



University of Pavia



European School of Advanced Studies

Inter-University Development Co-operation: Italian Best Practices

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Genesis and evolution

Italy’s development co-operation with Third World countries began in the 1950s and ‘60s, following the de-colonisation process. Italian civil society started to develop a range of solidarity activities aimed, on the one hand, at helping people in need, and, on the other hand, at supporting the newly independent countries as well as liberation movements in the remaining colonies.

Significant steps in the institutionalisation process of development activities in Italy were made with legislation passed in 1971, 1979 and 1987. With Law N° 38/79, the link between development co-operation and foreign policy was strengthened. And Article 1 of Law N° 49/87 affirms: “Development co-operation is an integral part of the Italian foreign policy and pursues the ideals of solidarity among peoples, seeking the fulfilment of fundamental human rights, in accordance with the principles sanctioned by the UN and the European Commission-African, Caribbean and Pacific States (EC-ACP) conventions”.

The tools of the Italian development co-operation are outlined in the Guidelines of the Italian *Comitato Interministeriale per la Programmazione Economica* (CIPE) [Inter-Governmental Committee for Economic Planning] (CIPE 1995). They include ordinary co-operation in the form of grants, direct management, multi/bilateral contributions, voluntary contributions, soft loans, mixed credits, funding of joint venture risk capital, NGOs and volunteers.

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Sectoral priorities include emergency aid; food aid; integrated human development; measures to support private companies, human rights and democracy; institution building; vocational training and technical assistance; cultural heritage; the environment; balance of payments support; debt reduction and support to social infrastructure or infrastructure for the development of a market economy.

By the late 1980s, Italian technical and financial assistance to developing countries had reached the levels of other industrialised countries in terms of organisational and financial effort. Italy's Official Development Assistance (ODA) in percentage of Gross National Product (GNP) – the ODA/GNP rate – rose, from 0.15% in 1980 to 0.41% by 1989 (Raimondi and Antonelli 2001). This increase of financial resources earmarked for development assistance was accompanied by an institutional and organisational definition of development policy.

Implementation of law N° 49/87 was characterised by a small increase in aid flows (ODA/GNP: 0.35% in 1985–87, 0.37% in 1988–90, 0.36% in 1991–93) (Rhi-Sausi 1993) that continued until Italy's so-called ODA crisis of 1993 (ODA/GNP: 0.25% in 1990; 0.15% in 1999) (Social Watch 2001). Between 1990 and 1999 Italy's ODA/GNP average was 0.16%, as compared with the EU average of 0.36% (Social Watch 2001). By 2001 Italy's ODA/GDP rate reached since 1980 its lowest level – 0.13%.

The crisis in Italian development co-operation in the early 1990s was characterised by lack of funds and inadequate political framework. Various causes have been cited. It is evident that aid management tools were inadequate to ensure integrity and effectiveness of Italy's aid programme, which had mushroomed during the 1980s. The crisis dramatically affected Italian bilateral co-operation with developing countries, including co-operation with NGOs and civil society bodies.

In 1996 a development co-operation reform process began. The reform, not yet finalised, included plans to launch a USD 120 million programme for poverty reduction; develop specific guidelines in several areas and sectors; mainstream a poverty reduction policy; apply project-cycle management; mainstream gender and environmental issues; develop programmes in partnership with actors such as NGOs, universities, local authorities and multilateral institutions.

A very high percentage of Italian ODA is channelled through multilateral channels. In 1998, the share of Italy's multilateral contributions of its ODA was 65% – the highest among Development Assistance Committee (DAC) members, and far above the DAC average of 29% (DAC-OECD 2000).

According to the 2002 DAC *peer review*, strengthening the administrative and managerial structure is vital in making the Italian co-operation policy effective. One useful step would be a new development co-operation law, giving a renewed legal framework which could provide for more adequate staffing structures, decentralised management and additional NGO programmes. However, also within the present legal framework there is the possibility to make the system function better through changes in the implementing regulations. Additional staff, further decentralisation of decision-making, improved feedback and evaluation would be important measures (DAC-OECD 2000).

