



**20 Years of EMA**  
**The European Master's Programme in**  
**Human Rights and Democratisation**



---

**20 Years of EMA**  
**The European Master's Programme in**  
**Human Rights and Democratisation**  
© 2017 EIUC European Inter-University Centre  
for Human Rights and Democratisation

ISBN: 978-88-7543-437-3

Libreria Editrice Cafoscarina srl

Dorsoduro 3259, 30123 Venezia

[www.cafoscarina.it](http://www.cafoscarina.it)

Tutti i diritti riservati

Stampato in Italia

Prima edizione settembre 2017

# TABLE OF CONTENTS

---

9	<a href="#">Editors' Preface</a> : Antonio Papisca, Spiritus Rector of EMA
	<b>Why EMA?</b>
13	<a href="#">Antonio Papisca</a> : EMA's 20th Anniversary
17	<a href="#">Daniela Napoli</a> : Why did the EU Initiate EMA? Some Personal Reflections about the Origins of EMA
21	<a href="#">Horst Fischer</a> : Realising the Human Rights Village for EMA
27	<a href="#">Short Contributions</a>
33	<a href="#">Images</a>
	<b>Why EMA is Still Very Much Needed</b>
65	<a href="#">Dzidek Kędzia</a> : Some Comments on Human Rights Education and Economic, Social and Cultural Rights
72	<a href="#">Manfred Nowak</a> : New Challenges for EMA?
78	<a href="#">Short Contributions</a>
83	<a href="#">Images</a>
	<b>EMA and its Strengths</b>
119	<a href="#">George Ulrich</a> : Life with Students and Professors on the Lido Revisited: Perspectives of the EMA Programme Director
123	<a href="#">Ria Wolleswinkel</a> : The Role of the Academic Curriculum Group
125	<a href="#">Felipe Gomez</a> : EMA Joint Degree and the Europe of Knowledge
128	<a href="#">Elina Pirjatanniemi</a> : The Pedagogics of Interdisciplinary Human Rights Education

131	<a href="#">Paul Lemmens</a> : The EMA Moot Court
135	<a href="#">Marijana Grandits</a> : Sarajevo to Pristina: Post-War “Field Trips” to “Study Visits”
143	<a href="#">Elisabetta Noli</a> : Twenty Years of EMA Staff
147	<a href="#">Short Contributions</a>
153	<a href="#">Images</a>
<b>EMA and beyond</b>	
185	<a href="#">Veronica Gomez</a> : EMA's Legacy in Academic Networking and Postgraduate Education Around the World
189	<a href="#">Jeff Kenner</a> : The Challenges of Brexit and its Impact on Participating Universities
192	<a href="#">Angela Melchiorre</a> : The Role of EMA in Professional Development: The Testimony of an Alumna Turned European Programme Director
197	<a href="#">Kersty McCourt</a> : EMA Alumni
199	<a href="#">Short Contributions</a>
205	<a href="#">Images</a>

# EMA 20 Years



# Antonio Papisca, Spiritus Rector of EMA

---

When we decided at the end of last year to mark the 20th anniversary of the European Master in Human Rights and Democratisation (EMA) with a special publication and to invite many of the founding mothers and fathers to contribute to this publication, Antonio Papisca was the first one who responded enthusiastically. Shortly thereafter, he contributed a beautiful and very personal article on “EMA’s 20th Anniversary”.

He also promised to speak at our Graduation and Inauguration Ceremony, which will be held in the Scuola Grande di San Rocco on 24 September 2017, and which will this year focus on celebrating the achievements of EMA, the flagship of our Global Campus on Human Rights. Unfortunately, Antonio will no longer celebrate with us the 20th birthday of this unique pan-European, inter-university and trans-disciplinary Master programme, as he sadly and unexpectedly passed away on 16 May. At the same time, his enthusiasm, humanism and pioneering spirit will be with us when we come together in the beautiful Scuola Grande di San Rocco, with its impressive Tintoretto paintings, to review these last 20 years.

Antonio started this inter-university experiment by inviting colleagues from universities in the other EU member States to join Padua University in assuming ownership of our European Master programme. It was his enthusiasm, charisma and leadership which inspired us to come to Venice, to teach in the first semester, to accept students at our universities during the second semester and to spend considerable time in meetings of our governing bodies, in which we developed a joint curriculum, a pan-European grading system and a joint identity of contributing to a common European University space. It was Antonio who found the beautiful historic Monastero di San Nicolo at the Lido of Venice which became the centre of all our activities and the home of many generations of Master students. It was Antonio who had the idea of creating a European Inter-University

Centre for Human Rights and Democratisation (EIUC), an association under Italian law, which serves as the institutional basis for the European and six further regional Master programmes in all world regions and for many other activities in the field of human rights education, training and research, called today the Global Campus of Human Rights.

In times of multi-faceted crises as well as global and European challenges to the core values of human rights and democratic governance, it is more important than ever to continue educating young generations of Master students in the spirit of humanism which Antonio implanted in all his students and colleagues. We feel it as an honour and obligation to build upon his legacy and vision.

With this in mind, we are happy to dedicate this book to Antonio Papisca.

Venice, in July 2017

The EMA/EIUC/GC Family



**Why EMA?**



# Antonio Papisca

## EMA's 20th Anniversary

---



Antonio Papisca, University of Padua, EMA founder and EMA Programme Director 1997-2002

‘Bearing in mind the principles of the International Law of Human Rights and in the spirit of inter-university cooperation, we declare open the Academic Year of the European Master’s Degree in Human Rights and Democratisation.’ These words, constituting a solemn and challenging commitment, were read out in chorus for the first time at 12 noon on 6 October 1997 in the Palazzo Ducale by rectors and professors from the universities participating in EMA, for the opening of the academic year. Every year since then, this reference to the great universal values that international human rights law has turned into principles of *ius positum*, has been repeated, as a confirmation of the commitment of European academia for the effectiveness of this ‘new’ law.

That day in 1997 was the official start date of the original undertaking that was the European Master’s Programme. The preliminary stage had begun in the latter part of 1996 and had completed in July 1997, in Villa Herriot on Giudecca Island, when the EMA Statute, known as the Venice Charter, was adopted. We wanted to combine the contents of Article 6 of the Amsterdam Treaty, signed that same year, with the *incipit* of the Universal Declaration of Human Rights that indicates teaching and education as the most effective guarantee of human rights and fundamental freedoms. The immediate idea was to develop a new higher education project in an inter-university structure that would also serve as a more general message of integration and peace. For the first six years, the University of Padua was the legal and organisational ‘womb’ for this inspiring enterprise.

Right from the outset, the institutional architecture of EMA was shaped as a holistic entity, not as the mere sum of the individual contributions provided by the partner universities. We wanted our educational enterprise to be conceived and to develop within the broader process of European integration and in a fertile relationship with other international organisations, namely the UN, UN-ESCO, the Council of Europe and the OSCE. We intended to contribute to enhancing the

construction of a just, peaceful and democratic world order by educating and training new leaderships. Particularly, to give enhanced visibility to the link between the construction of positive peace within Europe and the universalistic inspiration stemming from the values and principles that are enshrined in the UN Charter and international human rights law.

