlargement process**. In addition, the E.MA governing bodies are planning to start already in 2003 to gradually integrate universities and human rights institutes from the present applicant countries into the E.MA network and to offer a special education programme to citizens from these countries. As soon as they will be formally admitted into the EU, the new member States will be fully integrated into the E.MA programme.

5. Collaboration with other regional masters

While the E.MA programme is primarily designed for EU citizens, the European Commission has also been instrumental in the creation and support of similar Master degrees in other regions: The **African Masters Programme** in Human Rights and Democratisation is organised by the University of

Pretoria in cooperation with the University of the Western Cape, Makerere University in Uganda and the University of Ghana; the European Regional Masters Programme for Democracy and Human Rights in **South-East Europe** is coordinated by the University of **Sarajevo** with the assistance of the Universities of Bologna and Graz; and the **Mediterranean** Masters Degree in Human Rights and Democratisation is co-ordinated by the University of **Malta** in collaboration with universities in Italy, Spain and MEDA countries (Morocco, Algeria, Tunisia, Egypt, Jordan, Syria, Lebanon, Palestine, Israel and Cyprus). Similar initiatives have started in Hong Kong for the Asian region and in Quito for the Latin American region.

The E.MA programme was the inspirational source for these regional degrees, and members of the E.MA network cooperate with the regional Masters by teaching, exchange of staff and students and by harmonising the academic contents of the respective courses.

6. Personal conclusions

Since the University of Vienna joined the E.MA programme only in 1998, I was not involved in its development from the very beginning. When I first came to teach in early 1998 on the invitation of *Markku Suksi* (Åbo Akademi University Turku), the programme was still hosted at the former Palladio-school on the Venetian island Giudecca, and everything seemed fairly improvised. But the students were enthusiastic. Soon thereafter, the E.MA enlarged from the 10 founding universities to 15, and I was invited to act as Austrian national director on behalf of Vienna University and the Ludwig Boltzmann Institute of Human Rights. It is never easy to join a network which just had been established and developed its own group dynamics. Nevertheless, the representatives of the five new universities were received in a very open spirit of cooperation by the E.MA governing bodies under the efficient chair of *Horst Fischer* (University of Bochum). I was particularly impressed by the enthusiasm and the amount of work which all participants invested, free of charge, to this common undertaking. We did not only have to develop and organise the joint teaching in the first semester but were also responsible for all the administrative, budgetary and technical questions and problems, such as student accommodation, mobility grants and the renovation of the new premises in the Monastero di San Nicolò. When *Antonio Papisca*, whose enthusiasm and visionary abilities together with his admirable practical and diplomatic skills were always the driving force behind the rapid development of the project, for the first time showed us the future venue of the programme, this beautiful monastery was in a state that nobody of us foreigners believed that we would be able to start teaching there within only a few months. But Antonio and his highly professional and dedicated staff achieved the impossible. While the old

and venerable monks' cells were still in the process of being adapted with IKEA furniture to modern student dormitories, the inauguration of the new programme took place, as always, in the magnificent Palazzo Ducale, and the teaching could start. This pioneering atmosphere constitutes the **exceptional spirit of Venice** which achieved, in only a couple of years, an expansion to 27 universities, the anchoring of the E.MA programme in Chapter A of the EU budget (which assures its continuity) and the recent establishment of the European Inter-University Centre as the legal foundation for future activities under the joint responsibility of the participating universities. With this same spirit, E.MA will continue to soon establish the first genuine and joint European Masters degree, to integrate new universities and students from Central and Eastern European countries, to start many new initiatives in the field of human rights education, training and research, and to create a true European human rights village at the Lido of Venice.



PRECONDITIONS FOR SUCCESS in European Education in Human Rights and Democratisation: The example of the E.MA Programme

by Prof. Dr. Horst FISCHER, EIUC President



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He has been Chairman both of the E.MA Council and the Executive Committee from July 1997 to December 2000.

When representatives of almost forty European Universities met at a London airport hotel in 1996 to discuss possible areas of cooperation in educating young Europeans in actual and important fields human rights was just one of the options mentioned for a joint Master programme. In three follow up meetings in 1997 in Venice and Bilbao ten interested universities¹ finally considered setting up a joint master programme for a truly European education in human rights and democratisation.² With the opening ceremony in September 1997 the first academic year commenced with 54 students and the programme since

¹ These were the universities of Bilbao, Bochum, Strasbourg, Leuven, Padua, Essex, Maastricht, Dublin, Coimbra and Thessaloniki.

² Already at the first Venice meeting in March 1997 the European Commission had indicated its interest in supporting such a programme and in the first year both the Commission's directorate for Human Rights as well as the DG XXII responsible for education with advice and finances granted support.

then has been further developed by the original members accepting first five additional members and later enlarging the programme to include thirty European universities. The so called “E.MA-programme” since 1997 has been regarded by the European Commission as a unique programme in educating young Europeans in Human Rights and Democratisation. In five years more than 400 students received the programme’s degree and are now working for national and international organisations and in different human rights related areas. Similar regional programmes have been established with the assistance of E.MA inside Europe and outside of Europe. E.MA has earned its reputation of a successful European cooperation between large numbers of universities including all members of the European community. What were the essential elements of the process setting up the programme and how it was possible to keep it alive are questions the answers of which are important for the future of the programme and similar attempts to Europeanise human rights education. Some aspects should be emphasized here after the first five years of the programme.

1. Europe and Joint Human Rights Master Programmes

Different aspects are important when looking at the notion of human rights and democratisation: history, treaties, courts, implementation etc. Undoubtedly Europe has a unique position regarding humanitarian rights. On the other hand all these elements not naturally create the framework for a European Master Programme in that field. At the time of the first meetings several human rights masters were already provided by European universities and the participating universities had been chosen specifically because of their background in human rights teaching. Why then establishing a joint master and why should it be European was the first question to be answered. After a fruitful and necessary information and debate about the existing programmes it became evident that the reasoning to establish a joint programme did not originate from existing deficiencies in the already available masters. The participating representatives of the founding universities rather had been convinced during a one-week seminar in July 1997 that none of the existing programmes did reflect the richness and variety of what European universities can provide in human resources, views, perceptions, imagination, determination and methodology if working together in one programme. Fully accepting that diversity for the participants of that seminar at the same time meant to create a new educational environment yet unknown in Europe stimulating the students (and the professors) with a richness in variety only a cross continental programme can provide.

2. The E.MA-Model

Accepting the unique opportunity to work together did not automatically create the framework for the programme. Rather the group had to decide which model to follow in developing the educational framework of the E.MA-programme. Some options were discussed and already existing European programmes in other areas were looked at. After an intensive and controversial dialogue one decided not to create a “centralised” model but rather to follow a decentralised model of education. Centralisation would have implied to bring all students and professors to one place for the whole period of the programme. The group in 1997 refused such model to allow students to benefit not only from one place but to accumulate experience in culture and education from different places. Therefore it was decided to organise the basics education in Venice and then permitting students to move to one of the other universities in the second semester for specialisation. It is interesting to note that the students defended strongly that part of the model in later evaluation meetings with the board of national directors whenever the pros and cons and in particular the costs of the mobility were discussed.

It followed logically from the first element which did include not only individuals in teaching human rights and democratisation in one place but rather institutions with their full academic backing and administration that decision making for the programme could only be based on a participatory approach. The E.MA founding document, the so called Venice Charter, therefore created two bodies, the Council of National Directors and the Executive Committee, which served to guarantee full control of the participating universities of all programme elements including the first joint part in Venice. In the first years all constituent components of the programme were decided upon jointly by the Council and the Committee. In the first three years all decisions were taken by consensus reflecting an amazing determination of the national directors to cooperate.

Not only the incredible collaboration of the University of Padua needs to be highlighted in this regard providing the degree for the students but to allow the Council and the Committee to have full control over the essential components of the programme. Also without the support of the European Commission it would have been impossible to create the programme. Likewise to the financial support guidance and advice by the Commissions representatives has been equally important. Most of all their constant participation permitted mutual exchange on all aspects of the programme in particular during the evaluation meetings with the students. That exchange on the other hand guaranteed high-level participation of the member universities essential for the constant process to develop the curriculum and the technical rules of the programme.

Finally the group in 1997 had to decide about one other pillar of the programme: The disciplinary or interdisciplinary character of the programme. Though most of the participants of the meeting were lawyers the programme to be interdisciplinary in objective and character was easy to agree upon based on the nature of human rights and democratisation. The curriculum comprises since the beginning political, historical and philosophical elements besides the necessary law parts.

The decentralised, participatory and interdisciplinary model reflecting Europe and not one country or one university decided upon at the first meeting of the E.MA universities has not only proven to be successful. E.MA came into being because these pillars were developed and implemented jointly. Yet it needs to be seen whether attempted changes and modifications leading to a more centralised model will make E.MA more sustainable and successful or will lead to a disappearance of the European richness in the programme or E.MA itself.

3. Three Crucial Issues

How to implement the pillars in the joint programme was not only a question of the first meetings in 1997. In the first five years the National Directors spend most of their meetings on evaluating and revising the technical rules resulting from the chosen model. There were several crucial issues of which only the following three need to be briefly highlighted.

A European programme needs a common language. Science as such does not provide for a common language if one disregards certain areas of natural science. In social science it is the language which makes a difference. Being aware of the difficulties in a continent with so many different languages and so many official languages the Directors could quite easily agree to have English as the working language and to accept French as the second important language of the programme. Painful hours of debate about the exact phrasing of the second language requirements had no real effect in practice of the programme as both teachers and students were able to manage in both the official and all the other languages. A certain flexibility of the programmes was necessary to accommodate not only the different levels of language education in the European Union but also to maintain the consensus by those having their mother tongue not reflected in the daily life of the programme. The debate about the language questions sometimes overshadowed the real success of the programme in terms of the human rights “language”. It is evident after five years how the programme has developed its own human rights language in the education of human rights in Europe.

The original curriculum of the programme did quite naturally reflect the expertise of the participating universities and the objectives set by the Council. The order of classes has since been changed different times, elements have been added changed or deleted and in particular the skill building component were strengthened. All these changes took place following evaluations by the students and the teachers. E.MA in this respect fully implemented the participatory approach also with regard to student's role in the curriculum process. Despite sometimes rather hectic responses to marginal aspects the process in general has been a success as the changes were based on substantive rather than formal arguments. Transparency and participation did generate a support for the curriculum process by all, which also needs to be noted as precondition for the success of the E.MA-programme. Being less transparent and less participatory would have definitely led to frictions and disturbances in the group of universities that have invested tremendously in the programme without necessarily getting the same visibility individually as the programme as such.

Joint teaching does not necessarily lead to excellent exam results, which had been highlighted as one of the overall objectives of the E.MA-programme. Two reasons are important to understand why E.MA functioned so well with regard to exams. Despite the different national rules and with the assistance of Padua University the programme was able to develop joint exam and marking rules for the joint parts of the programme and to accept national rules and national marks for the second semester activities of the students. Moreover, as the national directors were both teaching in Venice in the first parts but also in their home universities in the second semester a remarkable level of uniformity has been created over the years, which finally led also to first attempts of the National Directors jointly reviewing national marks provided for the master papers. In particular the joint exam commissions consisting of three professors participating in the defences of the master papers of their own students but also of the students of their two colleagues has been proven to be a successful method of cross programme evaluation. Again, the consensus, which has been created on the content and form of the exams, was essential for the overall success of the programme.

There might have been other ways of creating a European Master Programme in Human Rights Education. What is however evident is that the success of the E.MA programme is based on the above highlighted elements which also serve as guiding elements for all future developments regarding the programme.



STAFF REPORT: Six Years as Core Staff

by Ms. Elisabetta NOLI, Assistant to the E.MA Governing Bodies

July 1997, E.MA year zero ... 5 days in Giudecca, soothed by a light breeze coming from the southern part of the lagoon, were fatal for the lives of many sitting around the long red table at Villa Herriot.

A “dangerous” environment for the E.MA plot to be conceived: the spacious and quiet garden of Villa Herriot, lunches at the trattoria “*Ai 3 scaini*” sitting like real Venetians next to builders and carpenters taking their break from the construction site of “Molino Stucky”, Prof. Papisca playing his violin against the 400 square meters of marble and perfect acoustic of the noble wing of the Monastery of San Giorgio ... and the *dice is cast*. On July 26 the Venice Charter, the constituent act of the Master’s Programme is signed under the auspices of the spectacular fireworks of the Redentore Festival.

From my observer/minute-taker point of view, the professors representing most of European Human Rights knowledge sitting next to me were a rather difficult bunch to define. I saw Prof. Fischer chairing the constituent E.MA Council with spotless German efficiency, then playing telephone jokes on Prof. Suksi who was ready to leave on a (mock) electoral observation mission to Azerbaijan; I saw Prof. Oraà being equally committed to the institutional aspects of the Venice Charter and to learning all possible variations of the Italian “espresso” (*macchiato caldo e freddo, ristretto, lungo, doppio, caffelatte, latte macchiato, caffè corretto...*); and most of all I saw Daniela Napoli totally inspired and inspiring throwing ideas like a machine-gun to all the academics and experts present on what the E.MA could be for the next 10-20 years.

Only two months later the first “pioneer” students arrived - 54 graduates from all over Europe including a few non-EU representatives – and the first and last academic year based on Giudecca started. Students lived in Venice: a large group of female students (the group of E.MA female students has been large, extra-large I would say, ever since...) at the Centro Femminile close to S.Lucia

railway station, the biggest “mixed” group at the Hotel Milano carefully hidden in the labyrinth of *calli* at the back of S. Marco square, and a few lucky ones sharing an apartment in Cannaregio. Masterini gatherings generally took place before reaching the premises of the E.MA courses (the Palladio-Europa Centre), at the Bar della Palanca on Giudecca: a heaven for the students who could use their lunch-tickets for purchasing any of the goods/drinks offered, and for the bar-tenders as well, who haven’t made so much profit during the winter season since.

The staff instead was still a rather vague concept: the only paid staff was Antonella who acted as Secretary in Giudecca, and several volunteers (I should better say “E.MA” activists) like myself who acted as tutors in different portions of the programme mixing up with “visiting” tutors and academics.

The a.y 1998/1999 was a bit like ... starting all over again. It was more than an individual feeling, since we left Giudecca for the Monastery of St. Nicolò at the Lido, the universities participating in the programme grew from 10 to 15 in full representation of the EU member states, the students moved from 54 to 78, and I was offered my first contract as E.MA staff. Talking about E.MA permanent staff meant referring still to a quite minimalist concept, but we could at least start using the word: “team”. The team had an academic soul - Dr. De Stefani as head of tutors, and former Masterini Dalila Dos Santos Pinto and Andrew Kelly acting under his coordination - and an organisational soul composed by Roberta di Sanzo dealing with student accommodation at the Lido and myself dealing with ... everything else.

My life changed considerably, especially during first semester courses: I moved from Padua to monastic (!) life in Venice-Lido, and I became a sort of Goddess Kali of the situation. Being as powerful as Kali was actually a wish, since I would have really taken advantage of a little ubiquity and of more than two hands to carry out my mother-sister-public-officer-nurse-Bosnia-hostess-psychologist-policeman-secretary-assistant-to-the-governing-bodies role ... but still, it was worth it. Once my Mini left me on the Parma’s Apennines and I even managed to get a discount from the mechanic who took care of my car as soon as he found out that I was “the Elisabetta” supervising in Venice his son’s best friend Lorenzo Nesti, the “comedian” among 1998/1999 Masterini.

The second year was a year of confirmation at least in the sense that the Masterini network was already fully active and spread around the world. What is in fact referred to as the “E.MA Connection” in human-rights dense environments like Geneva or Brussels, has become a true “Alumni Association”, in November 2002. I have great expectations on the Alumni: not only in view of future discounts, but as influential lobby group to advance human rights culture inside and outside Europe.

That year, with the departure of the “academic” staff in spring, I was also gifted with the arrival of two new staff members: Cinzia Clemente, who became the Kali of Via Anghinoni 3 at the coordinating university headquarters, and

Alberta Rocca who inherited the multileveled relationship with former students, and who became Prof. Papisca's right arm on E.MA external relations.

The a.y 1999/2000 was referred to by its protagonists Masterini as ... a New Era. Maybe this is only linked to the fact that they turned the Millennium during first semester courses in Venice, but for sure my personal interpretation was more linked to the feeling to start all over again....again. First of all, starting from September 1999 I became a true Venetian (well, let's say a full-time resident in Venice-the Lido) ... secondly the staff team I was part of was once more new.

Alberta and I became in fact "permanent" staff on the Lido, while newcomers were the unforgettable tutor "trio" composed by Robin Clapp, Erika Bernacchi and Michael Hofmann, plus Mr. Frank Bertelsbeck, a former ICRC official who was supposed to rescue us from the students, or the students from us...

The a.y. 1999/2000 was all-together a quite tough year were the E.MA academic programme, and the overall organisation decided in 1997 were thoroughly tested, especially through the student body critical screening. On the one hand the academic programme was extremely rich but sometimes fragmented or too national based (the Spanish week, the Irish week, etc.). On the other hand the student accommodation was too "communist" or "pre-field mission style" since the majority of students (56 out of 73) shared double bedrooms in the Monastery, an environment that lost most of its ascetic *charme* thanks to the promiscuity of the 1999/2000 Masterini crowd.

As a consequence the year 2000, could not but start with a list of New Years resolutions.

The E.MA Professors got together forming an Academic Curriculum Group which designed and progressively implemented a revised format of the academic programme. Their efforts were concentrated on a new curriculum aimed at better responding to the inter-disciplinarity of the programme, at enhancing integration of professors and disciplines within first semester courses, at better reflecting the practical nature of the teaching by introducing skill-building sessions and inviting more experts from IGOs and NGOs. Revised logistics brought up for E.MA students a system based on two options: the peace-lovers, individualistic ascetics in single rooms at the Monastery of San Nicolò, and the social animals in the mythical Golf Residence of Malamocco. Looking back I think the Malamocco solution was too much of a gift for the students, who basically spent five months as new kings and queens of the small fisherman village, who behaved as if they were on a sort of permanent school-trip, and made the Director of the Residence lose a few more hair.

But if staff members – enriched by the new entry of the former Masterina Corinna Greco employed as contact-person on publications and information policies - would be asked to identify the most distinguishing feature of the a.y. 2000/2001 I think everybody would refer to its "extravagant characters".



E.MA Staff 2001/2002

The student body offered all kinds of diversity: from Hazel, who wanted to take a vaporetto controller to the European Court of Human Rights because he did not believe she was a students in her 50ies; to Mishra, our Indian student who refused to be visited by our “traditional” doctor for cultural reasons; to Pär, our Swedish former musician and current peasant, as he loved to define himself. Diversity was also the *motto* of the new tutors’ team, Angela Melchiorre, Karin Hitgartner and Peter Finell, which gave to the staff, respectively, a taste of romantic mentoring, personal involvement, and foot-ball skills ...

The a.y. 2001/2002 was the year that saw the staff growing once more with the crucial introduction of the position of Academic Co-ordinator based in Venice – a position brilliantly performed by George Ulrich that has made the delivery of the academic curriculum far more consistent and enriched the staff as a whole with new inspiration and challenges. A year with new former Masterini coming on the stage to perform as tutors: Atte Varis, Fanny Germain, and Véronique Chatelain, and with Fiorenza at the Reception amazingly learning student names months before their arrival.

A year that saw the staff growing in quality (I hope) and in quantity (Alberta’s baby – little Giulia- was born on 11 October 2002). A year that from a staff perspective meant new growth hopes linked to the imminent establishment of the European Inter-University Centre on Human Rights and Democratisation (EIUC).

While it is still a bit difficult to set our minds clearly on the new institution that will run the E.MA Programme among other human rights projects and activities, we “physically” feel the opportunities that the new institutional setting is beginning to offer to our common enterprise. The new entity has the potential to become the ideal environment for a European Joint Degree to be issued to the

Master's students, for new professional targets for the staff, for a variety of new human rights projects in the field of education and training that we continue to believe are the stronger tool towards prevention of human rights abuses.

Finally the current a.y. 2002/2003. A year of long hours in the Monastery (Alberta in maternity leave, Cinzia becoming staff member of the Human Rights Centre at University of Padua thus leaving the E.MA, George in summer paternity leave ... due to a new E.MA baby!). A year where the gender balance has been so unfairly beaten by the huge presence of female students, that my opportunities to find a husband have dropped even lower than in past years ... A year for setting the foundations of the new great EIUC "present" received by the University of Padua, and delivered in particularly by its visionary Maestro, Prof. Antonio Papisca.

A year that in other words reconfirmed us that before being staff members we are human rights activists ...



LIFE WITH STUDENTS AND TEACHERS ON THE LIDO

by Dr. George ULRICH, E.MA Academic Co-ordinator



1. Getting started

Students arrive in Venice during the second week of September. This is a peculiar, in-between moment. Sunny Venice is beginning to calm down after a hectic tourist season, and the Lido is relatively quiet now, yet only a few days earlier this long, narrow strip of land separating the lagoon from the Adriatic was host to the famed Venice international film festival, not to mention the crowds of beachgoers and upscale summer residents. To be sure, the Lido is still alive but will soon enter into a state of hibernation which inversely reflects the rising intensity of E.MA activity in the monastery of San Nicolò.