Current policies

The 1999 *DAC Scoping Study of Donor Poverty Reduction Policies and Practices* (DAC-OECD 1999) listed Italy as a DAC Member having no specific guidelines on poverty reduction. However, this gap was filled when the General Directorate for Development Co-operation adopted guidelines in late 1999 for the design and implementation of poverty reduction programmes. The Italian *Ministero degli Affari Esteri* (MAE) [Ministry of Foreign Affairs] *Prospective and programmatic report on development co-operation activities for the year 2002 (Prospective 2002)*, stresses eight programmatic guide-lines (MAE 2002):

- ◆ *Poverty reduction*: The MFA reaffirms poverty alleviation as the main priority of Italy's ODA programme, in accordance with "Millennium Declaration" approved by UN State and Government leaders in September 2000. The programme will incorporate an integrated approach, paying specific attention to the empowerment of women as well as the protection of minors.
- ◆ *Geneva plan for Africa*: Italy has set sub-Saharan Africa as the centre of its co-operation action. Through its co-operation programmes, Italy supports the aims of the "New African Initiative" promoted by the Organisation of African Unity at its summit in Lusaka.
- ◆ *Global fund to combat AIDS, malaria and tuberculosis*: the Italian government decided to contribute 200 million dollars to the fund – the same level of contribution as the USA, the UK and Japan).

- ◆ *Education*: education is considered as one of the main components in poverty alleviation and occupational growth.
- ◆ *Debt relief*: Italy accords high priority to relief of Heavily-Indebted Poor Countries (HIPC), as per Law No. 209/2000. Although the Italian debt relief programme is based on an international initiative, the strong use of this tool exemplifies Italy's bilateral co-operation: 11% of bilateral aid in 1998, the third highest among DAC members (DAC-OECD 2000). However, this had led to worries among some NGOs, who underline the danger of inappropriate use of debt relief as a *de facto* substitute for long-range international development co-operation.
- ◆ *Foreign investments*: Creation of an attractive environment for *foreign investments* in developing countries.
- ◆ *Trade*: Participation of least developed countries (LDCs) in *world trade*: Italy uses the Integrated Framework" in order to ensure technical assistance to commercial activities in developing countries.
- ◆ *Empowerment*: empowerment of women and protection of minors and disabled people.

The *MAE Perspective 2002* underlines that the synergy between development co-operation and the Italian-system should take into account four main dimensions: 1) support to NGOs; 2) increase of decentralised co-operation; 3) collaboration with Small and Medium Enterprises (SMEs); 4) development of inter-university co-operation and educational programmes in LDCs.

In the past, Italy's development aid was spread across too many projects and programmes. For that reason, specific, delimited geographical areas have been singled out for attention. In 2001, 80% of the ODA budget went to the Balkans (Albania and Former Yugoslavia), the Middle East (Palestine, Jordan, Syria, Morocco, Lebanon), the Horn of Africa (Somalia, Ethiopia and Eritrea), and Southern African Development Association (SADC) countries (Social Watch 2001).

Inter-university development co-operation

As indicated, the development of inter-university co-operation and educational programmes is one of the four priorities of Italian aid policy for the year 2002.

It is difficult to provide an exhaustive description of the whole of Italian inter-university development collaboration activities, due to their dynamism and heterogeneity. A wide range of activities is being carried out by Italian universities in partnership with universities in developing countries: from teacher/student exchange to more complex networking initiatives. Seven main types of activities can be identified: 1. Conferences, seminars and workshops; 2. Teacher exchanges for pedagogical activities; 3. Student exchanges and scholarships; 4. Research; 5. Establishment of university local offices in recipient countries; 6. Training and research activities designed to supply services to the local population; 7. Networking.

These activities are implemented within the framework of various types of agreements: inter-university agreements, bilateral and multilateral agreements, cultural and scientific agreements:

- ◆ *Inter-university agreements* between Italian and foreign universities may be classified on the basis of *content* (pedagogical activities, scientific activities, recognition of qualifications, mobility, scholarships, etc.), *type* (multilateral or bilateral agreement, agreement on specific issues, etc.), and *funding*: University; Ministry of Education, University and Scientific Research; Ministry of Foreign Affairs; the European Union; other public or private institutions.
- ◆ As to *bilateral agreements* at the university level, Italy has signed agreements with several developing countries for the recognition of formal qualifications; agreements with Argentina, Ecuador, Mexico, Jordan, and parts of the Former Yugoslavia are still in practice. Moreover, Italy is a member of the multilateral agreement for the recognition of formal qualifications signed by the UNESCO Convention with Arab and Mediterranean coastal countries.
- ◆ *Cultural and scientific accords* have been agreed upon by Italy and developing countries (Argentina, Brazil, Mexico, Colombia, Panama, Paraguay, Uruguay, Costa Rica, Poland, Romania, Russia, Syria, Iran, China, Mongolia, Vietnam, South Africa). To become fully effective, however, these agreements need protocols or implementation programmes.