The primary objective of training high-level experts was also accompanied by the desire to foster the development and consolidation of teaching and research on human rights in universities, including setting up specialised human rights centres. Therefore, this was a complementary structural aim, which empirical evidence shows has been achieved to a significant extent.



Fred Grunfeld, EMA Director for Maastricht University (1997-2006), Antonio Papisca, and Daniela Napoli, former Head of Unit Human Rights and Democracy – DG RELEX, European Commission, in Venice – City Council

From the outset, a process of curriculum development emerged, with professors and lecturers vying with one another to offer their own experiences to broaden and enhance the quality of the training offered by the Master's, to keep it constantly in line with the standards required of high-quality education, I mean the type of education that is not restricted to the mere satisfaction of legitimate vocational demands as related to the labour market and the healthy competition to fill specialist roles. I am referring to the type of education that aims to combine the 'economist' approach with an integral

'humanist' philosophy that takes shape in the inter- and cross-disciplinary context of human rights knowledge. Bearing in mind that there is no education if there is no reference to the fact that education is itself a fundamental right, such a wide-ranging vision was considered deeply consistent and coherent with the inherent universalist vocation of our *universitates*. The teaching carried out by EMA is the splendid proof of the importance of teaching (*docere*) as the primary mission of *universitates* and of how research should be aimed primarily at enhancing the quality of the teaching.

During the first six years of EMA, when I was its Director, whenever I had the opportunity, and specifically during the opening of the academic year, I used to ask the Master's students to get themselves ready to take up roles as 'civil servants of the human family', to feel in their heads and deep in their hearts their responsibility to be defenders of human rights in the borderless space which is the advocacy terrain for human dignity.

The early years managing the organisational aspects of the Master's were tough: everything had to be invented, from identifying a suitable location (from the original site on Giudecca Island we moved to the Monastery of San Nicolò on the Lido island: there was even talk of a floating EMA) to keeping student fees down and helping them to find suitable accommodation, and ensuring the academic staff were provided with at least the basic levels of comfort. On a daily basis, Professor Marco Mascia shared with me that wonderful time of anguish and ecstasy, that particular situation, so magnified by romantic literature, which nevertheless produces excellent creative results. All the Master's teaching staff proved themselves true heroes in the 'in kind' expenditure of didactic and scientific energies: I am referring to their generous volunteering in the European Commission's co-financed project. Students and teaching staff lived through the early years in joyous auster-

ity, fully aware that their responsibility to ensure a decent quality project was vital to its future development. Memories come flooding back to me, always accompanied by sincere feelings of gratitude towards my teaching colleagues and the Master's students.

I enjoy remembering how in 1997, due to the urgent time constraints and scarcity of financial resources, accommodation in Venice for the first generation of EMA students was not easy to find, but these pioneers were all so pleasantly (and patiently) willing to adapt and cooperate. They deserve special gratitude for that too. I have fond memories of the first-year accommodation that was organised in the cramped spaces of the Hotel Milano, near historical St. Mark's Square. In order to make it more comfortable (at least from a cultural and axiological point of view), we gave names to the different narrow floors, borrowing from Boutros Boutros-Ghali's famous 'Agenda for Peace': the first floor was 'Preventive Diplomacy', the second 'Peacekeeping', and so on. Yes, peace as a social and international order in which all human rights and fundamental freedoms can be fully realised: Article 28 of the Universal Declaration of Human Rights was at the forefront of the EMA's founders' and students' minds.

Yes, world peace.

The academic and practical training aspects of the Master's concentrated from the outset on the issue of a peaceful and democratic world order, to be built through the work of highly specialised human rights defenders, introducing also annual training weeks in flashpoints and hotspots. The first field mission was organised in Bosnia and Herzegovina in January 1998, despite the fact that the budget for that first year of the Master's Programme did not include a specific provision for it. We were lucky to receive extraordinary assistance from the Italian Government. On 18 January 1998, two C130 military aircraft came to Venice

airport and transported the entire Master's student community to Sarajevo and later back to Venice. In Sarajevo, we organised our headquarters in the damaged premises of that University. At the first meeting in the Aula Magna, we were joined by the Rector of Sarajevo University and by the Ambassadors of the EU member states. At that time, no-one could have imagined that just three years later, on 13 January 2001, in the same Aula Magna, during the fourth training mission we would take part in the inauguration of the Regional Master's in Human Rights for South East Europe and joined the pioneer generation of students enrolled in that Master's Programme. In that moving atmosphere, Manfred Nowak shared with us similar joy by offering the first introductory lecture.

The action- and policy-oriented approach was also applied in significant measure in the 'diplomatic conferences', held in the Monastery of San Nicolò, which we have been organising regularly in cooperation with members of the Working Party on Human Rights (COHOM) since May 2000, during the Portuguese semester of Presidency of the EU. This original cultural and political practice has proven very useful, and I would like to express my special gratitude to Ambassadors Christian Strohal and Klaus Metscher, who for a long time were also active in teaching EMA.

If I had to summarise in a few words 20 years of EMA, I would say: constant curriculum-development, constant inter- and trans-university institution-building (with our Joint degree as a 'single' legal act, we anticipated the then nascent Bologna Process and the single currency), finally, the right people in the right place. As empirical evidence from the past 20 years shows, EMA's foundation and developments are marked by the 'plural' and the 'joint' commitment of so many academics.

Not everything in the globalised world is *liquid* in the sense theorised by Zygmunt

Bauman. There are also precious *solid* elements. The productive reality that is EMA and the other regional 'brother' Master's bears witness to the real existence of solid categories, and invites people to discover and appreciate them. The globalised world does not need selfish unilateralism but rather universalism, no anachronistic walls or anachronistic geopolitics, but a universal culture that through intercultural dialogue can produce new 'shared cultural expressions' as envisaged by UNESCO.

Thanks also to the prestige and the experience of Manfred Nowak and George Ulrich, the Academic Year 2016-17 of the Master's is distinguished by the blooming of a new EMA renaissance, which certainly has its basis in 20 years of successful work. For the objectives we have already achieved, we have a debt of gratitude to all teachers and staff, particularly to Daniela Napoli, our passionate source of inspiration and supporter from the European Commission, to Horst Fischer, our trusty helmsman for many years, and to Elisabetta Noli for the staff.



Antonio Papisca and Sergio Mattarella, Italian Minister of Defence (1999-2001), President of the Italian Republic (2015 – to date), in Venice – Palazzo Ducale (2000)

# Daniela Napoli

## Why did the EU Initiate EMA? Some Personal Reflections about the Origins of EMA

---



Daniela Napoli, former Head of Unit Human Rights and Democracy – DG RELEX, European Commission

The European Master's Programme in Human Rights and Democratisation (EMA) is a flagship project of which I am very proud. Its origin and its evolution are due to a number of circumstances and factors that occurred a few years before, in the early 1980s.

It all started with a copy of the resolution of the European Parliament's initiative on human rights worldwide. At that time, I was a young official of the General Secretariat of the European Economic Commission and involved in administrative tasks.