Students arrive full of expectation, keen to know where they will be living and with whom they will be sharing the experiences of the coming year, keen to delve into the subjects that have brought everyone together. The E.MA Staff, meanwhile, is focused on other matters. During the past several months preparations have been underway for the coming semester. More than 30 apartments have been organised for the students, computers have been reformatted

and fine tuned, the student guide prepared, books have been ordered, the academic curriculum has been carefully developed and hopefully once again improved in comparison with previous years, and countless practical arrangements have been made for the printing of reading materials, accommodation and travel for invited lecturers and experts, lunches every day in the monastery, etc. However, at this particular moment, staff attention is focused on last year's students, who will also begin arriving during the coming days in order to pass their oral examination and be awarded their diplomas at the grand graduation ceremony in Palazzo Ducale. Attention is focussed on the new academic staff members who need to be briefed on what is expected of them during the upcoming days and months. And everyone's attention is very much focused on the weekend's meetings of the programme's governing bodies. To organise such meetings is an arduous task at the best of times, but since the formation in September 2002, coinciding with the fifth anniversary of the E.MA programme, of a jointly owned autonomous institution, the European Inter-University Centre for Human Rights and Democratisation (EIUC), an entirely new dimension has been added to the common agenda.

For a few days the newly arrived "masterini" are on their own, free to explore Venice and get to know each other. Come the diploma awarding ceremony in Palazzo Ducale, a few hours of seemingly endless speeches and ceremony, a final reunion of last year's group – then, suddenly, the new semester will officially have begun.

2. Tasks of the Academic Co-ordinator

My own experience of the E.MA has been shaped by several years of contributions as lecturer and thesis supervisor, a period as Danish national director, and then two years of service in Venice as Academic Co-ordinator. This is a position which reflects many of the peculiarities of the programme – for better and for worse. It is a highly unusual academic post in an extraordinary setting. To convey an impression of the range of challenges and rewards encountered by the Academic Co-ordinator, it will be helpful to take a step back and recapitulate some of the distinguishing features of the E.MA experience. These are in turn closely linked with the evolution of the programme, as has been described by some of its pioneers elsewhere in this publication (see the contributions of European Programme Director, Prof. Antonio Papisca; European Commission Head of Unit, Mme. Daniela Napoli; E.MA Chair, Prof. Manfred Nowak; and EIUC President, Prof. Horst Fischer).

Being a decentralised network of 27 European universities, the E.MA is every year host to 90 students from the European Union, accession countries, and elsewhere in the world. During the first semester in Venice, students are taught

by more than 70 professors and experts. Arguably this is too many, yet every contribution adds something unique. Every week is devoted to a new topic and organised by a new team of academics. Different thematic sections present a kaleidoscope of perspectives on international human rights and democracy and at the same time crisscross the EU map. One thematic section is jointly organised by Copenhagen, Luxembourg, Dublin and Brussels, another links up Coimbra, Essex and Åbo, or Maastricht, Bochum and Athens. Given this diversity of contributions, there is a pressing need for a continuity of academic classroom presence, a need to continuously link up all the many lectures, assume advance contact and brief each contributor on what has come before, help focus presentations, avoid repetitions, bring out the inner logic of the curriculum and, like a stage-master, bring out the best in each actor while continually paying attention to the total effect.

This is the primary task of the Academic Co-ordinator. Put differently, one could say that a key to the success of the E.MA cooperation from the earliest pioneering meetings to the present has been the rapid evolution of a stable curriculum with its own inner logic and structure, a curriculum reflecting a common vision among the participating universities and maximizing the rich resources within the network. It was inevitable that such a bold exercise in interdisciplinary cooperation would have to be matched by an academic organisational structure commensurate to the curriculum. A first step in this direction was taken with the appointment of an Academic Co-ordinator in 2001. Other important steps will no doubt follow in the near future with the further consolidation of the EIUC academic structure and the launching of new initiatives.

To serve as the local contact point for so many eminent professors and experts has been a real privilege – and has been further enhanced by working under the mentorship of Antonio Papisca. Everyone who contributes to the programme does so on a purely voluntary basis, out of a personal commitment to educating a new generation of human rights defenders and advocates. This makes for a highly stimulating environment in the monastery of San Nicolò with intense discussions and a fertile exchange of ideas. Thus the overwhelming experience of participating in the E.MA programme is one of affirming a common European normative foundation in human rights and democratic values.

3. Student contact

Another decisive part of the Academic Co-ordinator's work consists in maintaining on-going contact with the student body. Not only are there countless points of information to be conveyed day in and day out about the operation of the programme, ranging from the most mundane practical matters to a clarification of the basic course requirements. What is more, many students express

a strong request for sustained teacher contact. Paradoxically, the downside to the remarkable stream of distinguished lecturers visiting San Nicolò is actually a lack of teacher presence in the sense of sharing an on-going educational experience with the students and helping to pull together ideas that gradually mature over time. Together with the seasonally appointed Teaching Assistants, the Academic Co-ordinator has to fill this function on behalf of the academic faculty as a whole. This means developing personal relations with a large number of students, functioning as a general sounding board, and attending to individual ideas and research plans. Such close interaction with a highly motivated student body is fully as rewarding as the contact with the many lecturers, yet it is extremely time consuming and places excessive demands on the resident academic staff.

Days in the monastery are long and full. Two morning sessions of 90 minutes each are every day devoted to lectures and are intended to cover the main substance of the module in question. Then follows a rather long lunch break, which in addition to digesting the morning's topics in a relaxed atmosphere provides an occasion to check out books from the library or go on-line in the computer room. In the afternoons lectures sometimes continue, but more often the afternoons are devoted to seminars and workshops, occasionally interactive games or student organised activities. For every week a reader is prepared and it is important to ensure time for actually reading the assigned literature. Some afternoon hours are allocated for this purpose as well, but usually students take the readings home with them, and to the amazement of visiting professors it is quite common to see students head off to a Venice library in the evening after 8-9 hours in the monastery in order to prepare themselves for the next day's classes. (In my view this level of student dedication is testimony to the excellent work of the administrative staff, since it is only possible for the students to devote themselves so fully to the learning experience because the management of many practical matters is being taken care of for them in a smooth and almost inconspicuous manner.) Others, of course, decide to take the evening off and organise a dinner together in someone's apartment, perhaps a party or social event. This too is part of the essential experience, as the friendships within a student body recruited from all of the EU and the accession countries reinforce a sense of common European identity.

Given the intensity of life together on the Lido and the continuous demands placed on the masterini, it is only to be expected that the group will experience ups and downs in the course of the semester. Individually everyone encounters moments of fatigue and the need for a bit of personal distance, but also the group as a whole goes through collective mood swings and encounters moments in the course of the semester during which energies drop. At times the visiting teachers confront a somewhat unmotivated class and invariably wonder what they may be doing wrong, yet in reality the cause of the problem

may lie elsewhere. Then the role of the Academic Co-ordinator and resident academic staff as a mediators between teachers and students becomes particularly pronounced, the challenge being to try as best as possible to manage such ups and downs in a way that allows the students to let off steam and remember that there is a world outside while at the same time ensuring that each course component receives its due attention. To be sure, the problems encountered during the course of the semester sometimes require tangible modifications to the organisation of the programme. This was found, e.g., in connection with the exam format, where the introduction of a couple of first semester essays noticeably lessened the impact of exam anxiety, and similarly in connection with the second semester distribution procedure, which has been found to interfere excessively with the focus of the first semester and needs to be streamlined for the sake of students and professors alike.

4. Moving on to the second semester

The end of the semester in Venice is invariably dramatic and in some respects difficult. The first week after the Christmas break is exam week with all the anxieties that this entails. Then follows a thematic section on human rights protection in the field, part of which consists of an actual field trip to the Balkans (Sarajevo in previous years, perhaps Kosovo in the coming year). This is one of the highlights of the programme - as has been vividly described by John Morijn elsewhere in this publication. In addition to providing a rich learning opportunity, the field trip marks an intense shared experience for the students and thus presents a suitable finale to a semester of studying and living together in the relative isolation of the Lido.

But for this very reason, the departure from Venice and the scattering of students to all corners of Europe is all the more difficult. A defining feature of the E.MA programme is its characteristic two semester structure. From September until the end of January, students are based in Venice and are visited by the teachers. In the second semester, by contrast, the students relocate to one of the participating universities and embark on a thesis project under the supervision of a professor with expertise in their chosen field. This shift is marked by a dramatic change in pace. The experience in Venice is one of a massive exposure to a broad range of themes. During this period, students often complain that they need more time for reflection, more time to think. Scarcely has one topic been introduced before the programme moves on to another, and it is never possible to pursue a particular issue in depth. Individual reflection time, however, is precisely the hallmark of the second semester. Given the wealth of academic resources within the E.MA network, it is possible to go into depth with almost any subject in the area of human rights and democratisation while enjoying the benefits of genuine expert supervision.

In a very fundamental way, it can be said that the prestige of the E.MA programme is staked on the belief that there is a fruitful complementarity between the two semesters; in other words, that the extensive overview provided in the first semester prepares students optimally well for specialised studies – and subsequently for specialised functions in a career in the field of human rights and democratisation. Time and again it is confirmed that what has been covered in the classroom at a dizzying pace in fact remains present to the students and comes back to them in relevant situations. As a bystander, one sees an indication of such integrative learning already during the first semester when themes and insights from one context are brought up in creative ways in quite different contexts, thus reinforcing the element of interdisciplinarity. But the success of the concept is first and foremost proven by the quality of theses written during the second semester. Despite the rather short thesis-writing period from February to mid-July and the many challenges involved in adjusting to a new academic environment, etc., the programme boasts a very high completion rate and the theses generally impress readers from the participating universities by their insight and level of complexity.

5. Hopes for the future

Given the continued commitment from participating universities and supporting organisations, the high visibility of the degree, and the indisputable successes of its first 400 graduates, one can safely conclude that the ambitions of the pioneers of the programme have been realised beyond anyone's expectation. With the formation of the European Inter-University Centre for Human Rights and Democratisation (EIUC), an exciting new range of challenges and possibilities has been opened up. The foremost task of the EIUC will be to consolidate the E.MA programme itself by taking over the large administrative burden hitherto carried by the University of Padua. A further important challenge will consist in facilitating the enlargement of the E.MA network in response to the pending enlargement of the European Union with 10 new member states in 2004. In terms of content, the key priority will be to preserve the high standards of the master's degree while at the same time introducing certain minor modifications and improvements, e.g., in the form of a more flexible structure of optional and mandatory elements, thus allowing for a greater degree of individual specialization already during the first semester, and by opening up the institution more to the surrounding academic and cultural environment, e.g., by organising joint events with Cà Foscari University and the Municipality of Venice.

Beyond the master's programme, the EIUC will begin to organise specialised training courses for diplomats and functionaries of the EU institutions and other international organisations; it will organise regular conferences and sem-

inars on current topics in the area of human rights and democratisation, and it will serve as a site for meetings and cross-cutting initiatives of members of the European human rights community.

Perhaps most importantly, the EIUC is in a privileged position to harness the rich academic potential within the network by organising research cooperation and expert analyses of topical issues. As has often been said by the university representatives, the time will come when the programme will have to generate some of the academic capital that it so lavishly spends on the master's students. With the formation of the EIUC, this has become entirely possible. In order to realise this potential, a central challenge will consist in expanding the Venice-based academic structure. Funds will have to be found for associating both resident academic staff and visiting professors from within the network with the Centre, and different modalities will have to be explored for how to best organise this staff in a coherent institutional structure.

Another crucial development, which in fact directly mirrors the advances made in regard to institution-building, is the formation of a genuinely European Joint Degree in Human Rights and Democratisation, i.e. a degree conferred not only by one coordinating university on behalf of the network as a whole (which the University of Padua has generously done in the past) but rather by a consortium of universities in a spirit of reciprocal collaboration. Decisive steps are being taken in this direction, thus once again placing the E.MA/EIUC network in the forefront of European inter-university cooperation.

A final development, which is of particular importance to myself and the many colleagues who have devoted long hours to a shared learning experience with teachers and students in the monastery of San Nicolò, is the formation of an E.MA Alumni Association. Arguably the 400 graduates (with approximately 80 more being added every year) constitute the most important capital of the programme. As they begin to assume important roles in public and private institutions around Europe and beyond, the networking possibilities of the E.MA alumni will become invaluable. It is therefore most welcome that an Alumni Association is in the process of being formed, and the corresponding challenge for the EIUC will be to ensure that graduates always have a base in Venice to return to and engage in further specialisation and training, organise meetings and seminars, become fully-fledged members of the existing networks, and on their own accord help to build and safeguard a European culture of human rights and democracy.





The Charter of Fundamental Rights of the European Union
December 2000

SUPPORT FROM PARTNER INSTITUTIONS

In addition to the academic institutions, professors and students, key partners of the E.MA have been the EU, the local, regional and national authorities in Italy, and international and non-governmental organisations.

1. The role of the European Union

Education and training are key elements of the EU's policy on human rights and democratisation, particularly skills building for human rights organisations and developing networks of highly qualified experts. The activities of the E.MA correspond very closely therefore with the concerns of the EU.

The programme has successfully trained experts to work in the field of human rights and democracy throughout the world, and brought together a large network of academic and professional expertise in Europe. The EU Member States and institutions have become convinced of the E.MA's potential to promote the core values of the Union, in particular of course, respect for human rights and democratic values, but also the values of European cooperation and of reaching out beyond the borders of the EU.

The EU has provided financial assistance to E.MA since its inception in 1997 and has expressed high level support for the programme. The E.MA has been mentioned in the conclusions of **European Councils**, which made particular reference to the 'added value' of the programme and the success of its graduates. Member State representatives also contribute to the programme as experts in the first semester teaching programme.

The **European Parliament**, which is at the forefront of the promotion of human rights and democracy, has played a central role in ensuring the continuity and evolution of the E.MA and providing valuable input to the teaching schedule as experts. Several European Parliamentarians also played an active part in international seminars and diplomatic conferences organised by the E.MA programme.

The **European Commission** is an active partner of the E.MA and it is represented on the Council and Executive Committee. The high level support of the Commission is also important; Commissioner for External Relations, Chris Patten, has described the programme as 'an excellent investment'.

The E.MA regularly hosts high-level diplomatic conferences concerning the human rights policy of the EU, the most recent being on human rights, the fight against ter-

rorism and intercultural dialogue. The E.MA has provided the inspiration for similar regional Masters Degrees in human rights and democratisation throughout the world, also supported by the EU budget. Regional Masters Degrees have been established in South-East Europe, in Africa, and in the Mediterranean region.

2. Local, regional and national authorities

The importance of the E.MA has similarly been recognised by the local, regional and national authorities in Italy, whose support has been essential. The role of the Municipality of Venice and the Region of Veneto cannot be underestimated. This is reflected in the Regional Bill on the European Master's Degree in Human Rights and Democratisation – L.R. N. 33, endorsed by the Region of Veneto in support of the E.MA Master's Programme on December 1999, and further reconfirmed for the subsequent academic years.

The Municipality of Venice and the Region of Veneto have recognised the crucial importance of education, human rights and European cooperation, and have given confidence and encouragement to the E.MA Programme. The disposition of the historic site of the Monastery of San Nicolò which has become the home of the E.MA is an impressive example of such recognition.

3. Italian Government

Italian authorities often participate in E.MA events and have supported the activities undertaken over the years.

Messages of appreciations were sent by the President of the Italian Republic, Mr. Carlo Azeglio Ciampi. The Italian Ministries of Defence and of Foreign Affairs collaborates closely with the E.MA Programme by providing logistical support to the E.MA students during the training trip to Bosnia and Herzegovina.

4. International organisations

International organisations and bodies, such as the Office of the UN High Commissioner for Human Rights (OHCHR), UNESCO, the OSCE, and the Council of Europe, have given the E.MA prestigious backing and have actively participated in the teaching programme and Advisory Board.

In May 1999, the UN High Commissioner for Human Rights, Ms. Mary Robinson, signed an official Memorandum of Understanding with the E.MA Programme Director.

In November 1999, the Director General of UNESCO, Mr. Federico Mayor, signed a Memorandum of Co-operation with the E.MA Programme Director in order to promote education, training and research in the fields of human rights and democratisation.

The support of such organisations, in addition to the many representatives of non-governmental organisations (such as the International Committee of the Red Cross, Human Rights Watch, the International Commission of Jurists, and the International Rehabilitation Council for Torture Victims) who take part in the teaching programme and Advisory Board, provides a rich vein of expertise and opportunities for E.MA students.



AUTHORITIES TESTIMONIALS

EUROPEAN UNION

JACQUES SANTER

Former President of the European Commission

E.MA Awarding/Inauguration Ceremony,
28/9/1998

<<...Cette maîtrise européenne pour les droits de l'homme représente l'aboutissement d'efforts communs des institutions européennes, d'organismes académiques, des organisations internationales, des autorités nationales et locales – et des étudiants, enfin.



...Tous ont apporté leur précieuse contribution à la réalisation de cette initiative. Aujourd'hui, ce sont 53 lauréats, venant de onze Etats membres de l'Union et de trois pays candidats, qui vont pouvoir offrir leur expertise à des organismes publics ou non-gouvernementaux. Car le besoin d'expertise en ce domaine ne cesse de grandir – et c'est une excellente chose, qui suscite à juste titre l'intérêt de chacun des Etats membres de l'Union.

...Les véritables acteurs restent cependant les étudiantes et les étudiants, pour lesquels ce projet a été créé. Aujourd'hui vous représentez un potentiel humain extrêmement précieux et je voudrais inviter les hautes représentants des Etats membres et des organisations internationales à vous offrir la possibilité de mettre à profit cette formation. La Commission européenne, pour sa part, ne manquera pas à cet engagement>>.

DANIELA NAPOLI

*European Commission, DG External Relations,
Head of the Unit “Human Rights and Democratisation”*

E.MA Awarding/Inauguration Ceremony,
15/9/2002

<<... On behalf of the European Commission, it is a great pleasure to be here on the fifth anniversary of the E.MA’s creation. I have followed the evolution of this unique Masters degree closely, and in the last five years I have watched it grow from a healthy infancy to its current strength and character. Every year the capacity, achievements and sense of purpose of the E.MA develop at a remarkable pace.



When the idea of the E.MA was first discussed, it required a leap of imagination to believe that all the elements would come together to make such a creature work. But not only was it successfully born, the E.MA has bounced precociously onto the world stage, making its distinctive voice heard in all corners of the human rights community.

The E.MA has grown strong not by accident, but through the careful support of its guardians and friends. The programme has benefited from many such supporters, all of whom regard it with real affection and recognise its special potential. Without question, the key elements in the success of this programme have been the vision and commitment of the actors involved, which has given the programme a capacity to evolve, constantly seeking to improve and make the most of its potential.

Among the key actors in this venture:

- There are the academic institutions, in many ways the backbone of the E.MA. The hard work and generosity of the participating universities and professors have made this dream a reality. In sharing their expertise and breaking down academic barriers to learning, their contribution has been central to the achievements of the E.MA. In this respect, I would like to pay tribute to the responsible academics from each institution who have work so tirelessly to make the E.MA a success, in particular the Programme Director, Professor Papisca of the University of Padua.
- When I was an undergraduate, one of my college professors once told me that university was a wonderful place, except for the students. Of course,

this could not be further from the truth. Students are the vital lifeblood of a university, and certainly of this initiative. Since 1997, over 300 individuals with 'E.MA' after their names have proved that a university degree can be judged throughout the world by the quality of its graduates. Through their hard work and commitment both during the course and in the workplace afterwards, the graduates have been exceptional ambassadors for this Masters, truly the international voice of the E.MA. They are doing important work for human rights and democracy in every corner of the globe, in field offices and headquarters of intergovernmental and non-governmental organisations, in ministries of foreign affairs and as academics in universities. It gives me special pleasure to meet E.MA graduates fully engaged in work, for example at the United Nations in Geneva and New York: a living testament to the vitality of the programme.

- The importance of the E.MA has been recognised by a wide range of institutions, whose support has been essential. The role of the Commune of Venice and the Region of Veneto cannot be underestimated; they have recognised the crucial importance of education, human rights and European cooperation, and given confidence and encouragement the programme. The disposition of the historic site which has become the home of the E.MA is an impressive example of such recognition. Similarly, the support and encouragement of the Italian government is deeply appreciated and increasingly important to the project.
- Since its inception, the European Member States and institutions have been convinced of the E.MA's potential to promote the core values of the Union.
 - ▶ It is the only project to have been mentioned in the conclusions of three European Councils, which made particular reference to the 'added-value' provided by the E.MA and the success of its graduates. Member State representatives also provide very welcome support by participating in the teaching programme.
 - ▶ The European Parliament, which is at the forefront of promoting human rights and democracy, has played a central role in ensuring the continuity of the E.MA. Its political support ensures that substantial assistance is provided under the part of the EU Budget reserved for politically important initiatives. Parliamentarians have also been generous in sharing their expertise with students.
- International organisations and bodies, such as the Office of the UN High Commissioner for Human Rights, UNESCO, the OSCE and the Council of Europe have given the E.MA prestigious backing and have actively participated in the teaching programme and Advisory Board.