In the Italian university development co-operation system the role played by NGOs and research centres is particularly important. NGOs often participate as implementing agencies or as partners in university development co-operation projects, supported by the Italian Ministry of Foreign Affairs.

Development co-operation activities include also informal and formal contacts between professors and researchers from Italy and from developing countries. Particular attention is given to certain geographical areas, for instance the Mediterranean, the Adriatic-Ionian and Balkans.

In a document dated 23rd April 2001, the Italian *Ministero dell'Istruzione, l'Università e la Ricerca Scientifica* (MIUR) [Ministry of Education, University and Scientific Research] set out the expense forecast for the year 2001 for state-run universities and their international co-operation activities. Out of a total of around € 1.1 million, around € 134 thousand were spent in Tunisia, Ukraine and the Russian Federation, following the ratification of cultural agreements with these countries (MIUR 2001). The remaining € 981 thousand were divided among the Adriatic-Ionian and Balkan countries (70%) and the signatories of the Bologna Convention on the internationalisation of the university system (30%).

Among the framework agreements signed by the Italian government, noteworthy is the Bologna Declaration ("A European space for higher education"), signed on 19th of June 1999 by 29 European countries¹. The goal of the Bologna Conference was to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the competitiveness of European higher education.

Inter-university co-operation is promoted not only through cultural collaboration but also by funding training programmes, masters degree and specialisation courses in developing countries. University umbrella organizations, such as the "Conference of Rectors" and the *Consorzio Interuniversitario per la Cooperazione allo Sviluppo* (CONICS) [Interuniversity Consortium for Development Co-operation] play a significant role in promoting and supporting the initiatives of the universities. Also the Ministry of Foreign Affairs is engaged in collaborative activities with some centres of expertise for the implementation of training programmes².

Networking activities are important in strengthening the role of universities in international co-operation, enabling them to play an active role in international initiatives. Scientific research and the training of human resources are embedded in wider strategies that pursue the objectives of international co-operation.

In the following, examples of university co-operation projects are presented, chosen on the basis of their effectiveness and innovative role. The academic institutions involved have agreed to link with each other in networks, in order to enhance their actions and international role. The projects presented are characterised by a multi-institutional approach that ensures effectiveness. A further factor that promote effectiveness is that these projects involve various levels: strong institutional frameworks agreed with local partners; networking; development of specific projects inside the main programme; being thought of as open processes; and, in some cases, inter-institutional partnership with NGOs.

University development co-operation: Case of Best Practices in Italy

University of Pavia: development co-operation activities

The University of Pavia³ is one of Italy's most active academic institutions in inter-university co-operation. Its international relation sector is dynamic and well structured. Its numerous initiatives follow a clear vision along two main lines.

¹ Austria, Belgium, Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Holland, Norway, Poland, Portugal, Romania, Slovakian Republic, Slovenia, Spain, Sweden, Switzerland, United Kingdom

² E.g., The Agronomic Institute of Bari for the agrarian and water sector and the Health Institute of Rome for the health management sector.

³ Endowed since 825 with a school of Rethoric, in 1361 Pavia saw the organisation of the "Studium generale". The University of Pavia is one of the most ancient universities in Europe, and for this reason is a founding member of the Coimbra Group. The Coimbra Group – composed by 33 members – is an integrated network of traditional and comprehensive European universities.