Attracted by the content of this resolution, I asked my manager which of the services of our institution was responsible for this subject. His reaction was immediate, 'Throw the document in the bin.' He explained that as there was no reference to human rights and

democracy in the founding treaties, the European Economic Commission had no jurisdiction in the matter.

It was absolutely true! The first reference to human rights would not appear until June 1987, in the preamble to the Single European Act that specifically referred to the constitutions and laws of the member states and the European Convention on Human Rights of the Council of Europe. Nevertheless, I recovered the document from the bin and I agreed with my manager that I would be able to deal with these matters outside of business hours and without any help from the Directorate's staff.

This situation was followed by passionate and extensive research work carried out by a group of volunteer trainees and, with the foresight of our Secretary General, Emile Noel, gave rise some years later to the creation of a service for human rights within the General Secretariat of the European Commission.

As the responsible for this service, I had the pleasure to receive a visit from Antonio Papisca, Professor at the University of Padua, where, among other things, he directed the Human Rights Centre, passing to Brussels for the preparation of the Erasmus Programme.

This meeting was the origin of EMA. From our exchange of views two essential ele-

ments emerged: 1) the clear success of the courses held in Padua, the number of student applications steadily increasing; and 2) the growing demand for qualified personnel in the area of human rights, coming from the European Commission delegations at the UN in New York and Geneva and some delegations of EU member states.

From these considerations, and the common interest in human rights, came the idea to launch postgraduate courses on this subject that would be run by several universities from member states and open to both European and non-European graduates.



Scuola Palladio-Europa, Giudecca Island – First headquarters of EMA

What had originally been just a thought quickly started to take shape, having partners with economic resources, a programme, enrolment, and a seat. This success was primarily due to the ‘human factor’, i.e. the enthusiasm and perseverance of individuals who were able to convince academic institutions, European institutions, and the City of Venice to make their invaluable contributions.

It is thanks to the combination of these factors, both human and institutional, that 20 years ago, in 1997, the first EMA course began. It was based in the former Palladio school, at the Giudecca, which

the City of Venice provisionally placed at our disposal.

Ten professors initially believed in this project, engaging their respective prestigious universities and providing their valuable experience and knowledge to tear down the academic barriers:

- Professor Antonio Papisca, University of Padua in Italy;
- Professor Paul Lemmens, Catholic University of Leuven, Belgium;
- Professor Markku Suksi, Åbo Akademi University, Finland;
- Professor Florence Benoit-Rohmer, University of Strasbourg, France;
- Professor Horst Fischer, Ruhr University Bochum, Germany;
- Professor Attracta Ingram, University College Dublin, Ireland;
- Professor Vital Moreira, University of Coimbra, Portugal;
- Professor Fred Grunfeld, University of Maastricht, the Netherlands;
- Professor Jaime Oraa, University of Deusto, Spain;
- Professor Todd Landman, University of Essex, England.

I remember the pioneering atmosphere of that period. We were professors, officials and students, but also ‘guinea pigs’ in an experiment in which we all believed deeply but of which no one could foresee the impact and consequences. I also remember the endless meetings in search of common solutions. For every individual, I have a memory of the passion that animated them and the merits of their views. I especially remember the courage and determination of Professor Papisca, first Director of EMA, in engaging his university to assume responsibility for financing the project, and also Professor Horst Fischer, the initial EMA Chair, whose first goal was to ensure the credibility of the diploma and its benefits with regards to the future employment opportunities of the graduates. Also, I will never forget Professor Paul Lemmens’ in-



terest in contemporary art and his speech on the association of works of art and the doctrine of human rights.

The year when EMA gained its permanent seat in the Monastery of San Nicolò, five other leading universities entered fully into the project:

- Professor Manfred Nowak, University of Vienna, Austria;
- Professor Kirsten Hastrup, University of Odense in cooperation with the Danish Centre for Human Rights, Denmark;
- Professor Dimitra Papadopoulou, Aristotle University of Thessaloniki, Greece;
- Professor Jean-Paul Lehnens, University Centre of Luxembourg, Luxembourg;
- Professor Gudmundur Alfredsson, University of Lund, Sweden.

Each of these professors crucially contributed to the evolution of EMA. I particularly remember Professor Manfred Nowak and his invaluable experience of the UN; the posts he held within the structures of EMA and his current role as Secretary General are making him a key element of our project.

Those first two years were the initial steps of a long journey during which the programme changed, adapted to new issues, developed innovative aspects, and expanded and strengthened the facilities. The number of participating universities has continued to grow and currently stands at 41. It has also given rise to other similar structures at the regional level, in Africa, the Mediterranean, and Asia.

The 'human factor' contribution is not just represented by the academic world: many members of the European Parliament (MEPs) are committed, personally supporting the creation and evolution of EMA within Parliamentary Committees and participating in meetings and conferences. Amongst many, I remember the European Parliament Vice-President, Edward McMillan-Scott, and the MEP Gianfranco Dell'Alba. Many representatives of

the member states have worked in favour of the EMA project, sharing their experiences with professors and students. Ambassador Christian Strohal, during the Austrian Presidency, helped to obtain the Vienna Declaration of the European Council of the European Union on 10 December 1998 that makes specific reference to the Master's on Human Rights.

The students have always constituted the lifeblood of the project; their proposals, suggestions and criticisms have systematically been taken into consideration for the elaboration and development of the study programmes.

Their commitment during the courses and, later, the quality of their work in international organisations and NGOs, universities and in the ministries of the member states and delegations, constitute the most important testimonials of EMA's credibility.



Scuola Palladio-Europa, Giudecca Island – First headquarters of EMA

From the outset, the administrative and secretarial personnel have ensured the vitality and continuity of the structure. Every one of these individuals deserves our gratitude for their invaluable contribution to the realisation of EMA.

In the circumstances which gave rise to this project and its evolution, the 'human factor' has systematically interacted with the 'institutional factors' of the European institutions and international organisations such as the Office of the United Nations High Commissioner for Human Rights (OHCHR), UNESCO, the Council of Europe, the Organization for Economic Cooperation and Development (OECD), the privileged partners of EMA, which teamed up with NGOs such as Amnesty International and Human Rights Watch, to share projects and participate in the activities of the consultation bodies.

The most important patron of EMA has always been the City of Venice and the Region of Veneto. Thanks to them we have a historic home, the Monastery of San Nicolò, complete with classrooms, a library and adequate facilities; the opening and closing of courses are also celebrated in prestigious Venetian locations.

When I suggest that a 'combination of circumstances' was the origin of EMA, I do not mean that it is appropriate to say that 'chance' directed our destinies; on the contrary, I believe in the importance of the choices that are made by each of us when confronted with new opportunities. I believe in the values that are the basis of these choices and the determination with which we are willing to fight to defend them.