The combined commitment and enthusiasm of all these participants has created a unique spirit of confidence and determination in the E.MA, a sense that great things are possible with hard work and imagination. This spirit has found concrete expression in the way that the course has developed year after year, learning from its experience and pushing the barriers of the achievable ever further. This capacity to evolve represents the very essence of the E.MA, its character and personality.

The first major evolution facilitated the enlargement of participating universities from the founding ten to fifteen, one in every EU Member State, and the more recent expansion to a total of 27 EU universities. These moves were made possible by the openness and generosity of the founding members, who worked hard to establish the degree, and decided to extend membership to colleagues from other institutions, thereby enhancing the diversity and strength of the network. On every occasion that difficult decisions have been made in the E.MA, they have been rewarded by exceptional results.

The evolutionary momentum of the E.MA has now picked up pace with the intended establishment of an autonomous European Inter-University Centre, which will assume responsibility for the management of the E.MA programme and will develop new initiatives in the field of human rights and democracy. I believe that the Centre will help to ensure the continuing success of the E.MA and build on the achievements of its partners.

The E.MA has also shown its capacity to interact with a rapidly changing world, and shoulder its responsibility to promote the values which inform it. It has, in its short life, provided supranational inspiration for the creation of similar regional degrees in South East Europe, Africa, the Mediterranean and hopefully soon Asia and Latin America. In the aftermath of the terrible events of last September, the E.MA has also made its contribution to the important debate on the role of human rights *post 9-11*, organising a high-level conference on human rights, the fight against terrorism and intercultural dialogue.

It is indicative of the regard in which E.MA graduates hold their *alma mater* that another important evolution has been at the initiative of former students themselves, namely the creation of an official alumni association. The growing network of graduates represents a huge potential for the promotion of human rights and democracy, and a graduate organisation is very much to be welcomed. I invite my colleagues from the many organisations represented here today to 'watch this space' for future developments.

I offer my warm congratulations to the students graduating here today, setting out from the cloisters of the Lido to make their contribution to the fight for human rights and democracy throughout the world. And to the new generation

of Masterini, starting classes this week, I hope that your association with the E.MA will be a long and fulfilling one, and that you will play a significant part in its continuing development.

In conclusion, I would like to reiterate the appreciation of the European Commission for the achievements of the E.MA, truly one of our flagship projects. In only five years, it has made a significant contribution to making a world in which human rights and democratic values are increasingly meaningful and universal. Now, with its diverse partnerships and strong reputation, it is even more important that the E.MA continues with its pioneering, evolutionary approach. Imagine, with this spirit and character, what can be achieved in the next five years.>>

NICOLE FONTAINE

Former President of the European Parliament

Message sent on 18/09/2001

<<... Je vous remercie vivement de votre invitation à participer à la cérémonie de remise des “European Master’s Diplomas” le 18 septembre prochain à Venise.

Le Parlement européen attache la plus grande importance à la promotion et au respect des droits de l’homme ainsi qu’au développement des institutions démocratiques au niveau mondial, auquel l’European Master’s Degree peut fournir une contribution essentielle.

A mon grand regret, étant ce jour là en visite officielle en Suède, il ne me sera pas possible de participer à cette cérémonie, comme il aurait été mon plus vif désir.

Je souhaite à votre initiative le meilleur succès et vous prie de croire, Monsieur le Professeur, à l’expression de mes sentiments les meilleurs.>>

JOSEP VERDE Y ALDEA

Former Vice-President of the European Parliament

E.MA Awarding/Inauguration Ceremony,
28/9/1998

<<... J'ai l'honneur ici de représenter le Parlement européen dans cette occasion. L'avance pour l'actuation d'un terrain des droits de l'homme et des droits fondamentaux a été l'œuvre assez souvent des parlements plus que de la diplomatie. Cela a été le cas dans nos États membres et à l'échelle de l'Union européenne.

Au Parlement européen nous sommes fiers de notre longue trajectoire quand il s'agit d'intervenir en faveur des opprimés et de fomenter et créer des initiatives destinées à résoudre les problèmes des droits de l'homme dans et hors de l'Union.

Le Parlement européen a un compromis aussi avec l'éducation et donne une importance particulière aux programmes éducatifs qui ont une perspective européenne. Etant donnée cette double préoccupation pour les droits de l'homme et pour l'éducation, le Parlement européen a appuyé avec enthousiasme la création d'un programme de maîtrise européen dans ce secteur, et le Parlement européen a garanti avec le Conseil que des références spécifiques à ce programme figureraient dans le budget de l'Union. J'espère que le programme ira de l'avant.

... L'efficacité de nos activités dépend en grande mesure de la disponibilité de personnel qualifié qui soit capable d'élaborer et de diriger des programmes utiles dans plusieurs secteurs et dans différents pays. Il y a un grand besoin de connaissances dans cette sphère et pas seulement de connaissances techniques mais aussi capables de transformer les concepts en réalité et les idéaux en choses pratiques.

L'événement que nous sommes en train de célébrer met en relief la formation d'une première génération d'étudiants spécialisés en questions relatives aux droits de l'homme.

Dans le projet il y a la participation d'universités de tous les États membres et tout le monde qui connaît les affaires européenne pourra vous dire qu'il n'est pas facile d'obtenir une coordination efficace qui dépasse les barrières et les frontières que représentent parfois la langue et la culture. C'est une expérience donc qui nous enrichit tous.

... Je suis convaincu qu'il y a eu beaucoup de cérémonies, beaucoup d'actes en cette année de commémoration du cinquantième anniversaire de la Déclaration Universelle des Droits de l'Homme, mais ma conviction profonde est que parmi les plus importantes et les plus significatives on devra y mettre cette maîtrise et cette cérémonie d'inauguration que nous célébrons aujourd'hui. >>

MATTI WUORI

European Parliament, MEP

E.MA Awarding/Inauguration Ceremony,
15/09/2002

<<... From our viewpoint, acts of terrorism appear as anarchy.

But when we look at the counter forces unleashed by the events of 9/11, the global polarisation, and the unfettered sovereignty of the solitary super-power in the world, we must ask ourselves: will this be conducive to global governance and a sustainable new world order?



The answer is “no”. The essence of sovereignty – as defined by Machiavelli, Rousseau, Hobbes and practically everyone else – is that sovereign power is not bound by any rules, not even those it creates itself. Sovereignty is about imposing a primal will above others, imperative authority, lawlessness, might over right, expediency over justice and executive fiat instead of negotiation and democratic decision making. It is thus the ultimate disorder and anarchy with total impunity.

The asymmetry in the world only exacerbates the imbalance between supreme sovereignty on the one hand and second-class self-determination or autonomy on the other. It is accentuated by the emerging doctrine justifying even military interventions regardless of state sovereignty in countries where gross human rights violations occur. As we have seen, this makes possible the use of human rights as an alibi even for the ongoing military globalisation. Rather than promote universal human rights it only deepens the gulf between the privileged few, with their superior civil and human rights, embedded in the ECHR and the EU Charter of Fundamental Rights, and the dispossessed many, with their recourse mainly to the increasingly patchy UN system.

A world without checks and balances is a world of naked power and repression. The fragile egg-shell of democracy, rule of law and human rights – the European values which are solemnly inscribed in all our treaties and other documents, and which our leaders are so fond of parading – will very easily become fractured under these new pressures.

If we thematise the surrounding reality through terrorism and look at the world through the prism – or prison – of sovereignty and executive power alone, we will be irretrievably lost.

Europe, because of its own bitter experiences but also its sense of tradition, is uniquely positioned to redress the global imbalance. Paradoxically, the fact that the European Union has economic power but almost no external sovereignty could be an advantage. >>

PATRICK HENAULT

Ambassadeur Itinérant pour les Droits de l'Homme

Présidence Française du Conseil de l'Union Européenne

E.MA Awarding/Inauguration Ceremony,
18/9/2000

<<... Sachez que c'est pour moi un très grand honneur personnel d'être ici aujourd'hui puisque nommé depuis très peu Ambassadeur Itinérant pour les Droits de l'Homme en France et je représente ici la présidence de l'Union européenne dans ce qui se trouve être ma toute première fonction officielle; c'est dire aussi l'importance que l'Union et le pays qui en assure la présidence jusqu'à la fin de cette année attachent à ce programme extrêmement sérieux, complet et difficile qui a pour cadre Venise sous l'autorité académique de l'Université de Padoue avec la contribution de quatorze autres universités prestigieuses représentant chacune un des pays de l'Union européenne et chacune comportant en son sein un segment de spécialisation dans cette nouvelle dimension "droits de l'homme et démocratisation".



... Maintenant je voudrais dire quelques mots du remarquable programme qui nous réunit ici aujourd'hui grâce en particulier au talent et à la créativité des universités et des universitaires qui y contribuent sous l'animation du Professeur Papisca.

Ce programme est original pas simplement ni essentiellement parce qu'il est européen et largement soutenu par l'Union européenne et d'autres organisations, mais parce qu'il a l'ambition de créer un cadre de pensée, un cadre de réaction commun pour tous les étudiants qui y participent. Son principal trait, après un passage de trois ou quatre mois à Venise, est de répartir les différents étudiants, quelque soit leur origine, dans les quatorze autres universités pour qu'ils s'imprègnent d'une autre manière de voir: qu'un Italien par exemple puisse s'ouvrir à une conception nordique des droits de l'homme et qu'un Français, Dieu sait si nous sommes unitaires, un peu jacobins dans notre approche, puisse voir comment d'autres philosophies politiques ou juridiques règlent et abordent ces différentes questions.

Une fois cette formation commune assurée dans les différentes universités, les étudiants vivent un temps fort que je tiens à mentionner en remerciant le gouvernement italien et les forces italiennes pour la contribution qu'elles appor-

tent à sa réalisation. Il s'agit d'un séjour sur le terrain dans une région malheureusement au coeur de notre continent et qui a particulièrement souffert comme toute cette région de l'Europe du sud-est depuis quelques années, un stage en Bosnie Herzégovine où les situations que les étudiants ont pu simuler d'une manière un peu abstraite, comme on le fait parfois à l'université, prennent corps, prennent un caractère concret puisque ces étudiants ont avec l'aide d'organisations des autorités locales et des différentes communautés, une immersion dans les difficultés réelles que constituent le véritable cadre d'un programme de droits de l'homme. C'est là que ces jeunes femmes et jeunes hommes, provenant largement de l'Union européenne mais aussi d'autres pays lointains, découvrent que les droits de l'homme c'est essentiellement un certain regard et je dirais un regard à porter sur l'autre; les problèmes viennent toujours de l'autre, des autres communautés que notre vieille Europe tant déchirée par le passé. Cette rencontre avec un autre qui par définition est forcément différent de soi enrichit, je crois, leur expérience académique et les prépare à un avenir dans un certain nombre de sphères gouvernementales ou d'organisations non gouvernementales qui au sein des pays de l'Union européennes et dans les grandes organisations internationales militent pour la défense des droits de l'homme. >>

INTERNATIONAL ORGANISATIONS

MARY ROBINSON

United Nations High Commissioner for Human Rights



Ms Mary Robinson, *United Nations High Commissioner for Human Rights*
and Professor Antonio Papisca, *E.MA Programme Director*

Message sent on 6/10/1997

<<... I would like to convey to all you my greetings and my encouragement on this very particular occasion as you are assembled in Venice for the official ceremony of the launching of the European Master's Degree in Human Rights and Democratisation.

I would also like to pay tribute to all those who took this forward-looking initiative and established a close partnership to translate a European idea into a project for the advancement of universal rights.

Thanks to the close co-operation between the renowned participating European Universities, and the support of the European Commission, the Region of Veneto and the Municipality of Venice, you are engaging in a new and rewarding endeavour, joining theory and practice, education and training, through an inter-disciplinary programme reflecting the fundamental links between human rights, democracy, sustainable development, and peace.

This European Master's Degree in Human Rights and Democratisation will provide a unique academic, research, and training environment in close contact with the practice of international organizations active in the promotion

and protection of human rights and the strengthening of democracy. In doing so, this multidisciplinary programme can build a network of high level specialists dedicated to the cause of human rights and the establishment of a universal culture of human rights.

The United Nations derives a great deal of its strength and capacity for action in the field of human rights from the commitment and the activities of civil society and the institutions you represent. Today, you are beginning a journey, which will culminate in 1998, when human rights will be at the centre of the United Nations aims and activities as the international community will commemorate the 50th Anniversary of the Universal Declaration of Human Rights.

I therefore highly commend your joint efforts and look forward to establishing a close cooperation with this programme which represents a significant contribution to the activities for the 50th Anniversary of the Universal Declaration of Human Rights.>>

VLADIMIR VOLODINE

Chief Unit for the Promotion of Human Rights and Action to Combat Discrimination, UNESCO

E.MA Awarding/Inauguration Ceremony,
15/9/2002

<<... UNESCO is counting greatly on the continuation of its fruitful cooperation with the European Master's and hopes to further expand and deepen our relationship. The European Master's Degree was born out of the resolve and personal commitment of a group of academicians from the participating universities, inspired by the cause of promoting human rights and democracy. Only five years after its launching, E.MA has become a pilot programme and a model for an increasing number of human rights courses all over the world. This growing international recognition illustrated by the recent enlargement in the E.MA membership with the integration of twelve additional universities (now comprising 27 universities) was the result of exemplary work being done in the framework of the Master's. Special tribute should be paid to Professor Antonio Papisca, E.MA the soul of for his tireless efforts and full dedication, Professor George Ulrich, academic coordinator, for his outstanding contribution to the programme, as well as to all national academic responsables, visiting professors and their assistants, and E.MA Staff.

I warmly congratulate the graduates of the 2001/2002 Master Course. The E.MA diploma has become a synonym of quality and a proof of knowledge and expertise. We, in UNESCO, are aware of this through the experience of fruitful contribution of E.MA graduates to our work for already three years. We will be glad to receive one or two of you in UNESCO next year.

In closing this message, there is one last word I would like to address to both the graduates and the students of the 2002/2003 academic year. The world needs competent, passionate and energetic people, to work for the promotion of the values of democracy, human rights and peace. The world needs you. >>



DANIEL TARSHYS

Secretary General of the Council of Europe

Message sent on 28/9/1998

<<... I would like to convey to all of you my warmest greetings, sincere congratulations and heartfelt encouragement on this very special occasion, as you are assembled in Venice for the Ceremony of awarding of Diplomas of the European Masters 1997/1998 and the inauguration of the Academic Year 1998/1999.

I would like to pay special tribute to all of those who have contributed to the success of this unique academic, research and training programme, which today regroups 15 universities from the Member States of the European Union.

My congratulations also go to the students who today will be awarded the European Masters Diploma in Human Rights and Democratisation, some of them having been with the Council of Europe during the second semester.

On this occasion I would like to confirm the Council of Europe's readiness to continue its support to the European Masters by providing lecturers, documentation and training placements for students. This programme represents a significant contribution to the promotion of human rights, and serves as a beacon in this year of the 50th anniversary of the Universal Declaration of Human Rights.>>

JAN KUBIŠ

Secretary General of OSCE

E.MA Awarding/Inauguration
Ceremony, 18/09/2000

<<... First of all, thank you for this kind invitation to address this Awarding Ceremony. It is a great honour for me and my Organisation to be here.

The objectives of the E.MA programme closely correlate with the nature, principles and objectives of the OSCE, and it is not by coincidence that also my Organisation is prominently engaged in and supports the E.MA.

In the prevailing OSCE interpretation, central factors in the conflict prevention and resolution cycle lie in developments in the fields of the human dimension. Here, we refer in particular to the commitments made by the OSCE participating States to ensure the full respect for human rights and fundamental freedoms, to abide by the rule of law, to promote the principles of democracy and to strengthen and to protect democratic institutions and good governance, as well as to promote tolerance and to fight against ethnic hatred, racism, extremism and intolerance throughout the whole OSCE area. The experience of the OSCE points to the fact that manifestations of weaknesses in the human dimension serve also as important early warning indicators that something is wrong with the society, with its health, and this means with its stability and the security of its people. Consequently, the OSCE continuously monitors and encourages its participating States to provide conditions for development of civil societies by fully applying the OSCE principles and commitments.

Thus, in the human dimension, the OSCE follows the principle first articulated in the 1991 Moscow Document that “commitments undertaken in the field of the human dimension of the OSCE are matters of direct and legitimate concern to all participating States and do not belong exclusively to the internal States concerned”. Participating States are accountable to their citizens and responsible to each other for the implementation of their OSCE commitments. This is a strong mandate for a proactive approach also in the field of human rights and democracy building. In order to assist with and monitor the implementation of human dimension commitments, the OSCE has established several institutions with specific mandates – the Office for Democratic Institutions and Human



Rights in Warsaw, the High Commissioner on National Minorities in The Hague, the Representative on Freedom of the Media and the Co-ordinator for Economic and Environmental Activities (who covers *inter alia* good governance issues) in Vienna, as well as the OSCE Parliamentary Assembly in Copenhagen. The Organisation further promotes its objectives through its field missions and officers, currently in over 20 countries. It regularly deals with matters of human rights and democracy and the rule of law in its political meetings and negotiations in Vienna, and Human Dimension Review Conferences, such as the one which will soon open in Warsaw.

This year is a very special one for all of us in the OSCE. With the 25th anniversary of the signature of the Helsinki Final Act in 1975, we commemorate the beginning of liberation from the totalitarian regimes in the East and their eventual end – not by armies, not by other methods of force or intervention, but indeed as a result of the impact and inspiration of the ideas, norms and values of an open, civilised society, enshrined in the Helsinki Final Act. Still, our job is not done. We must continue to act together for the further promotion of human rights and the Helsinki principles and values, for a new and open world, bringing real democracy, full dignity and equality to all.

Complex challenges require complex responses, and this means improved interaction of all key partners able to bring about the desired change. One of the main avenues to improve effectiveness of pro-democracy activities is therefore to enhance our motivation, capacities and capabilities to co-operate with other partners – be they states, international organisations and international financial institutions, academic and research institutions or NGOs or, eventually, also the private sector.

But behind all the partner institutions we must recognise those who actually do the job. We support the E.MA first of all because it so significantly assists in better preparing experts for work in the field of human rights and democratisation. I can assure you that this is a crucial task: without consistent and professional efforts to promote, build and support healthy civil societies in all our countries, there would be no peace, stability or prosperity. And this work is done by people like you – people who should not only be motivated, but also well trained and prepared for action.

Therefore the OSCE, and namely ODIHR – our lead institution in the field of human rights and democracy – is determined to establish a continuous relationship with the E.MA. ODIHR received an E.MA intern for six months this academic year as a Human Rights Assistant. It intends to do the same next year. Similarly, we will study ways how to engage our field missions – and they operate *inter alia* in the Balkans, Central Asia and the Caucasus. I also hope that you will find interest in the work of other OSCE institutions and projects and that through your Governments, who should second you, you will join our Organisation and its field operations.

I wish you and your professors all the best in your programme and in your future professional life and look forward to further co-operation.>>

REGIONAL AND LOCAL AUTHORITIES

GIANCARLO GALAN

President of the Region of Veneto

E.MA Awarding/Inauguration Ceremony,
28/9/1998

<<... The enterprise of the European Master in Human Rights and Democratisation is here opening its second year of life under the best auspices. The Region of Veneto has closely followed the European Master's birth and development and has constantly given its support to its promoter: the Centre for Training and Research on Human Rights and the Rights of Peoples of the University of Padua.



The Region of Veneto has always interpreted this support as something more than a financial contribution, as a way to fulfil its traditional commitment towards the promotion of a Human Rights Culture. Such commitment is deeply rooted in the Region's history and speaks about protection for each individual and its ideas, safeguards for the freedoms of conscience and religion, respect for cultural and economic rights.

There is no need to go back to the Region's history to be able to affirm that it is not by chance that its civil society and its University are the promoting engines of such qualified initiatives in the field of Human Rights. It is with the same spirit that the Regional authorities are willing to translate into political action all the enterprises which are characterized by a European and international vocation, both in the cultural and in the economic field, with a view to promote development, international cooperation and solidarity.

To this extent today's celebrations are extremely significant for the Veneto Region. The Region is here given the opportunity to state once more its willingness to actively contribute to a European and International political order having the principle of subsidiarity in mind, to affirm its positive attitude to the construction of a common European culture, as opposed to the often felt perception by national and local institutions to be the passive recipients of strictly economic supranational policies.

Interdependence between economic freedoms and cultural development has always been one of the main features of our Region political history; a Region worldwide known for its commercial vocation as well as for being a natural bridge between east and west, ideal environment for merchants and artists.

I am therefore extremely proud for the long-term support that the Region government I am here representing has given to the Centre for Training and Research on Human Rights and the Rights of Peoples of the University of Padua, since the entry into force of the Regional Law 18/1988, titled "Regional interventions towards the promotion of a culture of peace". Support which the Region believed had to be both substantial and respectful for the autonomy of the Centre, extremely concrete, but at the same time, functional to the specific research needs of a University institution.

It is with the same attitude - which again reflects the attention of the Region for the actual implementation of the principle of subsidiarity - that the Regional Governing bodies are now ready to move a step further by presenting a new draft law specifically addressed to support the European Master's project.

The reasons for this peculiar initiative are the same which have determined the Regional support to the Human Rights Centre since the very beginning. Let me conclude my intervention by stressing them once more.