Line A. Researcher mobility and scholarships for students from developing countries

In November 1996 the *Centro Interfacoltà per la Cooperazione con i Paesi in Via di Sviluppo* (CICOPS) [Interdepartmental Centre for Co-operation with Developing Countries] Technical-Scientific Committee approved an important scholarship project for researchers from developing countries. As part of its co-operation initiative, each year Pavia University offers ten visiting scholarships for a period of residence from 4 to 10 weeks. Each scholar receives 250 Euro per week plus travel, board and lodging expenses. During their stay, the scholars hold seminars in faculties and departments at Pavia University and undertake research jointly with Pavia University teachers. During its seven years of activity CICOPS has awarded 71 scholarships to professors and researchers from 24 different countries. In the past years CICOPS has had scholars from Algeria, Argentina, Brazil, Chile, China, Cuba, the Czech Republic, Ecuador, Georgia, Guatemala, India, Iraq, Kenya, Libya, Palestine, Poland, Tunisia, Vietnam and Zimbabwe. For the academic year 2002/2003 some new countries have been added; there will be scholars from Bosnia, Bulgaria, Eritrea, Pakistan and Macedonia. The initiative is extremely cost-effective (annual budget is less than 45,000 Euro) and it is entirely supported by university funds. The university college system is extremely important in securing success to the initiative. There are 19 university colleges, 9 of them are private institutions and 10 depend on the Institute for the Right to University Studies of 'Lombardia Region'. The System is similar to the Oxford Cambridge one and it is a peculiarity of Pavia University. The colleges play also an important role in enhancing international co-operation, in particular because of the accommodation facilities and above all because of the community life which exists in each college. These factors greatly improve the quality of life the guests and their actual possibility to take part in university life. Some colleges dedicate their own resources to host students from developing countries.

In detail CICOPS does the following: 1. collaborates in preparing and managing co-operation plans and projects; 2. promotes cultural, scientific and technical professional training of officials and intermediate cadres; 3. encourage student exchange between Pavia University and universities in developing countries; 4. is involved in informing, training and orienting Italian personnel and "civil service" volunteers; 5. organises international co-operation courses and public seminars; 6. co-operates with several NGOs.

On 19th February 1997 an agreement was signed between the Italian Ministry of Education, University and Scientific Research and the University of Pavia with the purpose of introducing advanced programmes at the undergraduate and graduate levels. A Consortium was founded, called the University Institute of Advanced Studies (IUSS), which Institute promotes, among other things, the European School of Advanced Studies (ESAS). The ESAS offers specialised post-graduate courses, following criteria of flexibility and responding to societal demands for specific skills, within the context of European co-operation. The ESAS system provides a broad framework for training students from developing countries.

The European School of Advanced Studies in Co-operation and Development (ESAS-CD) is a joint initiative of the IUSS of Pavia, CICOPS and three Italian NGOs: *Comitato Internazionale per lo Sviluppo dei Popoli* (CISP); *Cooperazione Internazionale* (COOPI) and *Volontariato Internazionale per lo Sviluppo* (VIS). It is supported by the Ministry of Foreign Affairs (General Directorate, Co-operation and Development) and the Ministry of Education, University and Scientific Research, with some funding also provided by the Cariplo Foundation. Since the academic year 1997/98 the ESAS-CD has organised an International University Masters Degree Course in Co-operation and Development.

The school has an interdisciplinary approach to the theme of development. Topics dealt with include economic, historical, sociological aspects; as well as project planning and management. It provides a thorough presentation of the international co-operation system and allows students to participate in meetings, workshops, conferences and lectures offered by well-known experts in international co-operation, some from developing countries. The Master Course consists in 600 hours of lessons, 180 hours of workshops and internships. During their internship, students gain working experience either with an NGO or an International Organisation; this work may involve participation in an on-going project in a developing country.

Over a five-year period more than 160 Master Course students have been trained, an average of 32 a year. All of them are employed in development and humanitarian institutions. The trainees come from both developed and developing countries, and are selected not only on the basis of their academic achievement but also on the basis of their motivation and previous relevant experience. The Master Course aims at preparing highly motivated high-profile experts. Moreover the Master Course promotes South-South development co-operation, by providing students from developing countries with the opportunity to work in projects implemented in other developing countries.

The partnership between the university of Pavia and NGOs, and the inter-institutional and multidisciplinary approach that characterises the ESAS-CD as well as the Master Course in Development Co-operation, provide an innovative and successful model (Viezzoli 2003). Because of the proven effectiveness of this “good practice”, the experience is to be replicated in Palestine and in Cartagena, Colombia.

Line B. To support to universities in developing countries in establishing new curricula

The development of new academic curricula in developing countries is among the objectives of the co-operation activities of the University of Pavia at the postgraduate level. The strategy is to learn from successful experiences and to create similar results in target countries, developing Masters and PhD Programmes.