# Horst Fischer

## Realising the Human Rights Village for EMA

---



Horst Fischer, EMA Director for Ruhr-University Bochum (1997-2016) and EIUC President (2002-2016)

EMA is a trademark and a symbol for excellence in global human rights education. Students, alumni, member universities and their professors, EU institutions and their staff and partners from Europe and all over the world have helped to build it. But EMA is more than an excellent Master's Programme. It is the realisation of a vision by the mothers and fathers of EMA and their successors. A vision of a trans-European, interdisciplinary human rights education that would be built on the common knowledge and potential of professors and experts from the member universities, European institutions and civil society, enriched by field experience. In realising this vision, Daniela Napoli, Antonio Papisca, Julia González and the other EMA mothers and fathers in 1997 were supported by Edward McMillan-Scott, Gianfranco

Dell'Alba and Massimo Cacciari. In the years after, Veronique Arnault, Rolf Timans, Sari Suomalainen, Jean-Louis Ville, Lotte Knudsen, Alexander Graf Lambsdorff, Heidi Hautala, Ana Gomes, Joachim Zeller, Charles Goerens and many others along with their staff helped to secure EMA at crucial periods. They all had the vision, energy and trust to keep EMA successful for 20 years. EMA's anniversary in 2017 coincides with EIUC's 15<sup>th</sup> year of operations. To imagine a successful third decade of EMA, it is essential to realise EIUC's role and potential for EMA since 2002.

### The making of EIUC

In 2001, the European Commission had been urging the EMA Council to create an institution with legal personality and encompassing all member universities which could function as a contractual partner for the Commission. Since 1997, the cooperation with the Commission had been based on the willingness of the University of Padua to sign the financing agreements on behalf of the EMA network. The Venice Charter provided a framework for the EMA Master's and had created a network but it did not establish the required legal partner structure for the Commission. Only the EIUC statute creating a new institution under Italian civil

law made it possible to receive the funding for the Master's and related activities. Without EIUC as a contractual partner for the Commission, EMA's activities would have ended in summer 2003.

There had been two crucial moments in establishing EIUC. Fifty thousand euros were needed to register EIUC as a private non-profit entity under Italian law. In 2002, some EMA universities, such as Padua, Bilbao, Venice, Luxembourg and Bochum, willingly donated 5000 euros each to establish EIUC. Other EMA members were reluctant. The second difficulty had been the establishment of the EIUC Board where the members – for a significant period – had to be personally responsible for EIUC's activities under Italian law. It was a piece of luck, both for EMA and EIUC, that most of the 1997 EMA mothers and fathers were willing to run EIUC in the transformation years. These individuals were fully devoted to EMA, and they had also realised the urgent need to establish and develop EIUC to safeguard EMA. Thanks to my first EIUC Board with Florence Benoit-Rohmer, Attracta Ingram, Vital Moreira, Guy Haarscher, Jean-Paul Lehnert, Antonio Papisca, Fabrizio Marrella and with the vital support of Markku Suksi, Paul Lemmens, George Ulrich and Manfred Nowak, EIUC received the first full contract from the Commission in 2003.

This devotion to the progress of EIUC combined with a particular personal courage was a key element of all foundational EIUC and EMA years and was fortunately shared by the EMA Chairs, Manfred Nowak and later Carmen Marquez Carrasco and Ria Wolleswinkel and their EMA Executive Committees. It had been crucial for the success of EIUC that those who had experience in running EMA were willing, in principle, to also take over responsibility when EIUC had to face difficult moments. Carmen Marquez and Manfred Nowak are examples of a transfer from EMA to EIUC functions, showing their strong commitment towards the institution. After leading EMA in their

role as EMA Chairs, they were also ready to act as EIUC President and EIUC Secretary General respectively. It is further reassuring to see that after so many years of operation the present leadership in EIUC and EMA still shows the same commitment and attitude.

### Challenges and EIUC's purpose in changing environments

The origin of EIUC had been to function as an institutional-structural hub for EMA. There were five reasons to gradually amend the original objective of EIUC in the first three years. Firstly, the growing number of member universities made it necessary to develop activities which would offer additional benefits for all members beyond participation in EMA. Secondly, the contractual provisions required EIUC to develop new activities to justify the strong political and financial support of the Commission to EMA in a competitive environment. Thirdly, EMA and EIUC were not operating in a vacuum but had claimed to be specifically close to the problems of human rights field work. It was, therefore, essential to take up some of the perceived field work challenges in new programmes. The fourth reason had its origin in the permanent use of the San Nicolò Monastery which made it necessary to design a reliable partnership with a number of local and regional authorities. A recurrent topic at the annual EIUC Assembly was the fifth reason: EIUC as an institution had to conform strictly with the applicable Italian law, including the tax law, labour law and other national as well as regional laws. In addition, the grant contract was based on many general and specific EU law conditions which changed regularly. Subsequently, the running of EIUC was very much dependent on a carefully developed system of regular advice from national, local and European experts. In this respect, David De Filippis and many others in Venice shared the responsibility for EIUC with great ardour.

These new challenges created a dynamism that EIUC had to manage with pressure that

was accumulating year by year. The need to establish a specific EIUC financial department in 2003-04 had been the first obvious reaction to challenges resulting from the funding mechanism in the early years. The conclusion of a so-called operating grant with the Commission is a similar example in later years. These developments did not take place in a 'start-up' like environment. EIUC had never been completely free in organising itself or deciding about budgets, topics, events or timing. Contractual dependencies, member requests, local requirements, legal obligations and the results of evaluations and audits determined agendas, activities and the annual calendar. EIUC was mainly driven by these necessities in its daily business and had to fight for space and time in order to achieve progress. EIUC covered the EU member states; it had to deal with a complex partner landscape and manage detailed and demanding contractual obligations. It was successful with the help of its member universities and the

EIUC staff. Elisabetta Noli, Alberta Rocca, Alessandra Silanos, Luca Fantinel, Corinna Greco and Luigi Comacchio among many others were the guarantors for stable managerial processes in San Nicolò. The restraining effect of the above-mentioned necessities and their complexities had sometimes unfortunately been questioned in EMA and the funding institutions. As long as the present institutional setup exists, they will remain one of the decisive elements for the life of EMA.

### Members and partner landscape

EIUC could not have been established without the support of all its members and close allies. EIUC received continuously the trust of the EIUC Assembly, the funding institutions and major partners even when the number of members was rapidly increasing. Thanks to the activities of the EIUC Secretary Generals, George Ulrich, Florence Benoit-Rohmer and Manfred Nowak, the communication with the



Horst Fischer, Giorgio Napolitano, President of the Italian Republic (2006-2015), and artist Antonio Nocera – Monastery of San Nicolò (2013)

European institutions, evaluators and auditors was managed in an extraordinarily productive way. It would have been impossible to receive the funding over such an extraordinary long period without excellent professional and personal relations.

The success of EMA and other EIUC activities had, over time, led to a growing landscape of additional partners. These partners needed information, meetings, working groups, joint reports, small publications and funding applications. The need for high-quality results in all EIUC activities under the contract with the Commission required constant exchanges with those partners who potentially would employ EMA graduates, offer internships for EMA students, could provide additional funding or open avenues for new EIUC projects. Eva Maria Lassen marvellously kept open all these channels to use them to develop EIUC further. It was a great reassurance for EIUC that institutions from civil society and other areas advised EIUC, both regarding existing content as well as proposing new activities. Lotte Leicht from Human Rights Watch and Christoph Beier from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH were among those who accompanied EIUC from the beginning and devoted significant time and energy to its success. EIUC could not have survived without such involvement of partners and friends, bringing a global perspective and lasting specific knowledge to human rights teaching, learning and research.