The Region recognizes in the educational Programme set forth by the European Master the expression of a truly European idea which broadens its spectrum from the economic and monetary focus to the challenging enterprise of promoting the respect of Human Rights, which believes Human Dignity has to be placed at the centre of its political action, which is the expression of a strong will to invest in the civil and spiritual growth of its citizens.

It is our conviction that only by committing ourselves to the valorisation of such European human resources, only by promoting Human Rights education, we can build a European community able to face the future challenges both on economic and on political grounds.

I therefore wish the European Master's Programme will be able, with the regional support, to fulfil its educational task of training the students here convened, of facilitating their engagement in human rights missions and their enrolment by international organisations, of creating a task force of Human rights defenders able to spread the Human Rights culture worldwide.>>

MARIALUISA COPPOLA

Councilor, Region of Veneto

E.MA Awarding/Inauguration Ceremony,
15/09/2002

<<... I am really very pleased to address you on behalf of the Region of Veneto in this very important occasion. The Region of Veneto is very actively supporting the European Master's Degree in Human Rights and Democratisation since its establishment in 1997. In 1998, the Regional Assembly wanted us to celebrate the fiftieth anniversary of the Universal Declaration of Human Rights by launching a signal of infrastructural pledge. The Assembly endorsed unanimously a Regional Bill especially devoted to the European Master's Degree to support it in a substantial way. We consider the European Master



as a very very significant piece of the cultural wealth of our Region; that is perfectly consistent with its statutory vocation to promote the culture of a human rights, peace, solidarity and development co-operation.

We are proud, I am personally really proud of the fact that in our very Region the Statutes of the seven provinces and of hundreds municipalities contain what we use to call the and institutions to support and promote a culture of peace and human rights. The drafts of that provision

In co-operation with the Human Rights Centre of the University of Padua and met a positive response

This was possible because also already in 1998 the Region of Veneto endorsed a Bill for the promotion of a culture of peace the first regional legal act in Italy dealing with this topic. In 1999 was revised and integrated with a new text more to the legal and moral paradigm in a more explicit way in the area of development and co-operation and solidarity. Next November in Padua, I have convened a meeting with a non governmental organisation, schools, academics and local government authorities to assess what we have done so far and to collect proposals for further developments. We have also invited my colleagues Regional Councillors for Human Rights, and Development Co-operation to exchange views and improve co-operation. I wanted to briefly to remind that this legislative story in order to make better understood why the Region of

Veneto and I personally are so sensible for the functioning of and hopeful development of the European Master's Degree. I know that the Master Course is going to be supported by a more proportionate organisational entity, the European Inter-University Centre for Human Rights and Democratisation. The Region of Veneto and I personally warming by welcoming the birth of this important structure based here in Venice, in our region, in Veneto.

On the occasion of the last Diplomatic Conference of the European Master in July of this year in Venice, I had the opportunity to advance that the Region of Veneto will provide its substantial contribution *una tantum* to the establishment of the trust fund of the European Inter-University Centre. We shall continue to support it also by participating in any appropriate forms always in accordance with the customary principle of university autonomy in the functioning of the new European entity. We consider our active co-operation with this great educational undertaking as an important part of what I am strongly committed to shape as a core and effective policy of the Region of Veneto for human rights and peace education and formation. >>

PAOLO COSTA
Mayor of Venice

E.MA Awarding/Inauguration Ceremony,
17/09/2001

<<.. I am very happy to be here today to have another chance to address the students and the teachers of this European Master's in Human Rights and Democratisation.

I am very happy to be here because it affords me the opportunity, together with everyone present, to reflect on the importance of this programme, its achievements and its perspectives. It is clear that after the tragic events that happened a few days ago, in the United States but involving everybody everywhere in the world, after that shocking experience, we have to work all the harder for peace, dialogue, democracy and the enforcement and respect of human rights.

The task involved in maintaining and diffusing democracy and human



rights increased tremendously a few days ago and affects every country in the world irrespective of the government, religion, or culture of origin.

It is clear now that every individual and every institution must act within the capacity of their institutional and personal mandates, but it is also clear that our action has to be co-ordinated. We must act together. We cannot maintain democracy and human rights acting separately one from the other.

This Master's Programme that you, dear students, have joined is a fantastic example of a co-operative systemic effort: 15 universities today, ready to become 29 next year, with participants from everywhere in Europe. I am of course to stress the presence of the Venetian University, but just as happy to note the strong partnership that you have built, and that we are building, with the University of Sarajevo, because it was a main task of this city to be supportive of Sarajevo and of the Balkan area in general during the past, not any more few, very difficult years that you have experienced.

Now that everything has become wider, global, we cannot forget the Balkans, we cannot forget the Mediterranean, and we cannot forget other areas of difficulty. We have to pool together our own resources, our own capabilities, our own desire and willingness to overcome all these problems. These links among cities and among universities is also reinforced by the strong links with important international institutions. The fact that this programme receives strong support from all branches of the European Union, from the local authorities of the Region of Veneto, and of the Municipality of Venice, but also from agencies like UNESCO, the United Nations High Commissioner for Refugees, for Human Rights, the OSCE and so on; - this is another indication that we are already putting a lot of resources and willingness together. I take the opportunity to emphasize this broad cooperation, dear students of the current academic year, because it was precisely this collective effort that made it possible for you to receive a rich and valuable training that I hope will make you capable to work in this crucial field, the field of safeguarding democracy and human rights throughout the world.

Today we add 85 graduates to the approximately 200 who have already had a similar experience and are already involved in this important task. You have a very great challenge in front of you, because you know that everybody is expecting you to give your contribution to defend and foster democracy and human rights.

I do believe that this ceremony today shows to all of us a democratic value in itself: the co-operation that I already stressed, inter-European co-operation, co-operation with the countries that will soon join the European Union, co-operation with the eastern European countries in terms of academic partnerships, the idea of linking this Programme with other programmes throughout the world. Co-operation is a means and a value in itself. Co-operation means being and staying together, acting together for common goals and values, and this is a moment in which we have to stress this connection. We have to stay together and increase the number of peoples, countries, and nations that wish

to be involved in building and maintaining a world based on democracy and human rights.

I am here today to say that as far as we can, the Municipality of Venice and the City in general will place at your disposal its rich resources and traditions. You should be aware that this very room that was a room representative of nascent democracy – an aristocratic democracy, to be sure, but nevertheless a democracy that built its ability to stay in the world for a long time more on diplomatic means than on war. With this rich heritage, the City of Venice wishes to continue to be supportive of the E.MA Programme in order to be sure that the graduating students leaving Venice will bring throughout the world these traditions and the will of the Venetian people to be with you for democracy and human rights.

My best personal wish to all of you, to the students leaving today and to the incoming new students, to their teachers, to the staff, and to everybody present.>>

ITALIAN AUTHORITIES

CARLO AZEGLIO CIAMPI

President of the Italian Republic

<<... The opening ceremony of the European Master's Degree in Human Rights and Democratisation gives me the opportunity of addressing my vivid appreciation to all the European Universities participating in the programme and to his Director, Professor Antonio Papisca, for this important activity finalised to the training of a new generation of public expert personnel specialised in the humanitarian field and in the safeguard of democratic principles.

I appreciate the approach and the concreteness of the initiative and I am pleased for the results achieved. The increasing demand for professionalism in this field is further witnessed by the priority relevance that the international community, the European Union and Italy attach to the principles of freedom and protection of the human being.

Such values are the pillars of that European construction, united in its ideals and objectives, which should also constitute an element of progress and external stimulus, beginning with the states that are pursuing the access to the European Union.

It is therefore really satisfactory that this successful experience of co-operation among European university institutions already represents an active model for other countries and geographical areas.

To the University of Padua, to European universities participating in the programme, to the Director of the programme and to the young laureates I therefore address my best wishes together with a warm encouragement to proceed with the same strength to serve the high values of the democratic life and of fundamental human rights.>>

SERGIO MATTARELLA
Former Ministry of Defence, Italy

E.MA Awarding/Inauguration Ceremony,
18/09/2000

<<... I am pleased to be here and to intervene in this ceremony for the awarding of the diplomas of the European Master in Human Rights and Democratisation.

I welcome the Rectors of the Universities, the representatives of the international institutions and all the participants in this ceremony on behalf of the Italian government and express appreciation both to the University of Padua and to all the Universities involved in the management of the Master as well as to all the participants in the academic year for the commitment, seriousness and enthusiasm demonstrated.



I would also like to express my appreciation to the Region of Veneto, which through a regional law is effectively supporting the activities of the Master. Human rights and democratisation are surely cutting edge themes in these years in which everything seems to evolve at an extreme speed.

Many threats to human rights also come from other sources. I am referring to poverty and to the degradation of environmental resources that touch the life of millions of individuals so closely, even in countries that are formally “free” and governed by institutions founded on democratic principles. All are elements that weaken the effective protection of civil, political, social and economic rights, rights that are now seen in the charter that the European Union is trying to put forward in order to enhance their protection.

Facing this worrying scenario, I must in any case mention a very significant and undoubtedly positive event. I am referring to the Permanent International Criminal Tribunal, already established two years ago after the conference held at the palace of the United Nations in Rome and to which our country has provided a particular input. Italy believes that the Tribunal should be an active instrument in the efforts of the international community to fight the worst crimes against humanity.

Public opinion is becoming ever more aware of the unacceptability of the crimes that are committed in conflict situations. The two tribunals for Former-Yugoslavia and Rwanda constituted a very relevant event for our era; they represented a clear sign of a widespread willingness to react to international crimes in increasingly speedy and targeted fashion. They constitute a concrete element of the new principle on the basis of which the sovereignty of the rights of peoples has to prevail over the sovereignty of States.

Nobody can rely on impunity for the crimes that are committed against humanity during conflict. With the international Tribunal and the High Commissioner for Human Rights, the United Nations have the instruments to make their weight felt in the international community. Together with them are the actions of UNESCO and of the regional organisations, such as the OSCE, as well as national policies of co-operation and development whose objectives are the weakening and even eradication of the gap separating rich peoples and countries from poor.

I also have to mention the important role of the military component, which has an essential function in control and stabilisation, as in the case of the Balkans and, more recently, in East Timor.

In such an articulated context, where politics, diplomacy, economy, military action and development co-operation come together, it is necessary that each country and international institution rely on trained professionals, able to act – as protagonists – in complex and risky situations.

With the European Master in Human Rights and Democratisation, the University of Padua is attempting to follow this path. It aims to train individuals who will be able to understand the underlying causes of conflict and to link the numerous stages of any peace action, up until the final restoration to the international community of the possibility of building nations that are democratic. Today's Italy is particularly in need of these professionals, who are well inserted in the circuit of the major European and international institutions, who have a very broad culture and the possibility of speaking different languages, the possibility of connecting efficiently with diplomatic, economic, military and NGOs circuits, and who are contextually present in each of the crisis environments.

I believe that the training week in Bosnia was for all who participated the real occasion to see with their eyes and touch with their hands the concrete difficulties that a region encounters after a devastating war.

I am therefore convinced that the students who today are awarded the European Master's Degree will face every future commitment with awareness and determination, knowing that our hopes are in their professionalism, in their precious action, and that they will be defending the heritage of civilisation, independently of whether they work in an office or in the field.

I finally wish to address my welcome on behalf of the Government to the eighty-six laureates from twenty-six countries who are going to start the academic year 2000/2001.>>

PATRIZIA TOIA

Undersecretary of the Italian Ministry of Foreign Affairs

E.MA Awarding/Inauguration Ceremony,
28/9/1998

<<... First of all I wish to express my strong appreciation for this initiative which has come to its second edition. I am addressing my thanks especially to all those who so tenaciously committed themselves to make this Programme possible: the European Commission, the Regional authorities of Veneto, the Mayor of Venice, and also the Foreign Ministry I am here representing.

The promotion of a Human Rights culture - a culture which is increasingly rooted in the beliefs and behaviour of both our society and institutions - is the precondition to a policy on Human Rights.

Even more, such Human Rights culture is becoming more and more integrated in each country overall Foreign Policy as the fundamental system of values on which each democracy has to be based upon and strengthened.

I believe the close relationship between the promotion of Human Rights and democratization needs to be particularly stressed.

I would also like to underline the way such Human Rights culture positively affects the maintainment and the restoration of peace and international security.

The presence here today of the European Commission representatives and of Mme Benita Ferrero Waldner on behalf of the Council of the European Union are extremely significant to this end: it witnesses the European will to build its policy on Human Rights grounds, the EU commitment to the promotion of a Human Rights culture.

Let us hope such commitment is effectively translated into better policies on Human Rights, for Human Rights to be fully integrated in the European Union Agenda both in terms of providing adequate structures and resources, and of setting and complying with higher human rights standards.

And now let me just briefly mention how Italy has interpreted its role in the field of Human Rights.

The attention of the Italian Institutions towards Human Rights has progressively increased over the last few years: Italy recently hosted the Diplomatic Conference for the establishment of the International Criminal Court, the first international tribunal entitled to exercise jurisdiction over crimes against humanity and war crimes. The positive outcome of the Conference and the continuing engagement shown by the Italian Government also in the follow-up to the Conference - as with the recent Italian appeal to the international community to sign the ICC Statute - witness our country's willingness to play a key-role in the advancement of human rights worldwide.

Another important human rights area in which Italy is particularly active is the

movement for the abolition of the death penalty. Italy has taken strong initiative towards this end in the last two sessions of the UN Commission on Human Rights in Geneva and is proud to recognize that its action has raised support from all the EU countries so that the European Union will present a joint resolution both to next year's session of the Commission, and to the next UN General Assembly.

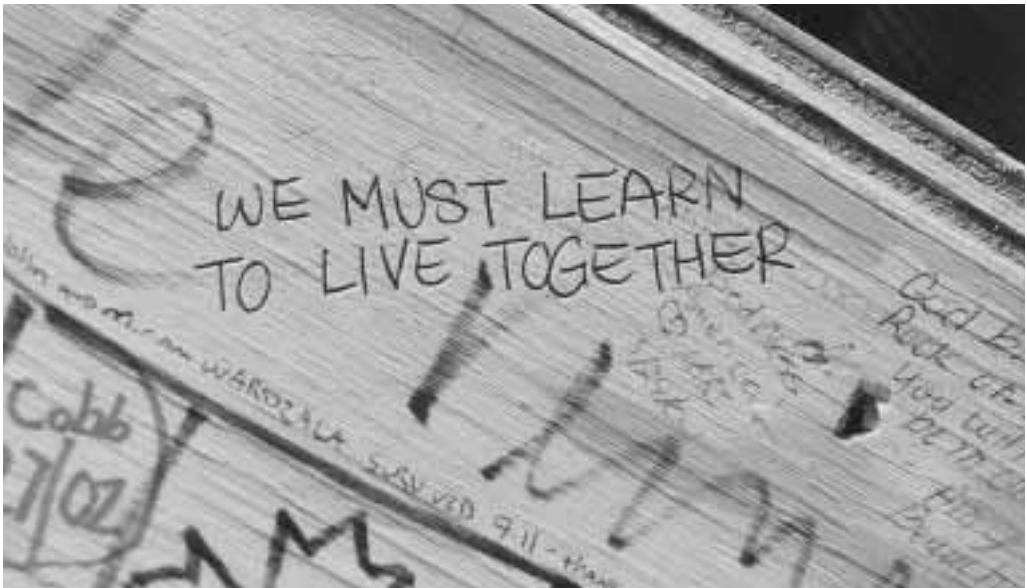
Finally I would like to conclude by stressing how the link between Human Rights and democratization is also the key for the growth of our modern societies as truly multicultural. To proceed in this direction we need to invest our resources in education, in creating and training a body of human rights specialists, experts in the field of human rights who should gain the capacity to conjugate their technical skills with their attention to ethical values.

The Ministry of Foreign Affairs is trying to give its contribution to this end by opening a new Office which will deal with the Ministry relationship with the most important IGOs active in the field of human rights and promote the human rights culture as the essential background for each diplomat.

It is with this precise goal in mind, dear Rector of the University of Padua and Dear Rectors, that we look at the European Master in Human Rights and Democratisation with extreme interest, convinced that such an innovative and challenging enterprise deserves all our attention and support.>>



STUDENT TESTIMONIALS



I felt it, and had the urge to write it down.
Ground Zero, Platform, New York City, May 2002
Ara Yoo, E.MA 2001/2002



Asked about what E.MA has meant to me, I want to address 3 issues.

- 1) for me the E.MA is a constructive demonstration of what European countries can achieve together through the channel of EU institutions. Taking part in the experience made me proud of being European.*
- 2) knowledge-wise, the gain cannot be measured. It has definitely broadened my comprehension of the world. I want to hope that the E.MA will continue to nurture its children on the value of respect and raise among them the awareness of the unity of mankind.*
- 3) finally on a personal level, I think the 'communitarian' way of life we led in Venice helped me maturing. It taught us all a bit of flexibility, diplomacy... useful values for human rights workers.*

But discovering some of my best friends among the Masterini has made the experience priceless. Venice will always live in us and relate us.

Tania Gisselbrecht, E.MA 1997/1998
Strasbourg, France

The Masterini experience was one of reflection on human rights issues which my previous short work field experience in the Balkans had given me close exposure. Taking time to stop, think and study has often proven necessary and useful in my subsequent positions. The E.MA was a wonderful opportunity with great people to whom I am really grateful for their commitment. Undertaking the challenge of being "pioneers", together with the academic staff in the first edition of E.MA, gave to the whole experience an additional flavour.

Laurence Hart, E.MA 1997/1998
Chief of Mission ad interim
International Organization for Migration (IOM), Tunis, Tunisia

A confidence that I know what I'm talking about when it comes to human rights, solid career opportunities, and not least, enduring friendships. It also means being part of a network which has huge potential for the protection of human rights.

Andrew Kelly, E.MA 1997/1998

European Commission, Human Rights and Democratisation Unit
External Relations Directorate General
Brussels, Belgium

What has the Masterini experience meant to me? First of all, it gave me the opportunity to improve my knowledge in the areas of human rights that were familiar, and obtain knowledge in the areas that were not. In a broader perspective - the E.MA helped me learn to think human-rights-wise beyond just understanding the texts of the conventions. And the Masterini year was a great opportunity to share time with good people in the beautiful Venice.

Janis Mazeiks, E.MA 1997/1998

Deputy Permanent Representative of the Republic of Latvia to
the Council of Europe

What I found to be the most valuable feature of the E.MA was the organisational structure of the Programme that allowed us to experience colourful and diverse approaches to transmitting knowledge about human rights, thanks to the excellent professors of the participating universities all having different academic traditions. The 4-month stay in Venice offered us also the unique opportunity to be able to explore - on the margin of our studying responsibilities - the treasures of the wonderful city, step by step. The semester in Maastricht with its superb courses helped me to see more clearly in which areas of international law I was wishing to work as a lawyer in the years ahead. Finally, I am grateful for some long lasting friendships originating from those times!

Barbara Tószegi, E.MA 1997/1998

Legal Officer, International Law Department
Ministry of Foreign Affairs of the Republic of Hungary



The E.MA as a student meant approaching the world under its human rights dimension: applying additional lenses, experiencing the interdisciplinarity of human rights issues, sharing long hours of study and interesting conversations with fellow students, and feeling as if we were contributing to the larger endeavour of healing the less lucky people of the world.

The E.MA as a staff member means sharing daily the commitment of the “E.MA family” to the consolidation of human rights education, witnessing the important developments of the E.MA Programme, and working with dedicated colleagues for the benefit of future human rights and democratisation officers and friends.

Corinna Greco, E.MA 1998/1999

European Master’s Degree in Human Rights and Democratisation,
Information and Publications Manager
Venice, Italy

The Year of Living Supranationally? A chance to puzzle out the bits and pieces of understanding on international human rights and humanitarian law gathered during previous working experiences. A chance to explore further options to apply ideas and ideals to the reality of violations and conflicts. A chance to meet many like-minded people, still strong allies in my current endeavours. The chance to discover Venice, Bosnia and Finland. I still feel lucky about that year today.

Ewoud Plate, E.MA 1998/1999

Project Officer *Linking Solidarity*
Humanist Committee on Human Rights (HOM)
Utrecht, NL

It means being inserted in a chain of hope in a seemingly ever-deteriorating world. The discovery of the universe of theory and practice hidden behind two words which guide and unite us. And enduring friendships.

Georg Sommeregger, E.MA 1998/1999
Researcher, Law Department
European University Institute, Florence, Italy

E.MA is unique in its contents and its organisation. It is a unique master course because it parachutes a student into a vast landscape of human rights and democratisation. After arriving to Lido, it is up to each student to choose which course to follow and what fortune to discover. And it is unique because it combines rich academic knowledge with a concern of bearing fruits in practice. I am convinced there is no better way for devotees to human rights cause than letting foster their ideas in the lagoon of la Serenissima and absorbing diversity in l'auberge espagnole throughout Europe.

Andraž Zidar, E.MA 1998/1999
Second Secretary, Permanent Mission of Slovenia to the UN Office, Geneva



When I talk about the E.MA outside the professional circles' the comment I always hear is: "Ahhhhh...human rights...but...do you study that??" In the E.MA we don't only study it: we feel it, we discuss it, we share it, we live it. The Master is a VIP ticket to the human rights roller coaster that most of us are still riding.