- ◆ The ESAS in Media Science and Technology has opened a school in Tunisia at the University of Tunis, to begin in spring 2003. The same ESAS has an agreement with the University of San Jose of Costa Rica to run a joint masters degree programme in media science, based on the one in Pavia but organised according to local needs.
- ◆ Another significant programme is starting in Cartagena, Colombia, based on the ESAS in Development Co-operation. It will be financed by University of Pavia, the Italian Ministry of Foreign Affairs and three NGOs (CISP, COOPI, VIS). A similar project will be initiated in Palestine (the ICDA project).

In all these cases these general guidelines have been followed: 1. full participation of local partners; 2. training of the future trainers in Pavia for at least one year; costs generally borne by the University of Pavia; 3. multi-institutional approach: involvement of other organisations, institutions, NGOs; 4. involvement of other European universities; 5. links between different initiatives: working together, synergies and self-reinforcement whenever possible. The Colombia and Costa Rica initiatives will co-operate among themselves to reinforce each other; 6. handover of the initiatives to local partners.

The University of Pavia is also developing programmes of distance learning (DL). The aim is to offer to a wider audience than Pavia residential students access to teaching materials not available in their countries. The development of DL techniques is an important objective in order to build lasting relationships between North and South institutions and to cut the costs of transferring know-how to partner countries.

Latin-American School of Specialisation in Co-operation and Development at the University of San Buenaventura in Colombia

In 2003, the ESAS-CD in partnership with the University of San Buenaventura (Cartagena) and with the collaboration of the University Externado of Bogota, the University of Valle (Cali), some local NGOs (in particular the consortium Viva la Ciudadanía), and international agencies working in Colombia (UNDP, UNICEF, ACNUR, ECHO, etc.), will create the Latin-American School of Specialisation in Co-operation and Development in Cartagena. A training programme will also be initiated, located in the University of San Buenaventura. The aim is to train 25 experts a year, in the field of planning and management of development initiatives. The project also foresees a training programme for teachers aimed to upgrade and update the skills of the teaching staff of the school.

The project, co-financed by the Italian Ministry of Foreign Affairs, follows the model of partnership experimented in Pavia. The aim is to face the problem of lack of trained professionals in the South, a problem that has been identified by the ESAS-CD in collaboration with its local partners. The creation of an educational institution, aimed to train profile professional development specialists – in other words, the investment in human resources – is seen as an important step towards improving the socio-political conditions for development.

Master Course in International Co-operation, Development and Innovation in Palestine (ICDI)

The ICDI training programme aims to develop the academic curriculum of Palestinian universities. This programme represents a good practice of university co-operation thanks to its multi-institutional approach and its positive attitude to pursuing the peace process in Middle-East through the establishment of a basis for social and economic development in the region.

In order to encourage socio-economic growth the setting up of new academic curricula is considered a priority for university co-operation. The training of graduate specialists is a key element for meeting the

demands of the labour market of developing countries, where more and more skilled professionals are required.

With the signing of the Oslo Peace Agreement in September 1993, the signing of the Israeli-Palestinian Declaration of Principles on interim self-government, and the establishment of the Palestinian National Authority (PNA) in 1994, a new optimism and set of opportunities emerged to encourage a sustainable process of social and economic development and international co-operation (both governmental and non-governmental) especially with the European Union and European states. Since 1993, the Ministries of the PNA, in collaboration with several donor countries and development agencies, have implemented various projects and delivered a myriad of training courses to meet the immediate needs of the departments and agencies of these Ministries. The aim has been to strengthen responsive and effective systems of government, particularly at the level of local government.

Unfortunately the latest dramatic events that have brought Palestine into the international spotlight still prevent the implementation of the training programme. Under these conditions it is impossible to assess the sustainability of an education project. On the other hand, the institutional impact of previous experiences is clearly visible, and shows that multi-institutional partnership is an important step in capacity-building. Therefore, when security conditions will allow the realisation of development activities, the whole country will benefit from the implementation and development of relationships between local and foreign universities, NGOs and other institutional actors.

The Universities of An-Najah, Bir Zeit and Bethlehem, in co-operation with the Palestinian Ministry of Higher Education, the Universities of Pavia and Siena and some international donors, have used their institutional resources in order to prepare and then implement a strategy to build a training programme in ICDI in Palestine, targeting people in the national government and local institutions, and in both the private and the public sectors. The training of new professionals is particularly relevant to the on-going process of institution and capacity-building for the Palestinian nation. National government and the local institutions alike will benefit from the availability of well-trained people.