### Innovation

Over the last 15 years, driven by contracts, necessities, imagination, aspiration and conviction, EIUC has been adding several innovative elements to its portfolio. Some of the innovations responded to needs resulting from its structural setup. Others were geared to guaranteeing the fulfilment of contractual obligations and supporting the long-term development. A third category followed the recommendations of EIUC's

Honorary President, Mary Robinson, who regularly advised the EIUC President and also continuously participated in EIUC activities magnificently.

Some of these innovations will be important for the third EMA decade. EIUC had no permanent faculty in Venice though the number of all experts involved in short-term teaching in EMA and EIUC activities would represent the greatest human rights faculty in Europe. The EIUC Board had established the Scholars in Residence Programme to meet the need of having professors present in Venice for a longer period. It was obvious after the transformative years that EIUC would need to strengthen substantially its academic capacities. EIUC, with the Scholars in Residence Programme, the establishment of a EIUC series with Cambridge University Press and the partnership with the School of Public and International Affairs at Columbia University had been aiming at providing options for a strengthened academic output from Venice. Only the FRAME Project, established in San Nicolò and concluded in 2017, with the effective leadership of Leuven University finally showed the full potential of EIUC, bringing all its members together for enhanced academic research.

Another innovation, mainly established by Fabrizio Marrella and operationalised by George Ulrich, had been the EIUC Summer School on Cinema and Human Rights. Venice, with the Biennale and the Film Festival, is the place best suited to link human rights and the arts. Several discussions took place with the President of the Biennale in 2006. From many interesting ideas, the EIUC Summer School was selected to be realised but despite excellent results in the first years the financing via the EIUC contract was endangered. Cinema and Human Rights migrated to Galway but recently came back to its birthplace. The full potential of the idea can now come to fruition in this new phase on the Lido.

Two of the finest and most successful innovations established by EIUC are the Venice

Academy and the Venice School. Florence Benoit-Rohmer had the idea, and she designed and created the two programmes. The active involvement of Jean-Paul Jacque and Teresa Pizarro Beleza as well as EIUC Vice Presidents Attracta Ingram, Kalliope Agapiou-Josephides and Carmen Marquez Carrasco helped to establish these two programmes as the 'EIUC flagships'. Offering unique and world class content to PhD students (Academy) and practitioners (School) it brings world renowned experts and participants from all continents to EIUC every year. The Academy and School have created a group of 'EIUC-followers' who have enriched all other EIUC elements. These innovations enabled the EIUC Board to defend EMA against growing concerns in some circles since 2012 about its long-term funding. EMA progressively benefitted from the topics taken up in these initiatives, in particular teachers for the EMA were invited after their School or Academy lecturing and new perspectives were brought into the EMA curriculum. The cooperation with Russian universities in the context of the Venice School, established by the determined efforts of Dzidek Kędzia, is one example of how EIUC innovations led to long-term fruitful interactions between EMA and important non-member actors.

### The Human Rights Village

All Mayors of Venice, from Massimo Cacciari to Luigi Brugnaro, and all Presidents of the Region of Veneto have magnificently supported EIUC. In addition to the financial support, EMA was permitted to use the Monastery of San Nicolò. It is a place where the atmosphere leads to creativity, the light generates productivity and the bells of the church demand actions to assist those who need their human rights defending. The monastery, however, is also a workplace, a communication hub and an ancient building guarded by national laws, regional institutions and the strict administration of the

place applied in the early years. EIUC had a seat but never 'owned' a home or had been able to use the full potential of the monastery until the City of Venice and EIUC agreed to develop San Nicolò and the annexed former navy school into the 'Human Rights Village'.

The Human Rights Village was planned to function as the global hub for human rights education, a global hub which would bring closer together human rights with peace and security, culture, technology, sustainable development, business and many other areas. By encompassing these issues, the village was aiming to increase the impact of EMA's educational and training activities, offer support to the EU, civil society, its policies and structures, boost the resilience of local communities for democratisation processes and engage companies more efficiently. Moreover, the village should have functioned as a hub for human rights and democratisation advocates and institutions worldwide; it should have fostered innovation for forgotten areas and sustained a platform for ensuring coherence and management of human rights networks. It would have empowered EIUC as a standard-setting institution with the mandate to validate human rights and democratisation initiatives. The village would have provided rooms for the students and first class facilities for meetings and conferences as well as a marketplace where the global citizens could discuss the defence of human rights. The project had also foreseen substantive restoration works on the monastery and the navy school. The plans for the restoration developed by the City of Venice in cooperation with the devoted Ruhr-Universität Bochum Rector Elmar Weiler and his staff, demonstrated convincingly to all EIUC members the long-term benefits of such developments.

The Human Rights Village project started in 2011, and it provided a new and enhanced vision for cooperation between the City of Venice and EIUC. It was the basis for many

of the activities already mentioned though not all plans could be implemented. The village generated an unprecedented period of trustful cooperation between EIUC, the City of Venice and the Region of Veneto, culminating in the presentation of the village vision to President Napolitano in 2013. Under the guidance of Mayor Giorgio Orsoni and the untiring work of Assessore Bruno Filipini, Assessore Luigi Bassetto and Assessore Alessandra Vettori, the monastery was made fully available to EIUC with a specific agreement that took into account property rights and renovation needs. The present use of the monastery for all its activities and for future elements such as the use for more trainings is only possible because of this agreement between EIUC and the City of Venice, and it is the basis for a continuation of EMA in its third decade.

### The Global Campus

While EIUC was implementing the Human Rights Village architecture, the Commission approached EIUC with an urgent need for it to support the human rights Regional Master's Programmes in Africa, Asia and Latin America. The contracts for these programmes were about to end and could not be continued by the Commission. EIUC, at that time, was the only institution among the funded programmes with an operational grant contract under the secondary laws of the EU. This unique privilege – which EIUC had been able to maintain for a decade also thanks to activities of Vital Moreira – made it possible for it to receive operational and other types of grants without a tender procedure. The Regional Master's Programmes, therefore, could be integrated into the EIUC funding scheme. EIUC's 'operational grant' made it possible for it to provide funding for the Regional Masters, maintaining their

financial and political responsibility and independence while at the same time securing EIUC financially and politically. With the great support of Veronica Gomez and Frans Viljoen and many others from the Regional Master's and EIUC, the Global Campus was created with the monastery as the initial hub. It had been the understanding of all, including the Commission, to cautiously harmonise the existing programmes over time under the leadership of the Global Campus Council and EIUC. The Global Campus activities quickly enriched EIUC and EMA through the exchange of teachers, students and joint conferences. The Global Campus was providing elements of the Human Rights Village vision to the Lido and its human rights population.