Irene Milleiro, E.MA 1999/2000

European Commission, Human Rights and Democratisation Unit
External Relations Directorate General Brussels, Belgium

It's been 2 years since I graduated as part of the third generation of Masteroni. The master as well as my career choices has brought me to work with the International Criminal Tribunal for the Former Yugoslavia in Croatia, Bosnia and Kosovo as part of the forensic team and with the World Bank in their mining division. In both jobs I have applied 'human rights' and the outcomes have been rewarding: the team I worked with at the Tribunal was responsible for gathering the evidence for Slobodan Milosevic's trial in The Hague. It not only made me feel extremely proud to work that team, but I also met my husband while working for it. The work with the World Bank has also been rewarding in a personal basis: they are contracting people with master's degrees in Human Rights! ... This is an exciting moment for International Financial Institutions and developing countries indeed.

Ariana Fernandez, E.MA 1999/2000

Communities & Small Scale Mining (CASM)
IBRD Industry and Mining
Costa Rica

The E.MA in one word: eye-opener.

The E.MA in one sentence: it meant very good lessons in life and it helped me more as Angela than as a student.

The E.MA in one paragraph: I've probably learnt more about human beings than about human rights, but maybe at the end of the day it is the same thing, isn't it? And in any case I believe it is always good to discover the human side of every learning experience. Thanks to the E.MA I've met people from all over the world; I've learnt about their way of living, their dreams, their experiences, their hopes and their interests. I realised how difficult it is to keep these dreams, hopes and interests alive, but also how easy it is when you share them with other kindred souls. And I know now that no matter how difficult it is, we are many out there who want to try hard doing something good and concrete to change this world, even if only just a little.

Angela Melchiorre, E.MA 1999/2000

Researcher, Right to Education Project for
the UN Special Rapporteur on the right to education
Raoul Wallenberg Institute of Human Rights and
Humanitarian Law Lund, Sweden

2000/2001



It is well known among the “Masterini Community” that when the E.MA is over, you’re still wondering what happened in the last year of your life and surprisingly find out “You really made it”! It is so because you’ve lived a lot, you’ve learnt a lot and you’ve felt a lot. When, in the end, you have the time to think back, you realise that for all this, the E.MA was an enriching experience. But, what makes it unique is the passion it instils in your heart. Passion for life and for those human rights that are born with it. Passion that will be always part of your professional as well as personal experience afterwards.

Carlotta Bellini, E.MA 2000/2001
Association for Human Rights and Human Development
Padua, Italy



I will always remember the mornings: walking early to the monastery; watching some Masterini pass by riding old rusty bicycles through the promenade; the Dolomites and Venice aside; lazy seagulls standing in the wooden posts on the water... We were

always wandering what would the day would be like, still with our minds in last night late readings, or last night wanderings around a cold foggy winter Venice. In all, it was a happy, beautiful learning routine.

After working in India, the Balkans and other places as a volunteer, I think the EMA gave me some clarity and direction to my understanding of field missions, international co-operation and governance. It gave me an opportunity to look into the questions that surround the words democracy and human rights. And most important of all, it meant meeting a bunch of amazing friends to keep in touch with in the future.

Jose Maria Arraiza, EMA 2001/2002

Human Rights Officer
OSCE Mission in Kosovo Mitrovica, Kosovo

Reading the world through human rights lenses is the major lesson I have learnt throughout my E.MA experience. Following the year of studies at the E.MA and working with an intergovernmental organization that implements, develops, and applies HR norms, I have learnt a great deal of the ways treaties and powers, functions and processes at international as well as at local level are interrelated.

Free speech and the right to housing, participation and the universalistic approach, freedom from torture and the special regimes for ethnic minorities, laws of war and the right to education, Asian and Western views of rights, all of this is helping me to make a sense of this mad, mad world.

The more the E.MA family will grow, the more masterini/oni will implement in practice what they have learnt throughout the programme, the better the world will be. I bet on this

Gianfranco D'Eramo, E.MA 2001/2002

Advisor on Minority Affairs
OSCE Mission in Kosovo



Whether it was by dint of the wine we had bought or by the sympathy we elicited, somehow, we were elected student representatives. Our job was to act as an interface between the E.MA and the student body. We didn't know the effect that five months of monastic seclusion, coupled with a frenzied pace of learning and opaque Venetian mists, would have on our constituents' passions and frustrations nor how the job would expand exponentially. ...

As reps, we were happy to be part of the enthusiasm and energy which motivated students to organise their own rolling seminars (the oddly named T8 Terrorist Group and Development and Democratisation); debates and presentations (Human rights in Brazil, Racism in Durban, standards in humanitarian intervention, the conflict in the Middle East...); study groups and tutorials (remember the clarity of EU for beginners and pity still the poor souls who summed up Habermas or the mammoth Globalisation reader); volleyball on the beach; the adventurous travel trips from Verona to Slovenia and beyond; the slogan writing, the spray cans and the long, good humoured march to Assisi, our flags and banners high; the belly dancing; the art-classes; the intoxicating boat -trip, house-parties, dinner parties, poker parties, noisy neighbours; and, numerous excursions to cinemas, the Biennale, museums, churches, synagogues, mosque, libraries, After Midnight, Casanova, Maletti's, the Greenbar and Paradiso Perduto (or was it trovato?) and all the other watering holes (and water!) we had the pleasure to frequent in Venice.

Happily, just as much hard work, dynamism and co-operation was invested in the lectures and the class-work. During the semester in Venice and our second semester apart, we confronted new disciplines and learned new skills and

for the most part, we had fun struggling through it together. We all have vivid memories of being thrown in the deep end of the Treaty writing workshop, the “Ayala” Diplomatic Conference and Moot Court, battling and singing it out with MEPs on the EU response to the threat of terrorism, the interminable preparation for the election handbook, or comparing drafts of declarations – just to mention a few of the joint activities we undertook with such gusto. Most memorable of all was the shared experience of our visit to Bosnia. The impact it had on our understanding of the complexity of human rights protection and promotion was definitive. ...

During all this activity, we student reps felt sure we could count on support to get things done. As it happened, we had to use more than a fair share of cajolery and hot pursuit to get it. Fortunately, the job was made easier as we developed really good relations with the E.MA staff who seemed to have confidence in us. It was a two way process. Except for things that were utterly out of their control or influence, they bent over backwards to accommodate the requests we transmitted from the students. We tried to do the same for them.

...

We hope that you, our fellow students, enjoyed some benefits from our input. We hope too that the changes in future E.MA programmes that we all requested will be for the better. It will be another measure of our joint success and a mark of our gratitude to those who did the same for us. For now, we’re happy to pass the baton and wish you all the best, now let us go forth, get plastered and shag each other senseless.

**James Bot and Clara Coogan
Students’ representatives, E.MA 2001/2002**

2002/2003



E.MA PROGRAMME AND ACTIVITIES

1. E.MA GOVERNING BODIES

The governing bodies of the European Master's Degree in Human Rights and Democratisation are: the Council, the Executive Committee, the European Programme Director, the National Programme Directors, and the Advisory Board.

The **Council** is composed by the Professors representing each participating university, a representative of the European Commission, and two Student representatives (with observer status).

The **Executive Committee** is composed by Professors elected by the Council, by a representative of the European Commission and a Consultative Member of the University of Padua.

The **European Programme Director** is appointed by the Council.

From each EU Member State one participating university functions as National Co-ordinating University and is represented by **National Programme Director**.

The **Advisory Board** is composed by representatives of the following international organisations: European Union, United Nations High Commissioner for Human Rights, UNESCO, Council of Europe, Organisation for Security and Co-operation in Europe, International Committee of the Red Cross, Regional Government of Veneto, Municipality of Venice, Human Rights Watch, International Committee of Jurists, and the International Rehabilitation Council for Torture Victims.

COMPOSITION OF THE E.MA GOVERNING BODIES

(ACADEMIC YEAR 2002/2003)

<p>ADVISORY BOARD</p> <p>Representatives of:</p> <ul style="list-style-type: none"> - European Union - United Nations High Commissioner for Human Rights - UNESCO - Council of Europe - Organisation for Security and Co-operation in Europe - International Committee of the Red Cross - Regional Government of Veneto - Municipality of Venice - Human Rights Watch - International Commission of Jurists - International Rehabilitation Council for Torture Victims 	<p style="text-align: center;">COUNCIL</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Manfred Nowak Wolfgang Benedek Paul Lemmens Guy Haarscher Eva Maria Lassen</p> <p>Markku Suksi Jan Klabbers Florence Benoît-Rohmer Frédéric Sudre Horst Fischer Hans Giessmann Dimitra Papadopoulou Stelios Perrakis Attracta Ingram</p> <p>William Schabas Antonio Papisca Adalberto Perulli Jean-Paul Lehnens Fred Grünfeld Cees Flinterman Vital Moreira Maria Teresa Beleza Jaime Oraá Gudmundur Alfredsson Iain Cameron Tom Sorell Alastair Mowbray Daniela Napoli</p> </td> <td style="width: 50%; vertical-align: top;"> <p>University of Vienna, Austria University of Graz, Austria Catholic University Leuven, Belgium Université Libre de Bruxelles, Belgium Danish Centre for Human Rights, University of Southern Denmark</p> <p>Åbo Akademy University, Finland University of Helsinki, Finland Université Robert Schuman Strasbourg, France Université de Montpellier, France Ruhr-University Bochum, Germany University of Hamburg, Germany Aristotle University of Thessaloniki, Greece Panteion University Athens, Greece University College Dublin - National University of Ireland, Dublin, Ireland</p> <p>National University of Ireland, Galway University of Padua, Italy Ca' Foscari University of Venice, Italy Centre Universitaire, Luxembourg Maastricht University, The Netherlands Utrecht University, The Netherlands University of Coimbra, Portugal New University of Lisbon, Portugal University of Deusto, Bilbao, Spain University of Lund, Sweden Uppsala University, Sweden University of Essex, United Kingdom University of Nottingham, United Kingdom</p> <p>European Commission</p> <p>Two student representatives</p> </td> </tr> </table>	<p>Manfred Nowak Wolfgang Benedek Paul Lemmens Guy Haarscher Eva Maria Lassen</p> <p>Markku Suksi Jan Klabbers Florence Benoît-Rohmer Frédéric Sudre Horst Fischer Hans Giessmann Dimitra Papadopoulou Stelios Perrakis Attracta Ingram</p> <p>William Schabas Antonio Papisca Adalberto Perulli Jean-Paul Lehnens Fred Grünfeld Cees Flinterman Vital Moreira Maria Teresa Beleza Jaime Oraá Gudmundur Alfredsson Iain Cameron Tom Sorell Alastair Mowbray Daniela Napoli</p>	<p>University of Vienna, Austria University of Graz, Austria Catholic University Leuven, Belgium Université Libre de Bruxelles, Belgium Danish Centre for Human Rights, University of Southern Denmark</p> <p>Åbo Akademy University, Finland University of Helsinki, Finland Université Robert Schuman Strasbourg, France Université de Montpellier, France Ruhr-University Bochum, Germany University of Hamburg, Germany Aristotle University of Thessaloniki, Greece Panteion University Athens, Greece University College Dublin - National University of Ireland, Dublin, Ireland</p> <p>National University of Ireland, Galway University of Padua, Italy Ca' Foscari University of Venice, Italy Centre Universitaire, Luxembourg Maastricht University, The Netherlands Utrecht University, The Netherlands University of Coimbra, Portugal New University of Lisbon, Portugal University of Deusto, Bilbao, Spain University of Lund, Sweden Uppsala University, Sweden University of Essex, United Kingdom University of Nottingham, United Kingdom</p> <p>European Commission</p> <p>Two student representatives</p>
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<p style="text-align: center;">EUROPEAN PROGRAMME DIRECTOR</p> <p style="text-align: center;">Antonio Papisca</p>	<p style="text-align: center;">EXECUTIVE COMMITTEE</p> <p style="text-align: center;">Manfred Nowak (Chairperson)</p> <p style="text-align: center;">Antonio Papisca (European Programme Director)</p> <p style="text-align: center;">George Ulrich (Academic Co-ordinator)</p> <p style="text-align: center;">Daniela Napoli (European Commission)</p> <p style="text-align: center;">Cees Flinterman Felipe Gomez Stelios Perrakis Markku Suksi Marco Mascia (University of Padua, Consultative Member)</p>		
<p style="text-align: center;">NATIONAL PROGRAMME DIRECTORS</p> <p style="text-align: center;">Representatives of the National Co-ordinating Universities:</p> <p style="text-align: center;">Vienna, Leuven, Southern Denmark, Åbo, Strasbourg, Bochum, Thessaloniki, Galway, Padua, Luxembourg, Maastricht, Coimbra, Deusto, Lund, Nottingham</p>			

Tasks of the E.MA Governing Bodies

The COUNCIL shall, *inter alia*:

- approve the budget;
- elect the Chairperson of the Council, who will be also the Chairperson of the Executive Committee;
- elect the ordinary members of the Executive Committee and appoint the European Programme Director;
- invite appropriate persons to form the Advisory Board;
- specify the conditions for admission, the size of the student body, the student fees and the rules of assessment;
- evaluate the programme at the end of each academic year and approve all structural changes to the Programme;
- decide on the admission of additional universities to the Programme or on the expulsion of a Participating University.

The NATIONAL PROGRAMME DIRECTORS shall, *inter alia*:

- co-ordinate the Programme activities at the national level, in cooperation with the other partner universities in their respective countries;
- liaise with all relevant national organisations;
- execute the decisions of the Council.

The EXECUTIVE COMMITTEE shall, *inter alia*:

- implement the decisions of the Council;
- supervise the budget, accounting, and reporting for the Programme;
- oversee examinations and other procedures;
- plan the academic programme for the first semester, including the appointment of lecturers, tutors and experts, upon advice of the Council, and make the final selection of the students to the Programme subject to ratification by the co-ordinating University;
- review and compile examination results;
- propose to the Co-ordinating University the awarding of the Master's Degree to those students who meet all the requirements of the Programme;
- establish contacts with inter-governmental, non-governmental, and governmental organisations;
- participate in the hiring of administrative personnel for the Programme;
- review and follow-up the results of the Programme;
- propose initiatives for the development of the Programme;
- promote collaborative research among the participating universities.

The EUROPEAN PROGRAMME DIRECTOR shall, *inter alia*:

- maintain and develop the Programme;
- liaise with National Programme Directors, Rectors and Presidents of universities,
- the Chairperson of the Executive Committee, and the Advisory Board;
- forge contacts with international and other related organisations;
- prepare the agenda and put forward proposals to be addressed in the meetings of the Council and the Executive Committee, and implement decisions taken.

The ADVISORY BOARD shall, *inter alia*:

- advise the Council on all aspects of the Programme;
- be apprised of the decisions of the Council and the Executive Committee.

2. Contents of the E.MA Programme

The programme offers an action and policy-oriented approach to learning about international relations, law, philosophy, anthropology, political science and sociology. Students have the opportunity to meet and be taught by leading academics, experts (including European Union Representatives) while studying in a multi-cultural environment.

While being taught in law, philosophy, political science and anthropology by leading lecturers and experts, students receive substantial training for working as academics or staff in inter-governmental and non-governmental organisations. In this respect the programme emphasises the importance of operational skill-building.

The Programme, being multidisciplinary, begins with preparatory sessions to post-graduate level studies in politics, philosophy, and law. These are followed by lectures, seminars, workshops, tutorials, skill-building sessions, and individual research on the following topics:

A. HISTORY, PHILOSOPHY AND POLITICS OF HUMAN RIGHTS AND DEMOCRACY

1. History of human rights
2. Philosophical perspectives on human rights, universalism vs. relativism, cultural diversity, ethnicity, and religions
3. Models of democracy, international democracy, and good governance
4. International relations, human rights and democratisation
5. Economic globalisation, development and human rights
6. Human rights and peace: International security systems, conflict resolution theories and techniques, human rights also in the context of the fight against terrorism

B. HUMAN RIGHTS AND HUMANITARIAN LAW

1. Human rights in international law
2. Civil and political rights
3. Economic, social, and cultural rights
4. The right to development
5. Human rights and target groups (women, children, migrants, workers, refugees, etc.)
6. The rights of indigenous peoples and minorities
7. Humanitarian law and refugee law
8. International criminal law and human rights

C. UNIVERSAL AND REGIONAL SYSTEMS FOR THE PROTECTION OF HUMAN RIGHTS

1. United Nations: Charter and treaty-based mechanisms, UN High Commissioner for Human Rights, specialized agencies (ILO, UNESCO, etc.)
2. Council of Europe: European Convention on Human Rights, European Social Charter, European Convention for the Prevention of Torture, European Framework Convention on National Minorities
3. Organisation for Security and Co-operation in Europe: Comprehensive security model, human rights dimension, Office for Democratic Institutions and Human Rights, High Commissioner on National Minorities
4. European Union: human rights and democracy as basic principles of the EU in its internal and external policies, Charter of Fundamental Rights of the European Union
5. Overview of human rights and international organisations outside Europe such as the Organisation of American States, Organisation of African Unity/African Union, League of Arab States

D. HUMAN RIGHTS AND DEMOCRACY IN THE FIELD

1. Human rights monitoring, fact-finding and reporting
2. Human rights, peace-keeping and peace-building
3. Human rights field operations
4. Electoral observation and assistance
5. Developing local and national institutions for human rights
6. Non-governmental organisations in the field of human rights
7. Advocacy, education, and the role of the media in advancing human rights and democratisation

3. Structure of the Academic Year

The Master's Degree Programme is divided into two semesters.

- ▶ In the **first semester** (September - January), students are taught together in Venice, by professors and lecturers from the participating universities, and practitioners from IGOs and NGOs. At the end of the first semester, within a training period of three weeks with regard to human rights in field operations, a one-week field trip is organised.

The teaching languages are English and French.

The courses combine a theoretical and a practical approach to human rights and democratisation issues.

Classes consist of lectures, workshops, round-tables, tutorials, skill-building sessions and rolling seminars.

Lectures are given by academics coming from the E.MA participating universities, while workshops and seminars are held by academics, experts, field officers and international civil servants from IGOs and NGOs.

Teaching assistants and visiting tutors organise and teach rolling seminars and active-group exercises on specific topics. These activities as well as group exercises (such as mock elections, arbitration and conflict resolution games, moot court, etc.) are run under the supervision of the professor in charge of the teaching week.

Attendance is compulsory and active participation is required as well as intensive reading and preparation for the lectures. Students receive a compendium with all the reading material necessary for each thematic section.

- ▶ In the **second semester** (February - July), students have the opportunity to study at one of the participating universities and to undertake supervised research. This part of the programme is conceived as a European exchange, and students are expected to undertake their second semester research in a country other than their own. Financial support in the form of a "mobility grant" is provided to all students in order to facilitate this exchange. The process of defining individual thesis topics and identifying suitable universities within the E.MA network to host these studies is undertaken in the course of the first semester programme. In early December students are expected to submit a brief description of their research project and a list of three preferred host universities. Up to 5 students can be hosted by each participating university. The final distribution of students among the participating universities is the responsibility of the E.MA Council at its meeting in mid-December. Students are expected to arrive in the second semester university in early February unless instructions to the contrary are given by the National Director. Attendance to second semester courses, regular participation in the university activities, regular meetings with theses supervisors, etc. are to be considered an integral part of each student second semester work.