The co-operating universities were identified by the promoters of this programme, as institutional actors that could significantly contribute to the peace process. At the same time, the training of Palestinian human resources was pointed out as one of the key elements facilitating the stabilisation and the development of the region. In organising several conferences, seminars and joint research activities.

The idea of the ICDI training programme follows several initiatives promoted by the University of Pavia in collaboration with Italian and Palestinian NGOs aimed at sustaining the peace process in Palestine: the Peace Programme, CICOPS, etc. All these initiatives were characterised by a multi-institutional approach, respecting the principle of partnership between universities and NGOs, or enterprises working in the private or public sectors, and involving the Italian and Palestinian Ministries of Higher Education.

The objective of the training programme has been to replicate the model of multi-institutional partnership to prepare the trained professionals required by the labour market. The synergy between universities, NGOs and other institutions has already shown successful results elsewhere – for example, with the Master Course in Development Co-operation in Pavia that prepares international co-operation experts who have been immediately employed at every level of the international co-operation system (international organisation, NGOs, national and local institutions, private sector). The replication of this model constitutes a promising and innovative element in international co-operation.

In order to guarantee that both the national government and local institutions (private sector and non-profit institutions), will be able to draw on the necessary professionals and experts properly qualified to carry out their duties in connection with international co-operation and development, the programme includes training in basic and complementary skills in three major areas: 1. economic integration and international co-operation; 2. operating non-profit organisations; 3. applied technology transfer and innovation.

Accordingly, it is expected that graduates of the ICDI training programme will be able to acquire expertise in one of the following professional specialisations: 1. Masters degree in International Co-operation and Economic Development (MICED); 2. Masters degree in Management of Non-Governmental Organisations (MMNGO); 3. Masters degree in Applied Technology Transfer and Innovation (MATTI).

University of Ancona and University of Bologna: the UniAdrion project institutional framework

The importance of co-operation in the university system as major tool for regional collaboration was confirmed during the 2000 Conference for the Development and the Safety of the Adriatic and Ionian Seas.⁴ The Ancona Conference was part of the Adriatic-Ionian Initiative at presented by the Italian government within the framework of the “Stability and Safety Pact in the Balkans” at the 1999 Tampere Summit in Finland. The conference, aimed to support the social and economic integration process among the countries of Europe and the Balkans, was given a strong encouragement by the European Union. The Adriatic-Ionian Initiative was inspired by the idea that crises are not solved through the use of violence but rather by means of the consensual understanding of peoples, to uncover and define common goals in all sectors. The Conference resulted in the “Ancona Declaration” (2001) covering two different aspects: the fight against crime, and the development of the area.

The Ancona Conference featured a roundtable on inter-university co-operation. The Declaration, in fact, underlines the leading role of the universities in the European integration process. The efforts of the roundtable are evident, as shown for instance by the Ravenna Conference of December 2000, with its focus on the foundation of the Inter-university Community and the establishment of the “UniAdrion” Network of Adriatic and Ionian universities (the UniAdrion network). The Ravenna Conference was organised by the Universities of Bologna and Ancona on 15 and 16 December 2000, with wide participation of all countries concerned, Serbia and Montenegro included. Participants agreed on a number of implementation measures regarding the entire spectrum of development activities, including the UniAdrion Network.

The UniAdrion Network was founded to serve as a permanent link between the universities and the research and development centres of the Adriatic and Ionian area, thereby also strengthening inter-university collaboration. Such co-operation is multidisciplinary and mainly concerns the following sectors: protection, cataloguing and promotion of the cultural heritage; the environment and sustainable development; cultural tourism and development; economy, communication, harbours and trade relations; structure and organisation of the UniAdrion Network itself. A further purpose of the Network is contribute to the enlargement of the European Union and to the respect of human rights world-wide.

At the national level, the programme is funded by the Italian Ministry of Foreign Affairs and by the Ministry of Education, University and Scientific Research. At the international level, funding comes from Greek government, UNESCO and the European Union (within the framework of the Stability Pact), on the basis of the contributions its activities can make to European integration through the promotion of human rights and democracy in countries where those issues are considered to be prerequisites for a development process.