### From the structural hub to the Human Rights Village

EIUC had a crucial role in the protection and development of EMA. Originally perceived as an offspring of EMA, EIUC soon had to develop various innovative activities as an independent legal entity under Italian law as required by the contract with the Commission. These activities have not only contributed to EMA's success as a unique human rights master's, they have been key to the long-term funding of EIUC. They also paved the way for a broader understanding of human rights teaching and research in EMA, all EMA universities, EIUC programmes and partner activities. This broader understanding operationalised in San Nicolò paved the way for the establishment of the Global Campus without endangering EMA's existence and financing. Since 2002, EIUC has opened a new vista on the human rights cosmos and succeeded in making the Human Rights Village a reality for EMA.



# Short Contributions

---



Luca Zaia, President of the Veneto Region

I also have a dream like Martin Luther King: respect for human rights and the democratisation in all countries of the world. There would be no more escape from the territories. Affected by conflicts, hunger and violence of all sorts and everyone could build in their future in the country of origin. Peace is realised through the respect for life and for the fundamental rights of human beings expressing their freedom of thought, conscience and religion. Democratisation is realised not with the imposition of force, but with the contribution of every single citizen, because democracy is not exported but it is built together. Every citizen should work in conscience and in full freedom for the fundamental and universal concept of peace, an ideal that belongs to all peoples and nations of the world. I say no to violence in any way it manifests. No to violence against children, women, disabled persons, and no always to inhumanity.

**Luca Zaia**



Frans Viljoen, University of Pretoria, Director of the Centre for Human Rights, and Academic coordinator for the Master's Programme in Human Rights and Democratisation in Africa

For us in the African 'sister' programme, the European Master's Programme in Human Rights and Democratisation has been an inspiration from the very start of our programme in 2000. It has consistently been the yardstick against which we measure our progress. We are extremely proud to be part of this family!

**Frans Viljoen**



Piero Sullo, EMA Programme Director (2013-2015)

Joining the EMA family was a key experience from both the academic and the personal perspectives. Working as EMA Director in this unique setting I exchanged ideas with colleagues from around the world, which has enriched me as a human rights specialist and as a man. Another added value of EMA resides in the body of students that over the past 20 years have attended the programme. To liaise with EMA students was a unique, unforgettable experience. To be responsible for the human rights education of new generations of scholars and practitioners was a great satisfaction. Working in Brussels, I very often meet former EMA students and I can see what contribution they are making to the human rights cause in the EU and overseas.

**Piero Sullo**



Julia María González Ferreras, University of Deusto, and Horst Fischer

EMA began as a dream for creating a critical mass of well-trained young postgraduates able to think, debate and push forward the limits of understanding and implementing human rights and human rights education in Europe and the world. It turned into a strong reality with the potential to transform and the capacity for significant impact in different countries and regions. But it was always a collective venture and a symbol pointing to the dignity of the person – especially in the situations of greatest fragility – in many contexts of our beautiful, yet conflicting and suffering world.

### Julia María González Ferreras



Andrea Subhan, European Parliament Directorate General for External Relations of the Union Parliamentary Committees (AFET, DROI) and policy department (2000-2008)

The monastery of San Nicolo in Venice is a wonderful place. It's the place where the first Master dedicated to human rights and democratisation was set up, thanks to the visionary idea of Professor Papisca. The Centre has continuously expanded this pioneering work and enjoys a reputation for excellence in training on all matters relating to human rights and fundamental rights, humanitarian law, democratisation, transitional justice, equality and gender, media freedom, governance and development, election observation as well as issues such as asylum and migration, trade, sustainable development and economic, social and cultural rights... It's the place where, whenever you come, you'll find people from everywhere in the world discussing the latest issues related to human rights, their field experience, new ideas for the future. It has contributed to foster a vast community of professionals sharing the same culture of human rights worldwide.

### Andrea Subhan



Giorgos Kosmopoulos (President of the EMAlumni Association 2010-2012), Corinna Greco (Vice-President of the EMAlumni Association 2010-2012 and EIUC Communication Manager 2001-2014), Cristiano Gianolla (President of the EMAlumni Association 2012-2014)

No one said that setting off to re-create the E.MAlumni was going to be easy. Right from the very beginning and until today, in my mind, the E.MAlumni is a home and a launching pad for future endeavours. Forever grateful to all those who contributed in those early times, I am fascinated by the progress and achievements of the Association over the years.

**Giorgos Kosmopoulos**



René Foqué, EMA lecturer, Catholic University of Leuven

From the outset, EMA has been based, and still is even more intensively, on the strong conviction that the life of a human being is not only a mere fact, but a value that should be protected both politically and legally, and that should be studied in an inter-disciplinary way. One of the unique characteristics of EMA is the inter-disciplinary and permanent reflection on the strong intertwinement of human rights, the rule of law and democracy, based on the idea that democracy under the rule of law is not only a system of government, but also a philosophical and a legal project because it implies a conception of man as an autonomous moral and political agent with a legally protected right to equal respect and concern.

**René Foqué**



Veronique Arnault, Director of Multilateral Relations and Human Rights for the European External Action Service – EEAS (2011-2014)

As Director for Human Rights and Democracy in the European External Action Service, I used to go at least once a year to the Venice European Human Rights Campus. I felt it was a duty because of the importance and uniqueness of the project but also a great pleasure and satisfying to see new generations of human rights champions in the making. You could feel the energy and commitment both in the students and the professors. It is always a source of inspiration and hope for the future, much beyond the EU, for me to know there is this young human rights galaxy expanding from the heart of the old Venice Republic.

**Veronique Arnault**



Bert Theuermann, Chair of COHOM (2011-2015)

How did we ever manage without EIUC and EMA? They brought about a dramatic change in the level of human rights expertise to be found in the EU, national and international administrations and many other places.

**Bert Theuermann**



# Images







EMA Alumni Map, Nicelli Airport – Venice-Lido

# 20



Venice, Canal Grande – Basilica della Salute



High water in the cloister of the Monastery of San Nicolò (EMA-EIUC seat), Venice-Lido



Group of EMA students 2001/2002. First on the right Arturs Kucs, EMA graduate 2002 and EMA Director for the University of Latvia



EMA Professors' photo gallery – Monastery of San Nicolò, Venice-Lido



Sergio Mattarella addressing the EMA Ceremony when Minister of Defence – Venice – Palazzo Ducale, Sala dello Scrutinio (2000)



Antonio Papisca, Sergio Mattarella, and authorities, Venice – Palazzo Ducale (2000)



Massimo Cacciari, Mayor of the City of Venice (1993-2000) and Italian authorities, Venice – Palazzo Ducale (1998)





EMA “founders” and staff, Venice – Palazzo Ducale 1997: Antonella Anselmi – University of Padua, Ashley Reidy – Essex University, Hans Joachim Heintze – Ruhr-University Bochum, Hanna Vuokko – Abo Akademi University, Antonio Papisca – University of Padua, Attracta Ingram – National University of Ireland – University College Dublin, Giuseppe Zaccaria – University of Padua (Rector), Jaime Oráa – University of Deusto (Rector), Paul Lemmens – Catholic University Leuven, n.n., Marco Mascia – University of Padua