4. first semester general timetables, Academic Years 1997/1998 to 2002/2003

ACADEMIC YEAR 1997/1998

TITLE THE WEEK	WEEK, DATES	ACADEMIC RESPONSIBLE
General introduction. Origins and developments of human rights as part of International law.	WEEK 1 6-11/10	Prof. Jaime Oraá (University of Deusto)
Systems of international protection of human rights.	WEEK 2 13-18/10	Dr. Hans-Joachim Heintze (Ruhr-University Bochum)
Civil and political rights, first part.	WEEK 3 20-25/10	Prof. Paul Lemmens (Catholic University Leuven)
Civil and political rights, second part. The implementation of international legal instruments on human rights within constitutional law.	WEEK 4 27/10-1/11	Prof. Jean-François Flauss (Université Robert Schuman, Strasbourg)
Economic, social, and cultural rights; globalisation, human development issues.	WEEK 5 3-8/11	Prof. Fred Grünfeld (Maastricht University)
Philosophical justifications of rights. Human rights and democracy in comparative perspective.	WEEK 6 10-15/11	Academic responsible: Prof. Attracta Ingram (University College Dublin)
International political systems, foreign policies and human rights. Identity, ethnicity and multiculturalism. Democratising the international system.	WEEK 7 17-22/11	Prof. Antonio Papisca (University of Padua)
Humanitarian law and human rights; international criminal jurisdiction.	WEEK 8 24-29/11	Prof. Horst Fischer (Ruhr-University Bochum)
Conflict resolution, theories and techniques.	WEEK 9 1-6/12	Prof. Fred Grünfeld (Maastricht University)
Human rights and democracy in Europe: a new challenge for the Continent (Council of Europe, and OSCE)	WEEK 10 8-13/12	Academic responsible: Dr. Aisling Reidy (University of Essex)
European Union and human rights.	WEEK 11 15-20/12	Prof. Francisco Lucas Pires (University of Coimbra)
Democracy, human rights monitoring, electoral observation, institution building.	WEEK 12 12-17/1	Prof. Markku Suksi (Åbo Akademi University)
Field mission in Sarajevo	WEEK 13 19-24/1	Dr. Marijana Grandits (University of Vienna)

ACADEMIC YEAR 1998/1999

TITLE THE WEEK	WEEK, DATES	ACADEMIC RESPONSIBLE
Introductory Week	WEEK 1 28/9 - 3/10	Prof. Antonio Papisca (University of Padua)
"Protection of Human Rights at Universal Level" (including Non-European Regional Systems)	WEEK 2 5-10/10	Prof. Jaime Oraá (University of Deusto)
"Philosophical Justification of Rights, Multicultural Issues, Individual Rights and Group Rights"	WEEK 3 12-17/10	Prof. Attracta Ingram (National University of Ireland, Dublin) with the contribution of Centre Universitaire de Luxembourg
"Democracy and Democratization"	WEEK 4 19-24/10	Dr. Todd Landman (University of Essex)
"Protection of Human Rights in Europe" (CoE, EU, OSCE)	WEEK 5 26-31/10	Prof. M. Gorjão-Henriques (University of Coimbra), Prof. Florence Benoît-Rohmer (Université Robert Schuman, Strasbourg)
Mid-term exams	WEEK 6 2-7/11	
"Civil Rights"	WEEK 7 9-14/11	Prof. Paul Lemmens (Catholic University Leuven)
"Le Principe de non Discrimination, Droits des Minorités, Droits Politiques"	WEEK 8 16-21/11	Prof. Jean-François Flauss (Université R. Schuman, Strasbourg)
"Economic, Social, Cultural Rights, Collective Rights, Economic Globalization and Human Rights"	WEEK 9 23-28/11	Prof. Koen De Feyter (Maastricht University)
"Conflict Resolutions Theories and Techniques"	WEEK 10 30/11-5/12	Prof. Fred Grünfeld (Maastricht University)
"International Humanitarian Law and International Criminal Tribunals"	WEEK 11 7-12/12	Prof. Horst Fischer (Ruhr-University Bochum)
"Refugee Law and Indigenous Peoples. The Language and Culture of Rights"	WEEK 12 14-18/12	Prof. Goran Melander (University of Lund), Prof. Kirsten Hastrup (Human Rights Centre, Copenhagen - University of Odense)
Christmas Holidays	18/12-3/1	
1 st Training week: "Human Rights in the Field Operations"	WEEK 13 4-9/1	Prof. Manfred Nowak (University of Vienna) with the contribution of Aristotle University of Thessaloniki
2 nd Training week: "Democracy, Electoral Observation and Human Rights Monitoring"	WEEK 14 11-16/1	Prof. Markku Suksi (Åbo Akademi University)
Final term exams	WEEK 15 18-23/1	
Training Mission in Bosnia and Herzegovina	WEEK 16 25-30/1	Dr. Marijana Grandits (University of Vienna)

ACADEMIC YEAR 1999/2000

PARTS	CLUSTERS	WEEK, DATES	ACADEMIC RESPONSIBLE
Part I	1 st cluster Introduction	WEEK 1 21-25/9	Prof. Dimitra Papadopoulou (University of Thessaloniki) and Prof. Antonio Papisca (University of Padua)
Part II	2 nd cluster Basic Principles	WEEK 2 27/9 - 2/10	Prof. Attracta Ingram (National University of Ireland, Dublin) and Prof. Jean-Paul Lehnens (Centre Universitaire de Luxembourg)
		WEEK 3 4- 9/10	Prof. Kirsten Hastrup (University of Odense - Danish Centre for Human Rights)
	3 rd cluster International Organisations and NGOs. Systems for the Protection of Human Rights	WEEK 4 11-16/10	Prof. Jaime Oraá (University of Deusto) Prof. Jaime Oraá (University of Deusto)
		WEEK 5 18-23/10	Prof. Vital Moreira (University of Coimbra)
		WEEK 6 25-30/10	Prof. Paul Lemmens (Catholic University Leuven)
	4 th cluster Human Rights Norms	WEEK 7 1-6/11	Prof. Florence Benoît-Rohmer (Université Robert Schuman, Strasbourg)
		WEEK 8 8-13/11	Prof. Fons Coomans (Maastricht University), Prof. Hans-Joachim Heintze (Ruhr-University Bochum)
		WEEK 9 15-20/11	
Part III	5 th cluster Globalisation and Inequality	WEEK 10 22-27/11	Prof. Koen De Feyter (Maastricht University)
		WEEK 11 29/11 –4/12	
	6 th cluster The Implementation of Rights with Respect to Crises	WEEK 12 6-11/12	Prof. Horst Fischer (Ruhr-University Bochum)
		WEEK 13 13-18/12	Prof. Geoff Gilbert (University of Essex)
Christmas Holidays		18/12-2/1	
	7 th cluster Building Human Rights and Democracy	WEEK 14 3-6/1	Prof. Manfred Nowak (University of Vienna)
	Training week: trip to Bosnia and Herzegovina	WEEK 15 7-14/1	Dr. Marijana Grandits (University of Vienna)
	7 th cluster Building Human Rights and Democracy	WEEK 16 17-22/1	Prof. Markku Suksi (Åbo Akademi University)
Final term exams		WEEK 17 24-29/1	

ACADEMIC YEAR 2000/2001

THEMATIC SECTIONS	WEEK, DATES	ACADEMIC RESPONSIBLE
1 - Introduction	WEEK 1 18/9 - 23/9	Prof. Dimitra Papadopoulou (Aristotle University of Thessaloniki) and Prof. Antonio Papisca (University of Padua)
2 - Human Rights in Philosophy, History and Anthropology	WEEK 2 25/9 - 30/9	Prof. Kirsten Hastrup (Danish Centre for Human Rights) and Prof. Jean-Paul Lehnens (Centre Universitaire de Luxembourg)
	WEEK 3 2/10 - 7/10	Prof. Attracta Ingram (National University of Ireland, Dublin)
3 - Human Rights Instruments: International and Regional	WEEK 4 9/10 - 14/10	Prof. Jaime Oraá (University of Deusto)
	WEEK 5 16/10 - 21/10	Prof. Vital Moreira (University of Coimbra)
Mid-term exams	WEEK 6 23/10 - 28/10	
4 - Human Rights Norms	WEEK 7 30/10 - 4/11	Prof. Paul Lemmens (Catholic University Leuven)
	WEEK 8 6/11 - 11/11	Prof. Florence Benoît-Rohmer (Université Robert Schuman, Strasbourg)
5 - Globalisation and Inequality	WEEK 9 13/11-18/11	Prof. Koen De Feyter (Maastricht University), Prof. Gudmundur Alfredsson (University of Lund)
	WEEK 10 20/11 - 25/11	
6.1 - Crises intervention: Humanitarian Law and Political Issues	WEEK 11 27/11- 6/12	Prof. Horst Fischer (Ruhr-University Bochum), Prof. Fred Grünfeld (Maastricht University)
+ <i>ad hoc</i> session: EU Policy and Activities in Support of Human Rights and Democracy	WEEK 12 6/12- 9/12	Amb. Christian Strohal (Human Rights Directorate, Ministry for Foreign Affairs, Austria)
6.2 - Crises Intervention: Humanitarian Law and Political Issues; Exam Preparation	WEEK 13 11/12 - 13/12	Prof. Horst Fischer (Ruhr-University, Bochum), Prof. Fred Grünfeld (Maastricht University)
Final term exams	WEEK 14 18/12-22/12	
Christmas Holidays	23/12 - 7/1	
7 - Field Mission and Practical Human Rights Work	WEEK 15 8/1- 11/1	Prof. Markku Suksi (Åbo Akademi University)
	WEEK 16 12/1-19/1	Training week in the field Dr. Marijana Grandits (University of Vienna)
	WEEK 17 22/1 - 27/1	Prof. Manfred Nowak (University of Vienna)

ACADEMIC YEAR 2001/2002

THEMATIC SECTIONS	WEEK, DATES	ACADEMIC RESPONSIBLE
1 – Introduction, International Relations, Democratisation and Human Rights	WEEK 1 17/9 - 22/9	Dr. George Ulrich (Danish Centre for Human Rights; E.MA)
	WEEK 2 24/9 – 29/9	Prof. Vital Moreira (University of Coimbra)
2 – Human Rights in Philosophy, History and Anthropology	WEEK3 1/10 – 6/10	Dr. Brid O'Rourke (National University of Ireland, Dublin)
	WEEK 4 8/10 – 13/10	Dr. George Ulrich (Danish Centre for Human Rights; E.MA)
3 – Universal and Regional Human Rights Systems	WEEK 5 15/10 – 20/10	Prof. Florence Benoît-Rohmer (Université Robert Schuman, Strasbourg)
	WEEK 6 22/10 – 27/10	Prof. Paul Lemmens (Catholic University Leuven)
	WEEK 7 29/10 – 3/11	Prof. Jaime Oraá (University of Deusto)
Mid-term exams week	WEEK 8 5/11 – 10/11	
4 – 2 nd and 3 rd Generation Rights and Globalisation	WEEK 9 12/11 – 17/11	Prof. Fons Coomans (Maastricht University)
	WEEK 10 19/11 – 24/11	Prof. Koen De Feyter (Maastricht University)
	WEEK 11 26/11 – 1/12	Dr. George Ulrich (Danish Centre for Human Rights; E.MA)
5 – Crisis intervention: International Humanitarian Law, International Criminal Law and Political Issues	WEEK 12 3/12 – 8/12	Prof. Fred Grünfeld (Maastricht University)
	WEEK 13 10/12 – 15/12	Prof. Horst Fischer (Ruhr-University Bochum)
Final term exams week	WEEK 14 17/12 – 22/12	
6 – Building Human Rights and Democracy and Practical Human Rights Work	WEEK 15 7/1 – 12/1	Prof. Markku Suksi (Åbo Akademi University)
	WEEK16 14/1 – 19/1	Training week in the field Dr. Marijana Grandits (University of Vienna)
	WEEK 17 21/1 – 26/1	Prof. Manfred Nowak (University of Vienna)

ACADEMIC YEAR 2002/2003

THEMATIC SECTIONS	WEEK, DATES	ACADEMIC RESPONSIBLE
Introduction: Human Rights in International Relations and International Law	Week 1 16/9 - 21/9	Prof. Antonio Papisca (University of Padua)
1 - Human Rights in Philosophy, History, and Anthropology	Week 2 23/9 – 28/9	Dr. George Ulrich (E.MA)
	Week 3 30/9 – 5/10	Prof. Attracta Ingram (National University of Ireland, Dublin)
2 - Human Rights Protection Systems	Week 4 7/10 – 12/10	Prof. Felipe Gomez (University of Deusto, Bilbao)
	Week 5 14/10 – 19/10	Prof. Florence Benoît-Rohmer (University of Strasbourg)
3 - Human Rights Standards	Week 6 21/10 – 26/10	Prof. Paul Lemmens (Catholic University Leuven)
	Week 7 28/10 – 2/11	Prof. Fons Coomans (Maastricht University)
4 - Violent Conflicts and Human Rights, Humanitarian Law, International Criminal Law	Week 8 4/11 – 9/11	Prof. Fred Grünfeld (Maastricht University)
	Week 9 11/11 – 16/11	Prof. Horst Fischer (Ruhr-University Bochum)
	Week 10 18/11 – 23/11	Prof. Horst Fischer (Ruhr-University Bochum)
5 - Democratisation (including monitoring and electoral observation)	Week 11 25/11 – 30/11	Prof. Vital Moreira (University of Coimbra)
	Week 12 2/12 – 7/12	Prof. Markku Suksi (Åbo Akademi University)
6 - Human Rights and Globalisation	Week 13 9/12 – 14/12	Prof. Wolfgang Benedek (University of Graz)
	Week 14 16/12 – 21/12	Prof. Koen De Feyter (Maastricht University)
Christmas Holidays		
Exams	Week 15 6/1 – 10/1	
7 - Human Rights in the Field	Week 16 13/1 – 18/1	Dr. Marijana Grandits (University of Vienna)
	Week 17 20/1 – 25/1	Dr. Marijana Grandits (University of Vienna)

5. E.MA Field Trip

The E.MA Degree combines academic and practical training in human rights and democratisation.

One part of the first semester is devoted to training. Students will participate in a training field trip aiming at raising awareness on the practical human rights work in the field. The main purpose is to provide deeper insights into the real tasks, difficulties, and expectations which human rights officers in the field are faced with, and to get a better understanding of the real situation of a post-war country.

The trip has taken place in Bosnia and Herzegovina since the first academic year.

The training week comprises visits both to international organisations and institutions and to local and regional non-governmental organisations. The institutions visited all deal with the most essential human rights issues, such as property claims, torture related questions, legal advises, democratic elections, free media, women's and children's rights and international bodies.



Human rights: the study, the practice and the study in practice

Venice after Christmas

“The first class about human rights I ever followed in the Netherlands I found very boring. I had the feeling that it was an exercise in kicking in open doors.” Saed from Palestine looks up from his plate in the lunchroom. Widely admired for his nuanced and realistic view about the tragedy in his country, he now

seems close to losing his patience. But he does not. "I wish I could say the same", is his typically soft-voiced reply. "Only later", I rush to make up, "I realised how lucky I am, in fact, to be able to look at things like that." Saed does not appear too convinced.

It is early January. The E.MA-students are back in Venice, back in the San Nicolò monastery at the Lido. Before the holidays we have been studying democratisation processes, humanitarian law and many aspects of human rights in this wonderful place. Listening to the continuous "happy new year!" around me, it is hard to imagine that the first part of the programme will be finished in three weeks time, that the group will be separated to continue studies in another university. But first there will be the 'thematic section' about 'human rights in the field'. The one-week trip to Bosnia-Herzegovina is the obvious focal point.

"I am really looking forward to that fieldtrip", I tell Gianfranco, "after all that theory I am eager to see how human rights are being brought into practice". My Italian friend, who has experience working for the OSCE in Kosovo, smiles mysteriously and replies: "the only thing you will be shown is polished presentations by international organisations. The trip will be about international organisations in the field, not about human rights in practice." "If I were you", he answers to the question marks in my eyes, "I would try and talk to people in the street and in bars to find out what they think is important. In the end it is them you should be doing the work for." The idea that I am about to "board" for a human rights holiday to a place I only know from sad television images leaves me with a somewhat mixed emotion.

We learn that there will be "boarding" but no "take off". The Italian airforce transport planes that were to fly us to Sarajevo will not be available this year. They are told to be necessary for the setting up of the UN-operation in Afghanistan. "This goes to show that the September 11-attacks are not only slowing down human rights protection, but also human rights students", somebody dryly observes. The alternative, namely, is a bus. The remark by the organising professor Grandic "that as future human rights workers we should get used to unforeseen circumstances in the field" is lost in the rumour. Silence settles in again as we watch the BBC-documentary 'the death of Yugoslavia' in preparation for next week's trip.

A few days later we take a very early boat from the Lido to meet the busses in Venice. It is very cold. Some carry a panettone, the typical Italian Christmas-cake, as a gift for the host family in Sarajevo. Paolo, famous for his passionate interventions in class, complains from behind his wild beard that there are no coffee-bars opened yet. "How am I supposed to wake up like this?!"

Sarajevo after Venice

The next day snowy Sarajevo doesn't resemble Venice in any way. We gather in front of the Cathedral. Some tell about how nice and friendly their host families are and about the charming conversation with hands and feet during breakfast. Others, silently hidden away in warm coats, stare at the bullet holes still visible in houses everywhere around. It has an impact, the scars of war. Most of us never saw something like this before. When we finally find ourselves walking in the direction of the university where we will be briefed about the current situation of Bosnia-Herzegovina, huge burnt-out flats in the distance form a macabre skyline, silent signs of the siege that took place from 1992 to 1995.

Over the day we get to know more and more. We learn about the governmental structure as laid down in the Dayton Peace Agreement of 1995. It consists of a weak overarching state consisting of two relatively independent parts, the Muslim-Croatian Federation and the Serb 'Republika Srpska'. Both of these entities, it is explained, have a completely different structure. The resulting duplication of institutions and their lack of co-operation makes this war-compromise almost unworkable in practice. One of us later on remarks "that an 'average' developing country spending sixty percent of its budget on its own state structure would surely be sanctioned by the European Union or an international financial institution for lack of good governance."

We hear about the refugee situation in the country. After the war half of the population had fled the violence. Now the international community encourages return. The home that should be returned to, however, is very often destroyed or used by other people with a similar problem. Often also the ethnic hatred still very present prevents people from returning. The iron logic of 'everybody back home', although beautiful in its simplicity, thus appears to have some serious flaws in practice. And we are confronted with the terrible economic situation of Bosnia-Herzegovina. The huge unemployment-rate, the poverty, the lack of interest of foreign investors. This is how the contours of a country still very much struggling with its recent past slowly emerge.

Later that day the European Union Monitoring Mission shows the film 'Living dangerously in Sarajevo, 1992'. The images of Bosnian-Serb snipers killing civilians in the streets of Sarajevo are new to nobody. What is new is the awareness of being in the same place yourself. What is also new is the knowledge just gathered that the situation has remained very difficult for many Bosnians, even after the war. That's why the same images now have a much bigger impact. A soldier in the film, being asked for his motivation, explains that "we want to be free to do what we want to do." I am disgusted for a moment by my own thought that this sentence also explains in essence the sacrosanct human rights principle of self-determination we have been studying intensively. Is this human rights in practice?

Foča

The next day some of us visit the OSCE field-office in Foča in Republika Srpska, sometimes called 'the capital of torture'. The main occupation of the OSCE is the handling of property claims. Muslims who fled their homes during the war now have the possibility to reclaim their pre-war property. The overemphasis on this part of the mandate is explained by an overwhelming number of pending claims. It is however in very odd contrast with the information distributed in the bus this morning to prepare for the visit: a summary of an appalling case of the International Criminal Tribunal for the Former Yugoslavia in The Hague about systematic practices of war-time killings and torture in Foča and the NGO-document 'war criminals in Bosnia's Republika Srpska: who are the people in your neighbourhood?'

The OSCE officials' presentation consists of a whole series of stories about how local authorities and citizens continuously resist co-operation. Can this really be a surprise just having read that many of the local police officers and even the head of a primary school are on the list of suspected war criminals? In any event, the result is frustration on the faces of those presenting. I ask myself for a moment how many of my friends would be willing to take their places.

We take a walk through the town. "This is how successful ethnic cleansing looks like". "This is a living blueprint of intolerance." These remarks do not even come close to explaining what we see and feel. I stop in front of a shop. On its window it's written 'Happy 2002!' in Cyrillic letters of spray-snow. Before the war the population was mixed, a bit more than half of Muslim ethnicity. Now it is almost entirely Serb. Everywhere you look are burnt-out Muslim houses and mosques. With ruins as neighbours the Bosnian-Serbs are cutting wood in front of their doors.

There is a war-monument, as the Serb war-heroes have to be honoured. We stare with empty eyes of disbelief at this grotesque symbol of distaste. It represents everything that went wrong here and, much worse, that is still going wrong. And the international community encourages a sudden return of Muslims. "In practice this vision may seem to be a human rights violation in itself. In theory this starting-point is paramount so as not to legitimise ethnic cleansing," the OSCE-official explains. But I cannot listen any longer as I see a little girl sledding in the direction of a ruined mosque.

Sarajevo after Foča

Sarajevo after Foča is different. It is surprising how soon you start looking through bullet-holes, burnt-out houses and patrols of SFOR-soldiers. Sarajevo unfolds as a very nice city. We laugh a lot. The days full of visits to international organisations and national institutions always finish in one of



the many bars. There's a lot of catching up to do. Ruken from Turkey, usually very talkative, is sitting on a table and looks into the distance. She quit a well-paid commercial job to study human rights. "I am very disappointed that the human rights world seems to operate just like the business world in some respects. Also in human rights it often seems to be about competition only amongst the different international organisations."

Johannes from Germany agrees. "Most people working for international organisations we met appear to have some sort of hitchhike-mentality. They have half-year contracts and then, like adventurers, continue following the trace of violence and hatred over the globe, without

ever looking back." "What is also frightening", he continues, "is that there doesn't seem to be a middle way between idealism and cynical realism. In the answer to every question is a reference to the mandate, never to their own conscience." Chema, a Spaniard with field-experience in Kosovo and East-Timor, admits that he met some 'very strange people' there. Then he puts the discussion back into perspective: "Don't forget that in fact we are doing exactly the same thing right now. We wouldn't have been here if there would not have been a war. And our current mandate is human rights theory."

Zenica

We are packed into one of the wooden houses of the Putovici refugee camp, just outside Zenica. "This is a relatively luxurious camp. We would have preferred to show you a camp with more representative conditions, but that didn't fit into your programme," Georg Schiel of Pax Christi starts his presentation. He is referring to the fact that in most camps there's water only a few hours a day, that there are usually only common toilets and that refugee camps are normally located in more remote areas. We feel uncomfortable by the invitation to 'help ourselves' with the drinks and snacks specially bought

for us. “We are not a hotel”, Georg says smiling.

It is extremely difficult to imagine how it must be like to live in this camp after having experienced such horrific things. Most of the refugees are Muslims and originally come from the east of Bosnia-Herzegovina, what became ‘Republika Srpska’ on the drawing-tables of Dayton. Some of them have been living here since 1992. “What about returning home?”, somebody asks. “Until now there is only one ‘success-story’; a girl that married an American relief worker,” a refugee girl replies.