The Ravenna Conference is the first operational step towards the organisation of a cultural integration process for the Adriatic and Ionian basin. The final goal is to create a *Virtual University*, for the exchange of thoughts and knowledge. As main culture and innovation producers, universities can play an essential role in regional co-operation and in the establishment of a dialogue for peace and for the peaceful enlargement of Europe. The countries involved in the project can benefit from a Virtual University in terms of promotion of cultural heritage, environmental protection, growth of cultural tourism, and enhancement of communication and trade networks.

The Interfaculty Centre for Advanced Technologies in Education of the University of Bologna (CITAM) has created an Internet site to complete and expand the work begun in Ravenna⁵. The site presents a concrete network project – a *distance-learning programme*. Titled “*Towards a Model for a European Judge*”, it addresses the need for reform of different sectors of the public administration in Albania, Bosnia-Herzegovina and Macedonia⁶.

In these countries, that are among the least developed nations of Europe, a transition process to democracy is under way. In this, the role of the judiciary is particularly important – which points up the necessity of providing the best possible training for judges. The three countries themselves have identified the training of judges one of the most urgent priorities for the allocation of European Union resources. The

⁴ Conference for the Development and the Security of the Adriatic and Ionian Seas, held in Ancona, Italy, on 19 and 20 May 2000 and attended by representatives of the coastal countries Albania, Bosnia and Herzegovina, Croatia, Greece, Yugoslavia, Macedonia and Slovenia) and of the European Union.

⁵ See the web site: www.uniadrion.unibo.it

⁶ In fact, the reform of the judicial and juridical systems is one the main objectives of the governments of Albania, Bosnia-Herzegovina and Macedonia.

objective of this programme is the creation among the Eastern Europe countries of the first “Model of European Judge”. Training activities have a trans-national character because they are based on the experiences of judges coming from various Eastern European countries as well as from EU member-countries. They are addressed to already practising judges or recently trained judges.

In brief, the aims are as follows: 1. to supply the judges with the necessary instruments of knowledge; 2. to facilitate the exchange of information, experiences and opinions between judges operating in both the European Union and the partner countries; 3. to co-ordinate a continuing discussion among judges from different European countries in order to improve the professional growth of the judges themselves. This activity has to be seen as the premise of future international co-operation among European judges during the implementation of their judiciary functions; 4. to provide the judges involved in the project with high-quality training tools; 5. to provide training modules to the Law Faculties of the partner universities, as well as to the Ministries of Justice involved.

The project will be implemented over a two-year period. Participants are approximately ten judges from each country, i.e. a total of some thirty trainees, selected by the Ministries of Justice of the Republic of Albania, of the Federation of Bosnia-Herzegovina and of the Republic of Macedonia, together with the national judicial training institutions. The duration of the “distance learning” training course is six months.

An *ad hoc* Internet site has been created, allowing access to discussion fora and training material. An important feature is the Legal Archives, which contain a comprehensive legal corpus extracted from the legislation of several participating countries. The system enables all participants to be in on-going contact through the use of the on-line discussion fora.

The project “Model of European Judge” can be replicated in different geographical areas; for example, by using the CD-Rom containing the training modules.

University of Rome “La Sapienza”: the Mediterranean Universities Union (UniMed)

The UniMed is “a network of 60 universities from countries bordering the Mediterranean basin: Algeria, Finland, Cyprus, Croatia, Egypt, France, Greece, Israel, Italy, Jordan, Lebanon, Malta, Morocco, Palestine, Portugal, Syria Spain, Tunisia, Turkey,. This network, founded in October 1991 under the auspices of the University of Rome «La Sapienza», aims to promote inter-university research and education in a multidisciplinary perspective, thereby contributing to the integration process between the shores of the Mediterranean”⁷. Areas covered include the enhancement and conservation of cultural heritage, health, and economy as well as new technology.

The structure of UniMed is based on the mobility and exchange of human and cultural resources. The circulation of knowledge, primarily through educational activities, represents the best guarantee for the realisation of an effective Euro-Mediterranean integration process, which should not be read in mere economic terms. The integration pursued by UniMed is both a process of social and cultural growth *and* a political tool for better and more profitable collaboration around the Mediterranean. Universities can play a crucial role within this scenario for the development of human resources in the economic, political and cultural sectors of the Euro-Mediterranean region. The university represents one of the major actors in the integration process in the region: it is the institution that can best contribute to an awareness of social processes, it forms the future images of countries and contributes, through its activities, to the economic, political and social development of the entire Euro-Mediterranean community.