Nelson Mandela, Honorary Doctorate of Laws, National University of Ireland, Galway, 20 June 2003



EMA students, Isabel Ayala conference (simulation) – 2004



EMA students 1997/1998 – Venice – Palazzo Franchetti – City Council



Bikes, Monastery of San Nicolò, Venice-Lido



EMA students 2005/2006



Horst Fischer and EMA student delegation in Ruhr-University Bochum



Manfred Nowak, EMA Director for the University of Vienna (1998-2016), EMA Chairperson (2000-2007), EIU Secretary General (as of 2016), at EMA Ceremony in Palazzo Ducale (2000)





Patricia Bocchi, Directorate of Multilateral Relations and Human Rights – European External Action Service (EEAS)



EMA class 1999/2000



EMA graduates 1999/2000 – Venice – Palazzo Ducale



Antonio Papisca, Marco Mascia and Italian military contingent in Bosnia and Herzegovina, EMA field trip 1998



EMA flag



EMA students, field trip to Bosnia and Herzegovina, 1998



EMA students, field trip to Bosnia and Herzegovina, 1998



EMA student delegation in Ruhr-University Bochum – training with the Red Cross





EMA students delegation at the University of Strasbourg 2006/2007 – visit to the European Parliament



Antonio Papisca and Mary Robinson (UN High Commissioner for Human Rights 1997-2002) signing the MoU between EMA and the OHCHR, Geneva 1999



Antonio Papisca with EMA student, University of Padua



# **Why EMA is Still Very Much Needed**



## Dzidek Kędzia

# Some Comments on Human Rights Education and Economic, Social and Cultural Rights

---



Dzidek Kędzia, EMA Director for Adam Mickiewicz University, Poznan (2004-2017) and EIUC President (2016 to date)

'Education is the most powerful weapon we can use to change the world' said Nelson Mandela;<sup>1</sup> Human Rights Education (HRE) is part and parcel of this endeavour. The Universal Declaration of Human Rights in its provision concerning education stipulates that 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or reli-

---

<sup>1</sup> Lighting your way to a better future. Speech delivered by Nelson Mandela at the launch of the Mindset Network at the Planetarium, University of the Witwatersrand, Johannesburg, South Africa, on 16 July 2003.

gious groups, and shall further the activities of the United Nations for the maintenance of peace.'<sup>2</sup> Subsequently, and in the same spirit, several human rights treaties refer to HRE. The International Covenant on Economic, Social and Cultural Rights provides that 'The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.' (Article 13 § 1) The Optional Protocol to this Covenant (Article 16), lays down the obligation of state parties to widely disseminate the Covenant and the Protocol and to facilitate access to information about the views and recommendations of the Committee.

According to the UN Declaration on Human Rights Education and Training (Article 1), 'Everyone has the right to know, seek and

---

<sup>2</sup> Art. 26 § 2 of the Universal Declaration of Human Rights.

receive information about all human rights and fundamental freedoms and should have access to human rights education and training.<sup>3</sup> This document reaffirms that the promotion, respect for and protection of human rights basically depends on such education. It also captures the observation by UNESCO that HRE 'is increasingly gaining recognition as a human right in itself.'<sup>4</sup>



Dzidek Kedzia, and Jeffrey Kenner (EMA Director for the University of Nottingham and EIUC Vice-President), EMA Graduation Ceremony 2015/2016

Parallel to the process of establishing the protection of human rights at the international level after 1945, HRE has extensively grown to be one of its pillars, catalysing the universal recognition of the fundamental human values intrinsically linked to the dignity of every human being. In a more operational sense, dissemination of relevant knowledge and expertise contributes to empowering human rights holders, preventing human rights violations or aiding recovery from them, addressing the root causes of conflicts and building a peaceful and harmonious society. Thus, HRE is an underlying component of building the human rights culture.

During the period of transition to liberty and democracy in many parts of the world

in the last century, HRE was globally demanded as a vehicle for these processes. The Vienna Declaration and Programme of Action, adopted by all states at the Second World Conference on Human Rights in 1993, inspired and reflected this movement. Its Section 78 is equally valid today as it was more than 20 years ago: 'The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.' Major projects were put on the agenda of international organisations. The UN launched the first Decade of Human Rights Education (1995-2004), later followed by the World Programme for Human Rights Education,<sup>5</sup> continuously framing the governmental and civil society efforts in this respect.

However, what was particularly important was that educational initiatives mushroomed at the ground level. Just to highlight one of many examples – I still have before my eyes a report of a Nepalese teacher, Rohit Kumar Gurung, who walked from one remote village, deprived of road connections and electricity, in the Okhaldhunga district to another, sharing the human rights message with people there, discussing with them their rights at marketplaces and in meetings with public officials.<sup>6</sup> Many undertook similar initiatives elsewhere, creating a network of modern pilgrims carrying the human rights message. In a way, they followed one of the famous wisdoms captured by Herbert Spen-

<sup>3</sup> Adopted on 19 December 2011.

<sup>4</sup> <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/>

<sup>5</sup> General Assembly's resolution 59/113 (10 December 2004); see also, Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education. Report of the Office of the United Nations High Commissioner for Human Rights, A/HRC/27/28.

<sup>6</sup> United Nations Office of the High Commissioner for Human Rights: Act Project Assisting Communities Together, Geneva, 2002, pp. 22-23.



cer that 'The great aim of education is not knowledge but action.'

This was also the time when the European Master's Degree in Human Rights and Democratisation (EMA) was established with the support of the EU and on the initiative of Professor Antonio Papisca from the University of Padua. It was about to educate human rights professionals who could then be available, among others, for projects run by the EU in countries in transition. While commemorating its 20<sup>th</sup> anniversary of EMA, EIUC is at the point where its and partner universities' efforts in different regions of the world have spearheaded the establishment of a cross-regional network of more than 100 universities and academic institutions, creating the Global Campus of Human Rights, which embraces seven Regional Master's Programmes in the area of human rights and democratisation with several hundred students annually. One can say, already now, that EIUC and the Global Campus, which at present are going through an integration process, constitute a unique global resource centre of interdisciplinary knowledge and expertise in the area of human rights and democracy, including HRE.

All success stories, and in many respects HRE is such a story, encourage provocative questions. In this spirit, does the trend of interest in and support for HRE go up or rather down? If there are some symptoms of routine in the approach to HRE what could be done to revert this? Is it justified to speak about a syndrome of saturation regarding HRE, at least in terms of the level of interest of donors and institutional stakeholders? Is it not so that HRE requires a fresh look and reinvigorated engagement of states and international organisations? Does HRE suffer under the impact of present global challenges, in particular terrorism, which in the eyes of many requires that priority consideration be given to other values such as security and thus, have pushed human rights out from the focus of international and domestic debates?