The questions about how a ‘normal day’ for a refugee looks like, about refugees’ voting rights and the handing down of property claims all meet with Georg’s cynical grin. He explains that most refugees feel alone and forgotten. “That’s why they have really looked forward to your coming.” The incon-solable desperateness is heartbreaking. There is not the least bit of energy left. “We bought a ping-pong table. Everybody was allowed to play as long as they came and pick up the key of the ping-pong room themselves and cleaned a bit afterwards. These conditions are apparently such a barrier that the set is hardly ever used.”

As we make a little walk through the camp Mary, from Ireland, and me are invited for a coffee by Zunizta. She hangs my gloves over the heating of the 8 square metres that are left of her history. Visibly enjoying a piece of the brought chocolate and a cigarette she pours the coffee. It feels almost too embarrassing to ask, but ‘Bijeljina’ is what she writes down on a paper in response. That’s the village in the east she came from in 1992. Her reply to my question about going back home is: “Never. I am already dead.” As she reaches out to fill our cups for a second time my watch tells that we have to go. The bus that is to take us all the way back to Croatia today is waiting. She starts crying and gives me back my warm gloves. In her other hand she is holding a picture of her family.

A visit like this feels like tasteless voyeurism. I feel like a human rights tourist. A last view on Zenica from the bus seems to exemplify the current state of Bosnia-Herzegovina: a big cemetery alongside the road, a huge steel-factory that has been shut down in the back and next to that a Turkish SFOR-base, both refreshingly orderly and comfortably protected from reality by high barb-wired fences. The lesson is how easy it is to destroy a country and how difficult to build it up again. In Venice all these beautiful theories sometimes rather seemed to suggest the reverse.

Venice after Bosnia - Herzegovina

Boat-line 1 through Canal Grande is always an amazing experience, something that I really had been looking forward to when coming back to Venice after Christmas. After a week in Bosnia-Herzegovina the one-hour trip has

transformed into a series of painfully excessive details. Proud stone lions on the balconies, water taxis full of Japanese suitcases, the macho nonchalance with which the vaporetto is being attached to a floating stop... It now strikes me as no less than absurd. This is suddenly the city of exuberant, sometimes even shameless theory. The proud, inner-directed nonchalance puts off for a moment. I long for simplicity, for respect for the real. The fog that comes unexpectedly as always and the sharp horn tones boats use to warn for each other's presence very rightly take away the magic for a while.

The last week is one of digestion. Many of us are more silent than usual, even a bit depressed. In Bosnia there has not been much time for reflection. During the 'Bosnia de-briefing' everybody agrees that it has been a wonderfully rich week. Belgian Anneke reflects a widely shared opinion when stating "that we learnt more in this week than in the previous five months all together." After that we discuss, like real human rights and democratisation experts, how Bosnia-Herzegovina should move on from here. Welcome back in Venice.

For the remaining days experts are invited to talk about their experiences in human rights fieldwork. Human rights missions of the last ten years are analysed. But if it had already become a bit less clear in Sarajevo, the stories about the other human rights missions really start casting doubt: what is the use of academic knowledge about human rights in the field anyway?! Professor Nowak is convinced that it makes one more realistic and more effective. "Many think about anything good and beautiful when hearing the 'magic words' of human rights. That is a very dangerous vision!" Other experts admit that it takes a lot of other qualities too to be able to work in the field. A field worker shouldn't strive for a life of luxury, should be able to improvise and should not too soon be scared. "Apart from that", it is added, "one should be good in driving a car." In that respect Venice has certainly been the wrong place.

An early carnival is a suitable theme for a last night in a dream city. Wearing masks, everybody seems to have found a way of dealing with what Bosnia-Herzegovina brought. From next week onwards Venice will be exchanged for another European city to follow new courses and to write a thesis. But whatever you decide to do in practice with the study of human rights after these three weeks and this year, one conclusion already stands: human rights will never be boring again.

by John Morijn, E.MA 2001/2002

6. E.MA Publications

The E.MA produces and edits the following academic publications and promotional materials:

E.MA Awarded Theses Collection

In September 2000, the European Master Programme in Human Rights and Democratisation has launched a new publication edited by **Marsilio Editori** in Venice (Italy) under its “Ricerche” collection: *The E.MA Awarded Theses* for each Academic Year.

Each academic year the E.MA Council selects 5 outstanding theses for this annual publication on the basis of their academic quality, originality, and contribution to the promotion and implementation of human rights and democratic values.

E.MA Awarded Theses for the Academic Year 1998/1999:



ANNALISA CRETA, *Recent Trends in the International Protection of Internally Displaced Persons*

MACA HOURIHANE, *International Humanitarian Law and United Nations: International Committee of the Red Cross and Human Rights: Making the Connections through New Conflicts*

RALF JANSEN, *From Portugal to China - Democracy and Human Rights Protection in Macao after the 20th December 1999*

ANNIKA SANDLUND, *The Right of Property: Contested Meanings, Contested Claims*

ANDRAŽ ZIDAR, *The European Court of Human Rights and The Question of Remedies*

E.MA Awarded Theses for the Academic Year 1999/2000:



MATS LINDFELT, *Non-derogable rights and states of emergency: doctrine of treaty-monitoring bodies and identification of non-derogable rights using the link between International Humanitarian Law and Human Rights Law.*

NUALA NI MHUIRCHEARTAIGH, *The half-light and shadows: Criminal Deportation from the State of Refugee under Refugee and Human Rights Law. With special reference to the United States and subsidiary examination of the Federal Republic of Germany.*

NEL RUIGROK, *Ethnic Cleansing. How the Media introduced a new term into International Law?*

KATIA SCHEMMANN, *Intellectual Property Rights of Indigenous Peoples.*

HANS VERMEERSCH, *Democracy and inequality in a global context: Whether and under what circumstances democracy, in comparison to other forms of government, can lead to a more equal society: statistical analysis.*

E.MA Awarded Theses for the Academic Year 2000/2001:



VICTOR BOJKOV, *The European Union and Democratisation in Small European States: Selected Case Studies From Southern, Central and Southeastern Europe*

ANNA CRAWFORD, *Child War Criminals. Is it Possible to Prevent Child Soldiers Being Held Criminally Responsible for War Crimes whilst also Satisfying the Right to Justice in Sierra Leone?*

EMANUELE FANTINI, *How Water Flows through the Veins of Globalisation: Human Right or Economic Commodity? Promoting the Right to Access to Water in the Global Market*

BÁRBARA OLIVEIRA, *Using the Technique of Trial Observation for the Study of Indigenous Systems. A Contribution for the Process of Recognition of Indigenous Traditional Judicial Systems in Latin America*

KATARINA PLANCKAERT, *Dealing With the Burden of an Authoritarian Past: the Role of the United Nations in Establishing Accountability for Grave Human Rights Violations after a Regime Transition*

E.MA Awarded Theses for the Academic Year 2001/2002:



ASIF AFRIDI, *Unveiling Islam in the media: a critical examination of the under-representation of Islam in British media*

LAURE AMOYEL, *Mainstreaming human rights in the European Investment Bank*

JOSÉ MARÍA ARRAIZA, *Serb Participation in the provisional institutions of self-government of Kosovo*

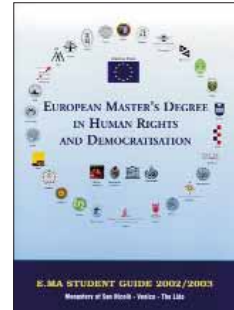
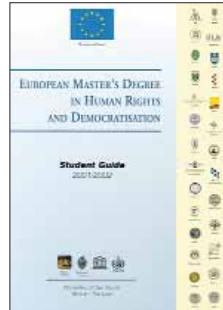
CHRISTINA BINDER, *Indigenous peoples and their lands. International standards and Domestic implementation. The case of the Atlantic coast of Nicaragua*

ELIZABETH MCARTHUR, *Liberty and security: the state's dilemma. September 11th and the UK response to terrorism*

E.MA Student Guide of each academic year

All useful information for the E.MA student, such as:

- Programme of the first semester courses
- Presentation of the field trip
- Rules of assessment
- Information sheets of E.MA participating Universities.



Masterini Yearbook of each academic year

A collection of colourful feedbacks from the students on their first semester courses in Venice – The Lido and second semester experiences in the E.MA participating Universities.



E.MA Ceremony Booklet

The abstracts of the E.MA Awarding / Opening Ceremony that took place on September 18, 2000 in the prestigious Sala dello Scrutinio of Palazzo Ducale in Venice.

Promotional materials and events: information folder (bilingual English/French), application form and poster. Moreover, a betacam SP **video** of 7 minutes presenting the E.MA programme was made in June 2001 in collaboration with the Movie Company (in Padua) and used in the video "The European Union and Human Rights" produced by the Wild Heart Productions (in Brussels) under the specific request of the European Commission (DG RELEX).

A short television feature on the E.MA was made on the occasion of the E.MA Alumni Association Constituent Assembly that took place on November 1-2, 2002 in the Monastery of San Nicolò. The feature was broadcast in several languages by **EuroNews** in its "PASS" section in early December 2002. In addition to covering the creation of the Alumni Association, the broadcast outlined the content and purpose of the E.MA, invited applications for academic year 2003/2004 and included interviews with staff and students.

In the framework of its advertising campaign the E.MA Information and Publications Manager participates since two years in the **EU Study Programmes Fair** organised by European Voice, a Brussels-based weekly newspaper covering EU affairs.

The fair is held in Brussels under the auspices of the EU Presidency.

In each edition, the E.MA stand attracted several visitors and was also appreciated by officials of other European Post-graduate programmes, such as the Jean Monnet Project.

Following these events, the E.MA Secretariat received some applications from former visitors to the E.MA stand who after successfully passing the selection process participated in the Programme.

The experience of the participation to a public event like the EU Study Fairs showed the importance of meeting the candidates face to face, giving



them the opportunity to read through the publications of the Programme, talk to its staff and students, and receive direct answers to their queries.

The participation to similar public events should be encouraged especially in those countries where the Programme seems to have some difficulties to reach its public target.

7. E.MA Events

Besides the **E.MA Awarding / Opening Ceremonies** that are the major event organised by the European Master's Degree in Human Rights and Democratisation, there are other occasions where international authorities and academics are invited to participate in.

Since September 1998 the Monastery of San Nicolò in Venice-The Lido is the seat of the E.MA Programme and hosts **International Conferences and Seminars** organised by the E.MA, with the support of the European Commission and sometimes in collaboration of other partners.

More information on the following events organised by the E.MA Programme can be found on the E.MA web site:

- ▶ *Training for Human Rights Field Missions* (Joint Pilot Workshop organised by the European Union, Council of Europe, Organisation for Security and Co-operation in Europe, United Nations in co-operation with the University of Padua, Municipality of Venice and the Region of Veneto, 11-18 July 1999)
- ▶ *Training for Senior Human Rights Officers: Local Justice* (Training organised with the Ruhr-University Bochum, 16-18 March 2000)
- ▶ *EU Human Rights Conference: the European Union and the Central Role of Human Rights and Democratic Principles in the Relations with Third Countries* (organised with the Portuguese Presidency of the European Union in collaboration with the European Commission, 20-28 May 2000)
- ▶ *The Charter of Fundamental Rights of the European Union*, International Colloquium on the occasion of the adoption of the EU Charter by the European Council, organised in co-operation with the Faculty of Law, University Robert Schuman, Strasbourg, and with the Jean Monnet European Centre of Excellence of the University of Padua, and with the Municipality of Venice in the framework of the initiative "Le Strade dei Diritti" and the Jean Monnet Chair of the University of Padua (December 2000)
- ▶ *Codes of Conducts for Transnational Corporations Operating in Third Countries* (International Seminar, 27 April – 4 May 2001)
- ▶ *Human Rights Policies in the Context of Globalisation* (International Seminar, 5-8 June 2001)

- ▶ *E.MA Diplomatic Conference* (July 2001)
- ▶ *11th September and its Aftermath* (Roundtable organised in co-operation with the Jean Monnet European Centre of Excellence, University of Padua, 15 December 2001)
- ▶ *E.MA Diplomatic Conference* (two working groups: The EU's role in the intercultural dialogue; The fight against terrorism and the EU human rights policies, 20 July 2002)
- ▶ *Conference on the International Criminal Court: Challenges and Prospects* (13-14 December 2002)
- ▶ *E.MA/EIUC Diplomatic Conference: How to improve the EU input into UN human rights policies* (19 July 2003).



8. E.MA Internship Programme

In 1998/1999 the E.MA launched, with the generous support of the European Union, the E.MA Internship Programme. This Programme provides a 6-month internship in the field of human rights to the 15 students who have achieved the highest results during the academic year. The internships in inter-governmental, governmental and non-governmental organisations give the selected graduates an opportunity to immediately put into practice the knowledge acquired throughout the academic year. The E.MA Internship Programme aims at providing practical work experience and access to the job market.

E.MA Masters have been awarded internships in the following institutions:

- ▶ Italian, Austrian, German and Finnish Ministries for Foreign Affairs;
- ▶ European Commission Delegations of Beijing, Geneva, Sarajevo, Vienna, Zagreb and Khartoum;
- ▶ UN Office of the High Commissioner for Human Rights;
- ▶ UN Office for Drug Control and Crime Prevention;
- ▶ International Criminal Tribunal for Rwanda;
- ▶ UNESCO;
- ▶ OSCE Office for Democratic Institutions and Human Rights;
- ▶ OSCE offices in Croatia;
- ▶ OSCE Office of the High Commissioner on National Minorities;
- ▶ Council of Europe;
- ▶ Human Rights Watch;
- ▶ International Rehabilitation Council for Torture Victims;
- ▶ International Commission of Jurists;
- ▶ International Committee of the Red Cross;
- ▶ Human Rights Chamber for Bosnia and Herzegovina.

9. Description of E.MA premises and facilities

a) Historical background of the Monastery of San Nicolò

The monastery adjoining the 17th Century church of San Nicolò (1626) was most probably founded in 1053.

After the year 1000, the doges of Venice began to make official visits every year to the three Benedictine monasteries of Venice: San Giorgio, San Zaccaria, and San Nicolò. These visits, pageants of colour and splendour, were made in gorgeously decorated boats, similar to

those used for the Feast of the Serenissima (another name for the Venetian Republic in its heyday).



Such boats probably resembled those still used today for the Regata Storica (“parade” of historical boats) which takes place on the Grand Canal every year on the first Sunday in September. Around 1500, San Nicolò monastery underwent a radical transformation. All that remains of the original structure are the two fine Veneto-Byzantine columns on either side of the main entrance to the monastery, which date back to the late 11th early 12th Century. Ongoing restoration and excavation efforts continue to bring to light new and exciting aspects of the history of the various buildings in the complex and their changes through the centuries.



The graceful Renaissance cloister dates back to 1530. Doge Domenico Contarini, 10th Century founder of Venice’s most well known and loved building, St. Mark’s Basilica, is among the illustrious personalities of Venetian history who are buried in the cloister.

Doge Contarini was the founder of the monastery, along with the Patriarch of Grado and the Bishop of Castello.

The Benedictine monastery of San Nicolò, closed after the suppression of the order in 1770, was later re-opened by Franciscan monks for educational purposes.

A technical training school for typographers, carpenters and radiomechanics was eventually situated at the site. In 1998, the City of Venice generously conceded use of this architectural and historical monument as the seat of the European Masters' Degree in Human Rights and Democratisation.

b) E.MA Library

The Monastery houses a specialised multi-disciplinary library on human rights and democratisation issues.

The Library of the E.MA currently comprises around 4000 monographs, 65 subscriptions to Human Rights journals and reviews and non-conventional publications.

There are three branches: books and monographs; documents and reports from international organisations; international scientific reviews.

While it is possible to take monographs on loan, journals and reviews are only for consultation. All the volumes have been registered in the Library Inventory with progressive entry number, Master stamp and labels referring to the E.MA library thematic locations.

The policy adopted for the books purchase is meant to ensure the presence in the E.MA Library of fundamental Human Rights publications. The E.MA Library presently gathers some human rights publishers' series of the United Nations and the Council of Europe, and collections such as the Yearbook of the European Convention on Human Rights, Israel Yearbook on Human Rights, Inter-American Yearbook on Human Rights, Recueil des cours – Académie de Droit International, etc.

Bilingual and thematic dictionaries for all languages are also at the disposal of E.MA students.

Furthermore, Italian and international newspapers are available.

A catalogue of the year 2000 is available on file in each computer of the Monastery. The on-line catalogue on the E.MA web site is in progress. It is possible to consult the librarian for any bibliographical research and information about new acquisitions. The following on-line databases can be consulted from all computers of the Monastery: CELEX (European Union Publications), United Nations (UN Database, UN Optical Disk System), and NGO Database of Human Rights Internet.

Rules for access to the library are set up by the E.MA Secretariat. Access to the library is permitted to all E.MA students, professors, teaching assistants and staff.

c) Information technology

The academic year 2002/2003 saw the partial renewal of the information technology equipment devoted to students and staff under the supervision of the new IT company servicing the E.MA, Promoweb Srl of Padua.

The IT equipment consists of 40 computers dedicated to the students and 2 network printers. All student facilities are located in two computer rooms placed on the second floor of the Monastery of San Nicolò. The equipment devoted to the staff also underwent renewal with 11 new PCs, 2 new printers, and a new server servicing the staff network, being installed. All computers have full access to internet.

d) Common areas

In the Monastery of San Nicolò the E.MA students have at their disposal four rooms that can be used either for workshops and seminars in small groups or for study.

During free time students can access a recreational area with drinks and snacks, a music room and a tv room.



E.MA STUDENTS AND THESES, ACADEMIC YEARS 1997/1998 TO 2002/2003

ACADEMIC YEAR 1997/1998

ABOLINA Dace (Latvian)

Freedom of the Press in the Jurisprudence of the European Court of Human Rights and in the Baltic States

ALBRECHT Valerie (Belgian)

The Link between Human Rights and Development

ANFOSSI Claudia (Italian)

The Right to Land of Indigenous Peoples. The Case of Guatemala

ANJINHO Teresa Maria (Portuguese)

Women, War and Rape

ASTEASUINZARRA Maria Asuncion (Spanish)

Gender and Development

BATTISTIG Corinne (French)

Displaced Persons, Right of Property and the European Convention on Human Rights: Opening Pandora's box?

BERNACCHI Erica (Italian)

The Debate on Universality of Human Rights from the Perspective of the Women's Human Rights Movement

BERRAONDO Miguel (Spanish)

Environmental Rights of Indigenous Peoples: The Situation in the Amazon Basin

BROWNLEE Conor (Irish), *The Impact of Armed Conflict on Child Civilians and the Level of Protection Afforded them by International Law*

CASTANEDA Sandra (Spanish)

Human Rights Clauses in the ACP-EC Lomé Conventions: a Critical Approach to their Principles and Implementation

CHARBORD Anne (French)

The Compatibility of the Ethnic Separation in Bosnia and Herzegovina with the European Convention for the Protection of Human Rights

CLANCY Dierdre (Irish)

The Stranger at the Gate-Reflections on Safeguards for the Alien Protection Seeker under the European Convention on Human Rights in the Context of the 'Safe Third Country' Nation

COLLEO Anna Lucia (Italian)

Torture and Disappearances in Western Sahara: the Necessity of a Political Approach to Protect Human Rights against Systematic Abuses

DA COSTA Elisabeth (Portuguese)

Human Rights Education: the Legal Obligation and Steps of Implementation

DELL' ACQUA Francesca (Italian)

Indigenous Peoples, the Environment and the World Bank

DER KINDEREN Sebastian (Belgian)

We All Depend on Water, but How is it Regulated?