The activities undertaken by UniMed, since the first operational phases, have aimed at promoting scholarly exchanges on the basis of a multi-institutional and multidisciplinary approach. Projects implemented have concerned such diverse fields as the environment, anthropology, ethnology, archaeology, musicology, theatre, dance and performance, handicrafts, education and training, new technologies, tourism. Several non-academic institutions have also been involved. The multi-institutional approach allows the creation of a link between academic institutions and non-academic ones such as museums, cultural centres, and the bodies of public administration.

In the ten years of UniMed activity, many projects have been carried out, including:

- ◆ *Training programs*: 33 training projects on cultural, economic and environmental sectors carried out in the framework of MED-Campus European program (1992–95); a post-graduate course on management

⁷ See the web site: www.uni-med.net

of cultural heritage (1998–99); training on “Water management and technology transfer” in partnership with the *Acquedotto Pugliese* and Jordanian Ministry of Water and Irrigation.

- ◆ *Fora and Conferences*: Forum on “Peace in the Mediterranean Sea”, attended by high-level Italian and European representatives, Nobel Peace Prize laureates, heads of Italian and Palestinian universities (April 1994); “The Role of Youth Exchanges between the European Union and the Mediterranean Countries” Conference (1–6 June 1996); the “UniMed Symposium” Conference on non-material culture promoted by the Algerian Government (28–29 May 1999).

The *UniMed-Audit project* exemplifies how the network seeks to provide, through its projects, useful tools to support the Euro-Mediterranean cultural integration process. UniMed-Audit, started in July 1998, aims to create *Observation body* for the monitoring and intervention on policies concerning the conservation and enhancement of Cultural Heritage promoted by the public administrations of nine countries of the Mediterranean basin (Algeria, Egypt, Italy, Lebanon, Jordan, Palestine, Portugal, Syria, Tunisia). The project aims to organise data about existing laws, training programmes, and institutions related to the preservation and enrichment of Cultural Heritage. The creation of a Cultural Heritage Network –the long-term objective of the project – will provide a virtual space where it will be easier to locate resources for the development of projects devoted to the growth and improvement of government policies on Cultural Heritage. In this sense the network constitutes a useful instrument for supporting a Euro-Mediterranean cultural integration process which can respect and maintain the specificity of each country’s culture and reinforce general awareness of its wealth.

UniMed has developed an on-line database, creating a network between public administrations. This enables them to access information useful for the development of regional and national policies concerning Cultural Heritage. The *Observation body* also provides other services, such as the identification of human resources for employing experts needed for specific purposes by the public administrations, or the organisation of specific training courses on such professional competencies as restoring, conservation, museology and cultural marketing.

Project activities started with the collection of data for incorporation into the database. Such data concerned the following three aspects:

- ◆ Legislation regulating the Cultural Heritage policies in each participating country. The database collects the texts of the laws concerning Cultural Heritage, together with an analysis of them. This is the first step towards a comparative analysis that can point out any weaknesses in the legislation and indicate how to improve it through the comparison; individuation of the rules (competencies, powers, vinculum, etc.) concerning Cultural Heritage policies within each administration, giving a detailed description of them.
- ◆ University curricula (proposed by universities and training centres) related to the conservation and enhancement of Cultural Heritage. Through this tool each country will have the possibility to find references for the training of its experts. The completion of these sections and their transfer on-line, making them readily available and comparable, is only the first step in the process towards the long-term aim of the project: the construction of a comprehensive database on the Cultural Heritage of the Mediterranean.
- ◆ Web sites concerning the Mediterranean Cultural Heritage. The UniMed central group of research in Rome is collecting the URL of scientific organisations, universities, national and international institutions concerned with museums, archaeological sites, architectural structures, cultural marketing, libraries, archives etc. in the Mediterranean Basin.

The main objective of this project is to create, through the technological tools provided by today’s information society, an *agorà* – a telematic place – where an ever-growing amount of information related to Cultural Heritage policies will be immediately accessible for the public administrations as well as the interested general public.

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