DITADI Raffaele (Italian)

Haiti: Human Rights and Democratization. The Role of the United Nations and Security Council in Promoting and Defending Democracy

- FALLONI Daiana (German)
“Differentiated Citizenship” or “Universal Citizenship”?: Two Concepts of Integration in Multicultural Societies
- FIGAZZOLO Simona (Italian)
La Bioéthique ou les Relations de la Science et des Droits de l’Homme
- GALLAGHER Norah (Irish)
Post-Conflict National Capacity Building. The Role of Civilian Police in Cambodia and Bosnia and Herzegovina
- GALLOTTI Maria (Italian)
Human Rights Education as Human Right: Theory and Practice
- GERMAIN Fanny (French)
La Liberté Religieuse en Terre d’Islam
- GISSELBRECHT Tania (French)
Le Bouddhisme et l’Environnement
- GREENALL Matthew (British)
La Liberté d’Information et le Rôle de la Presse dans le Traitement des Crises Humanitaires. La Presse Écrite et la Crise Algérienne
- GUILLERM Nathalie (French)
Legal Aspects of the Involvement of Children in Armed Conflicts
- GUSTAFFSON Barbro (Finnish)
Challenge Inspections in a World of Weapons and Human Rights
- HART Laurence (Italian)
Temporary Protection Status in Europe for Refugees and Displaced Persons
- HEALY Jacqueline (Irish)
Siege Mentality. The Democratic Deficit in the European Union and its Impact on the Right to Asylum
- HERRMANN Ron (German)
Gender Analysis and Women’s Rights as Elements of UN Peacekeeping Training for National Trainers
- ITUARTE Juan (Spanish)
The Impact of International Human Rights Law in Combating Impunity: a Case-Study, Argentina 1976-1983
- KAINZ Birgit (Austrian)
Federalism and the Protection of Ethnic Groups in the Russian Federation
- KAMPHUIS Daniel (Dutch)
The Protection of Human Rights Law and International Humanitarian Law in Failed States
- KEISALA Leena (Finnish)
East Timor and the Right to Self-Determination
- KELLY Andrew (British)
Institutional Integrity and the Rule of Law in International Fact-Finding
- KUNDLA Helgi (Estonian)
Independent and Impartial Judiciary in Human Rights Law and in Estonian Law
- LANGENDOEN Bienenke (Dutch)
The Importance of Domestic Remedies for Violations of Human Rights. A Thesis on the Implications of Article 13 of the European Convention on Human Rights
- MAGENNIS Sophie (Irish)
Violations of Human Rights in the Private Sphere: the Obligations of Member States of the Council of Europe
- MAREGA Patrick (Italian)
Regional Developments Pertaining to the Promotion and Protection of Human Rights and Fundamental Freedoms of Indigenous Peoples
- MAZEIKS Janis (Latvian)
Towards a Legal Definition of National Minorities in Latvia
- PANKEN Heidi (Belgian)
Neutrality: Condicio Sine Qua Non for International NGOs Operating in Complex Emergencies
- PASINI Micaela (Italian)
Roms/Tsiganes et l’Europe: l’Applicabilité de la Convention Cadre pour la Protection des Minorités Nationales et la Charte Européenne des Langues Régionales et Minoritaires
- REINE Inga (Latvian)
Due Process in the Realm of Administrative Application. With the Example of some Administrative Procedures in Latvia

RINKINEVA Kristiina (Finnish)

The OSCE and Post-Conflict Management: Human Rights and Democracy in Croatia after Ethnic Conflict

RYAN Audrey (Irish)

The Role of the Common Institutions of Bosnia and Herzegovina in the Implementation of the Dayton Peace Agreement

SANTOS PINTO Maria Dalila (Portuguese)

Rape in the Former Yugoslavia from the Point of View of International Criminal Law

SCHMIDT Ofke (German)

Concepts of Minorities in Official Documents of International Organizations

SEGUROLA Asier (Spanish)

Kosovo – the Albanian Question at the End of the 20th Century

SOUREN Marlon (Dutch)

Manufacturing Hatred: the Media as a Tool of War in Bosnia and Herzegovina

STRASSHEIM Isabell (German)

The State as the Project – the State Concept in Development Assistance

TILLIE Paul (Dutch)

Protection of Human Rights in State of Emergency; Russia's National Provisions and Article 15 of the European Convention on Human Rights

TOSZEGI Barbara (Hungarian)

Human Rights and Democracy Conditionality in the External Relations of the EU, in Particular in the Context of the Eastward Enlargement

VAN SCHAGEN Desirée (Dutch)

Human Rights in Codes of Conduct of Transnational Corporations

VAN WEZEL Yvon (Dutch)

The Concept of Torture and its related Crimes under International Criminal Law with Special Emphasis on the Point of View of the ICTY

VISSERS Eva (Belgian)

The Right to a Fair Trial in Bosnia and Herzegovina

ACADEMIC YEAR 1998/1999

ABOLTINIS Reinis (Latvian)

Legal Framework for Minority Rights in Education: Practice in Some of the European Countries and Latvia

BARNIER Laetitia (French)

An Evaluation of the Protection Offered by Russian Law to Indigenous Peoples and Suggested Actions for the Preservation of Siberian Natives' Cultural Heritage. A Human Right Perspective

BEJENNE Annabelle (French)

L'Exploitation Sexuelle des Enfants en Europe

BERGHMANS Eva (Belgian)

Freedom of Religion: Islam in Europe

BERNECKER Arabel (Austrian)

Implications of Nationality and Citizenship in Albania for the Future Status of Kosovo Albanian Refugees

BERTANI Michela (Italian)

The Question of Accountability for Past Human Rights and Humanitarian Law Abuses: The Role of the International Community in Rwanda

BIRZNIECE Zaiga (Latvian)

Society Integration and Citizenship in Latvia: A Case for International Involvement

BLAUWHOFF Fiona (Dutch)

The Status of Unaccompanied Refugee Children in International Law

BOLZ Susanne (German)

Dual Nationality in Germany in an European Context

BUQUICCHIO Roberto (French/Italian)

Minorities and Territorial Autonomy

CARDOLETTI Chiara (Italian)

Children Rights in the Context of the Asian Financial Crisis and Structural Adjustment Programs: The Case of Thailand and Indonesia

CARNEIRO JACINTO Maria Adriana (Portuguese)

The Protection of Indigenous Peoples Cultural Diversity and Intellectual Property and its Relevance for the Conservation of Biological Diversity. The Case of the Kayapo

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Trafficking in Persons: Challenging Responses from Belgium and Sweden
- CLAPP Robin Gordon (USA/Italian)
Freedom of Artistic Expression Beyond the Private/Public Dichotomy
- COSAR Funda (Dutch)
Towards Greater Democracy in Turkey and Kurdistan
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Recent Trends in the International Protection of IDPs
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The Litmus Test for a Civil Society*
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A Critical Appraisal of the Universal Protection Against the Sale and Trafficking of Children: A Call for a Human Rights Perspective
- DE-MEDINA ROSALES Fernando (Spanish)
Conflict Resolution and Economic, Social and Cultural Rights. A Comprehensive Approach. Case Study: Guatemala
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EC Development Aid and Women's Rights: the Case of Lomé
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The Contingency of Human Rights
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Human Rights and Institution Building in the Democratic Republic of Congo
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*The Rights of Victims and the Struggle for Truth and Justice in the Aftermath of War, Genocide and Ethnic Cleansing
Special Focus: Bosnia and Herzegovina*
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For A World Based on the Respect for Human Rights. A Call for Collective Intervention
- GABRIELAN Ana-Valérie (French)
Aperçu sur la Protection des Droits des Minorités Religieuses
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The Post-Conflict Reintegration of Children through Peace Agreements
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Empowering Human Rights Education for the 21st Century: Obstacles and Challenges
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Psychological Outlook of International Human Rights Field Operators: Means of Support Systems
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State Responsibility for Commercial Sexual Exploitation of Children under the Convention on the Rights of the Child - The Case of Ecuador
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The Human Rights Chamber for Bosnia and Herzegovina and its Case-Law
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From Portugal to China - Democracy and Human Rights' Protection in Macao after the 20th December 1999
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La Convention Européenne des Droits de l'Homme et les Communautés Européennes - Vers un Régime de Responsabilité des Etats Membres pour la Violation des Droits de l'Homme par les Actes de "Leurs" Organisations Internationales

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Indigenous Peoples' Linguistic Rights in Education. Bilingual Intercultural Education in Bolivia

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In Search of Perfection: The Compatibility of Eugenic Policies with Human Rights

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Competitive Politics in a Divided Society

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The Interplay between Economic Sanctions and Human Rights

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Is the World Bank Accessible to Women Affected by a World Bank Project? An Analysis of the Inspection Panel of the World Bank and Possible Alternatives

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European Union Enlargement to Central and Eastern Europe; Human Rights and Democracy as Conditions for Membership; Theory and Practice

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A Study on How the New Biomedical Technologies Concerned with the Beginning of Life are Affecting and Threatening Human Rights

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The Right to Self-Determination and the Case of East Timor

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International Catholic NGOs and the Promotion of Human Rights

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Human Rights in a Terrorist's Battlefield

MIKELIC Velko (Croatian)
Property Rights as Human Rights Issues in Bosnia and Herzegovina (Legislation and Judicial Practice)

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Women and Political Participation in Guatemala: Law and Reality. Case Study of the Community of Finca Pocobastic, Department of Huehuetenango, Republic of Guatemala

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Indigenous Peoples' Right to Land: International Standards and Possible Developments. The Cultural Value of Land and the Link with the Protection of the Environment. The Perspective in the Case of Mapuche-Pehuenche

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State Responsibility for the Economic Exploitation of Children by Private Sector (Brazil and India)

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Ethnic (National) Minorities and the Right to Development: an Antidote to Secessionism?

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Childhood, Crime & Juvenile Justice. The United Nations Convention on the Rights of the Child and Other International Instruments

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Disabled Children and Human Rights: Violations before and after the Disability

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Identifying Conflict-Preventive Measures towards Democratisation: Elections, Local Government and Civic Involvement in a Guatemalan Municipality.

POSTIGO OTERO Diego (Spanish)
Universal Jurisdiction of War Crimes, Torture, Genocide and other Crimes Against Humanity

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Women Rights in India. Need for Change

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Health Care in the European Prisons. The Principle of Equivalence of Medical Cares for Prisoners

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The European Union and the Implementation of Article 5 of the Lomé Convention

ROQUE Eric (French)
Cultural Heritage and Human Rights: The Protection of Cultural Heritage in Human Rights Perspective

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The Right of Property: Contested Meanings, Contested Claims

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The Dignity of the Human Person and Personal Autonomy: Two Contradictory Principles?

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Human Rights and Ethnic Conflict Management

TASSO Ingrid (French)

Restricted Internet Access in China: A Violation of the Freedom of Expression and the Right to Access Information

TESTOLIN Giorgia (Italian)

Kosovo. Human Rights and Political Settlements

TOME DE CRAVALHO Felipe (Portuguese)

Towards a Multicultural Religious Society

VALLE DA COSTA TEXEIRA Jorge Manuel (Portuguese)

The Judgements of the European Court of Human Rights and of the Inter-American Court of Human Rights: Implementation of Human Rights Law in Two Continents

VAN DE ERVE Deirdre (Dutch)

State Responses to Domestic Violence against Women

VAN DEN EERTWEGH Huyghen (Belgian)

Life for Sale (A Short Instrument on how to Patent your Genetically Modified Neighbour and Sell his/her Kidney)

VERMEULEN Eric (Belgian)

Rwanda: Justice and Reconciliation after Genocide: a Comparative Analysis of the International Criminal Tribunal for Rwanda and Rwandan Jurisdiction

ZEREZGHI Milen Kidane (Austrian)

Ethiopia's Deportees: An Analysis of the Prohibition of Mass Deportation under International Humanitarian and Human Rights Laws during Ethiopia's War with Eritrea in 1998

ZIDAR Andraz (Slovenian)

The European Court of Human Rights and the Question of Remedies

ACADEMIC YEAR 1999/2000

AGUIAR PATRICIO Ana Rita (Portuguese)

Village Destruction and Forced Eviction in South-east Turkey. Gross Violations on Human Rights under the European Convention on Human Rights and Fundamental Freedoms

AJMONE SESSERA Elena (Italian)

Humanitarian Assistance and Protection to IDPs in Colombia. Specific Constraints of Security and Protection: a Case for Cooperation between International and local NGOs

ANDREUCCI Agnese (Italian)

Post-settlement Peace Building. The work of the Human Rights Office of the UN Mission in Bosnia Herzegovina

ARENDSDORF BENGSTEN Pernille (Danish)

The Creation of the Universal Declaration of Human Rights

BARTHA Orsolya (Hungarian)

Does Article 27 of the Brussels Convention Fulfil the Protection of Human Rights?

BIKSINIECE Liga (Latvian)

Protection of Labour and Employment Rights at the National Level in Latvia in the Period of Transition

BLINKENBERG Lisa (Danish)

Linguistic Rights in Education

BOKLER CATHERINE Maria (German)

A Fair and Just Weighing? Data Protection and Medical Research. A Comparison between The Netherlands and Germany

BOTTA Martin (Austrian)

The Council of Europe Commissioner for Human Rights. An Inflation of Human Rights Institutions?

BRUSCOLI Francesco (Italian)

International Humanitarian Law as an Interpretative Instrument for the European Convention on Human Rights

BUHELT Anders F. (Danish)

Present and Future Regulation of Oil Exploitation in Fragile EcoSystems, through the Case against Texaco. Protecting Human Rights and the Environment in the Ecuadorian Amazon

CHATELAIN GOMEZ Véronique (Swiss/British)
Droits de Toute Personne Détenue en Temps de Paix - Droits de Toute Personne Internée ou Détenue en Situation de Conflit Armé: Etude Comparative

CONWAY Sandra Marie (Irish)
Kosovo: A New Agenda for a New Humanism?

COPPI Mareike (German)
Strategies of the International State Community against Violence against Women - Refugee Status on Grounds of Gender-Specific Persecution and International Co-operation

COVIC Valérie (French)
The Institutionalised Use of Torture within the Peruvian Criminal Justice System. With Special Reference to Military Courts

D'AGOSTINO Maria (Italian/Usa)
How Can Active Citizenship for Children be Obtained within the Process of Globalization?

DE KERAUTEM Aude (French)
Implementation of Children's Rights in Malawi

ENGEL Jessica (German)
The Rights to Asylum - Searching for a Human Right with Special Reference to the Practice in the European Union and Germany

ESTEBAN DOMINGUEZ Alba (Spanish)
"Modern Conflicts" Crisis in the UN?

FERNANDEZ Ariana (Costa Rican)
Respect for the Right to Self-Determination of Indigenous Peoples in the Operational Directives of the World Bank: The Case of Tibet and Mongolian Nomads in the Qinghai Component of the Western Poverty Reduction Project in China

FINELL Peter (Finnish)
Protection of Minorities during Public Emergencies: Non-derogable Minority Rights

FRITSCH Claire (Austrian)
The Struggle against Racism: the Legal Approach to "hate speech" in the United States and Europe. Some Comparative Aspects

GOMEZ CHARLEMAGNE Sophia (Spanish)
Still Spoils of War? An Evolutionary Analysis of the Development of the Legal Status of Women Raped in Armed Conflicts

GRUENER GRZEGORZ (Polish)
Environmental Protection, Sustainable Development and Good Governance: Brazil's Reality, Global Concern

HILTGARTNER KARIN (Austrian)
Internally Displaced Children. Are the Rights Protected in Theory and who is Responsible for the Enforcement? Analysis through a Case Study on Bosnia i Herzegovina

HUTCHINSON NIKOLAI (British)
Can Amnesty be International? A Study of the Status of South Africa's Amnesty Abroad

HYTTINEN Sanna (Finnish)
An Optional Protocol to the International Covenant on Economic, Social and Cultural Rights - Should There be One and What Kind?

JOOSTEN Veronique (Belgian)
Child Soldiers and Small Arms. The Policies of the Permanent Members of the UN Security Council

KÄHLER Christina (German)
A Comparative Analysis of the Role of the Prosecutor, Crimes against Humanity, and, as an Example, Gender-Based Crimes under the Statutes of ICTY, ICTR and ICC

KHOURI Nathalie (French)
The Effectiveness of the European Committee for the Prevention of Torture or Degrading Treatment or Punishment in Monitoring Police Establishments

LAMAZIERE Aurélie (French)
The Right to Nationality and Minority Protection

LANCASTER Lucy (British)
The Articulation of Muslim Identities in British Society: A Clash of Civilization?

LAURILA KATJA Marjuska (Finnish)
Maternal Morality: a Matter of Human Rights and Discrimination

LAVIN GONZALEZ MIREN Nekane (Spanish)
Collection and Assessment of Evidence for International Criminal Trials. The Case of the International Criminal Tribunal for the Former Yugoslavia

LAWLOR Eoin (Irish)
The Breakdown of Legal Norms in the Former Yugoslavia and its Effects on Children' Rights

LEMPINEN Miko (Finnish)
The Politicization of the Work of the United Nations Commission on Human Rights: Is it All that Bad?

LINDFELT Mats (Finnish)
The Question of Non-Derogable Rights and Public Emergency with Special Reference to the Inter-Relationship between Human Rights Law and International Humanitarian Law

MAKRI Dimitra (Greek)
The Pinochet Case. A Study on the Application of Some Fundamental Principles of International Human Rights Law

MANSSON Katarina (Swedish)
Co-operation in Human Rights: Experience from the Peace-Keeping Operation in Kosovo. InterAction between the OSCE, KFOR and UNMIK Police

MATTEUCCI Camilla (Italian)
The Accountability Gap: a Voice for People Affected by Disaster and Conflict. Accountability Towards the Beneficiaries in Humanitarian Assistance Operations: a Self-Regulatory Approach

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International Trade and Human Rights. A Conflict of Interests

MELCHIORRE Angela (Italian)
Between Promise and Reality: What Right to Education for Refugee and Asylum Seeking Children?

MILLEIRO DIAZ Irene (Spanish)
Controlling EU Guns. An Analysis of the EU Code of Conduct on Arms Exports

MULLER Christoph (German)
Cooperation of IFOR/SFOR and States with the International Tribunal for Former Yugoslavia in the

Field of Arrests of Indicted War Criminals
NI MHUIRTCHEARTAIGH Nuala (Irish)
The Half-Light and Shadows: Criminal Deportation from the State of Refugee under Refugee and Human Rights Law. With Special Reference to the United States and Subsidiary Examination of the Federal Republic of Germany

O'BRIEN Susie (Irish)
Building Democracy in Situation of Post Conflict: the Case of Bosnia and El Salvador

ONORATO Marta (Italian)
L'Autodétermination Interne des Minorités Nationales

PALING RACHEL Marie (British)
A Human Right's Approach to Humanitarian Assistance: the Search for a Better Tomorrow

PANTELIDOU Fotini (Greek)
Occupied Part of Cyprus. Plundering of Cultural Property is it a Violation of Human Rights?

PARYS Inge Maria (Belgian)
Challenging Democracy in Ecuador: Causes of the January 2000 Coup d'Etat

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Social Aspects of Enlargement: the Case of the Bulgarian Health Care Reform

PIRES CHIEIRA Ana Sophia (Portuguese)
The Breaking of the Glass Ceiling. The European Evolution of the Gender Equality Principle in the Right to Political Participation

PRIETO RIOS Lucia (Spanish)
Conflicts over Shared Water Resources and the Proposal of a Human Right to Water

RIGAUD Paule (French)
The Implementation of International Refugee Law. Current Situation and Future Prospects

RUIGROK Nel (Dutch)
Ethnic Cleansing. How the Media Introduced a New Term into International Law?

RUIZ JIMENEZ José Angel (Spanish)
Seeds of Change. The British Peace Movement and the Expanding Universe of Peace, Democracy and Human Rights

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Globalization from Above. Implications Imposed on Human Rights by the World Trade Organization in the Era of Globalization. New Challenges for Civil Society

SAVAGE Julia (British)

Missing People: Tracing and Reconciliation. The Concept of the Missing Person in IHL and HR Law. The Mandate of International, National and Local Actors.

SAXINGER Kirsten (Austrian)

"Nunca más sin nosotros!" Indigenous Peoples' Fight for Self-Determination. Case Study of Mexico with Special Reference to Chiapas

SCHEMMANN Katja (German)

Intellectual Property Rights of Indigenous People

SLIMANE Samia (French)

Increasing the Accountability of the TNCs: A New Challenge for the International System of Human Rights Law

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Problems Facing UN peacekeeping Operations. Double Standards in Policy, with Special Reference to East Timor.

STJERNOE Trine (Danish)

European Asylum and Refugee Policies - the Position of the European Parliament

TARARAS Kostantinos (Greek)

The Privilege against Self-Incrimination in a Corporate Setting: a Guarantee of a Fair Procedure or an Insurmountable and Unjustifiable Hurdle to Law Enforcement? A Comparative Analysis of the European and the American Approach by Virtue of the Relevant Jurisprudence.

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The Italian Minority in Croatia

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The Challenges of Preventive Diplomacy. The OSCE High Commissioner on National Minorities

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Asian-Style Democracy. The Quest for Political Legitimacy in Southeast Asia

VENUTO Kaela (Italian)

Immigration into the European Union. Dilemmas Surrounding the Harmonisation Process

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Counting on Democracy. A Statistical Analysis of the Impact on Democracy and Welfare

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Angola: the Way to Democratization

WALSH Niamh (Irish)

Minority Self-Government in Hungary; Legislation and Practice

ZANI Cinzia (Italian)

Central and Eastern European Countries before the Organs of the Council of Europe

ACADEMIC YEAR 2000/2001

ALBALADEJO ESCRIBANO Isabel Maria (Spanish)

The Battle against Impunity: Universal Jurisdiction over Genocide and Crimes against Humanity

ALBARRAN Cristina (Spanish)

The Right to Access to Justice in Mozambique

ALONSO Monica (Spanish)

Between the Pessimism of the Reason and the Optimism of the Will: Is there any Room for Human Rights in the World Bank Inspection Panel?

ATTUIL Julien (French)

The International Protection of Human Rights Defenders

BELLINI Carlotta (Italian)

Human Rights Fact-Finding in Armed Conflicts: Amnesty International and Human Rights Watch, a Case Study

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Teaching assistants and tutors form an integral part of the Programme's infrastructure through assisting students with specific topics and providing continuity for the first semester in Venice. Each participating university can provide one tutor during the week for which it is responsible. In addition, there is a unit of permanent teaching assistants based in Venice, which facilitates the link between students and lecturers by providing technical assistance, support, and mentoring during their stay in Venice.

The Academic Co-ordinator and the Academic Responsible for each week brief teaching assistants, lecturers, and student representatives in order to discuss the contents and schedule for the week and maintain the continuity with the previous weeks.

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EUROPEAN MASTER'S DEGREE
DIPLOMA
IN HUMAN RIGHTS
AND DEMOCRATISATION



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Rector

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Date of award: 14th September 2003

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