Even if some of such questions may sound strange, some reflections in their context may be helpful. For example, firstly, the human rights community has still a long way to go in order to complete the job of making human rights a constant element of general curricula at all levels of education worldwide. This process, despite significant achievements, is far from completed, including in countries noted as democratic and human-rights friendly. Secondly, just as human rights is not an incidentally intervening agent, HRE must be seen as a permanent task. There are many examples of a sort of functional human rights illiteracy that occurs after periods of concentrated efforts. Thirdly, it seems that the role of the media, both traditional and social ones, in the dissemination of human rights knowledge still seems to be not commensurate with the potential of the fourth power. Fourthly, linking human rights not only with various spheres of life, in particular economy, trade and investments, but also with various groups requires advancement of HRE and training to higher levels of specialisation that still by many are considered as not associated or only vaguely linked with human rights. One can note visible progress in this respect, but its pace still remains unsatisfactory. Moreover, the need for high-level specialists in specific areas of human rights and in the application of human rights to specific areas of life is increasingly growing. For example, the Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education goes in this direction, largely focusing on media. It will be interesting to read a comprehensive report on the implementation of this document, covering not only traditional media but also social ones, as largely requiring specific knowledge and expertise.

One of the broad areas that deserves particular attention in the context of HRE is evidently the protection of economic, social and cultural rights (ESCR). Given the complexity of their contextualization, their inter-

pretation and the clarification of the related duties of states require advanced knowledge of a wide range of spheres of life and various contexts, including social and political ones, in which these rights are to be implemented or are violated. For example, the progressive nature of these rights cannot be rightly construed without addressing such issues as tax systems, public debt, the activities of international trade and investment agreements.<sup>7</sup> Two examples follow: 1) in order to clarify what remedies should be available to a victim of human rights abuses committed by a subsidiary of a foreign business company, if the domestic legal system does not ensure an effective protection, knowledge of various systems and branches of law and the management of the business supply chain is indispensable;<sup>8</sup> 2) while assessing the compliance of the state with its obligation to guarantee the highest attainable standard of health the understanding of various models of the health protection is necessary. This sort of examples can be almost endlessly multiplied.

Knowledge and expertise need to be forwarded to and disseminated among various actors. Rights holders need to be aware not only of their entitlements but also of the methods and ways that could enable them to claim their rights and, if needed, to seek adequate remedies, including compensation for any damages resulting from them incurring violations. In the Amartya Sen language, human capabilities mean not only the ability to actually have access to and benefit from values protected by economic, social and cultural rights but also the internalisation of the sense of these values, the

ability to make related choices and claim their rights in the case of deprivation and infringement or abuse of any kind.

For example, for judges and lawyers it is necessary to have sufficient knowledge of the content of ESCR and their applicability in different contexts. Law enforcement officials should be able to assess hazards, including their gender dimensions, to which individuals and groups are exposed in the context of economic, social and cultural rights, and identify victims and offer them adequate assistance. Social workers should see recipients of social services as rights holders and not only as beneficiaries of public assistance. Planning officials need the relevant knowledge necessary to carry out economic, social and cultural rights needs and results assessments. Politicians should understand their responsibilities under international instruments and domestic law establishing the rights of individuals and groups and act accordingly in various areas of politics that have an impact on the realisation of ESCR, including economy, health, education and social security. Teachers should be able to explain to their students which entitlements they have as members of society now and in the future, how to claim their rights and the basic perils and exposures they may face. For civil society, the knowledge of the content of rights and their protection methods and mechanisms is essential to effectively struggle for their implementation, as well as to speak out in the interest of victims and to protect human rights defenders and anti-corruption activists.

Even these summary comments show how complex and complicated education and training on ESCR are. Moreover, it is clear that knowledge, skills and expertise should be delivered in a way tailored to specific audiences. This requires multidisciplinary research, diversified experience and adequate methodologies and resources to meet specific needs. The OHCHR, in its manual on HRE, rightly highlighted already a long time

<sup>7</sup> See Committee on Economic, Social and Cultural Rights, Statement, Public Debt, Austerity Measures and the International Covenant on Economic, Social and Cultural Rights, E/C.12/2016/1.

<sup>8</sup> See Committee on Economic, Social and Cultural Rights, General Comment No. 24 on State Obligations under the International Covenant on Economic, Social and Cultural Rights in the Context of Business Activities, E/C.12/GC/24.

ago that 'the mere recitation of vague principles of general applicability offers little hope of affecting the actual behaviour of a given audience. To be effective – indeed, to be at all worthwhile – training and education efforts must be directly targeted and appropriately addressed to a particular audience, be they police, health-care workers, lawyers, students or development professionals. Accordingly, the content of OHCHR teaching materials focuses more on the standards directly relevant to the daily work of the professional trainees and less on the history and structure of United Nations machinery'.<sup>9</sup>

The UN Committee on Economic, Social and Cultural Rights attempts to provide guidance in this respect. While frequently emphasising the fundamental role of education on these rights in general, it has focused so far on selected substantive issues, targeted institutions and groups. The Committee formulates its relevant observations and recommendations in its concluding observations on the reports of state parties and in its general comments and statements.

The Committee's jurisprudence from the last five years allows three major areas of focus in the discussed context to be distinguished: substantive, institutional and subjective (individual and groups).

At the substantive level, the Committee makes recommendations concerning training, education and awareness-raising with regard to all Covenant rights. Yet, it seems that some aspects of their implementation draw particular attention. For example, the Committee addresses the following on a regular basis (this is in no way an exhaustive list):

- the standing of the Covenant under domestic law, including justiciability of its provisions and enforceability of related

- constitutional rights; the application of the Covenant rights by other state bodies; and the compliance by state bodies with their duties under the Covenant;

- the Covenant principles, such as progressive implementation of rights, international cooperation and assistance to developing countries as a premise of the implementation of the Covenant's rights; the impact of poverty on the enjoyment of the Covenant's rights; the principles of the procedures under the Optional Protocol;

- the principle of equality and non-discrimination, in particular with regard to persons exposed to a discriminatory treatment, in particular disadvantaged and marginalised groups (e.g. national and ethnic, as well as indigenous peoples, migrants, internally displaced persons, sexual minorities, persons with disabilities, older persons, etc.);

- the gender dimension of the enjoyment of the Covenant's rights; equal participation of men and women in the life of society, including in the labour market, in schools and other education programmes; countering gender stereotypes and their impact on the access to ESCR;

- access to labour market and enjoyment of labour rights; just and favourable conditions of employment, including the rights of those deployed in the informal economy and domestic workers; the coverage and effectiveness of social security schemes and social assistance (social protection floor), especially in the context of those who are exposed to social exclusion;

- the protection of the family, in particular, in the context of the rights of women and children; early marriages; domestic violence and violence against women; trafficking in persons; sexual exploitation;

- various aspects of an adequate standard of living, including access to water, food and housing; the right to health, including sexual and reproductive health (e.g. access to related education and contraceptives, the eradication of female genital mutilation, etc.);

---

<sup>9</sup> High Commissioner for Human Rights, *A Manual on Human Rights. Training Methodology*, Geneva, 2000; <http://www.ohchr.org/Documents/Publications/training6en.pdf>

- the right to education; personality and cultural identity; understanding of cultural values and practices of various communities, in particular indigenous and minorities' cultures and languages; barriers to benefiting from the fruits of scientific progress and technologies, including access to the internet;
- the impact of business activities, trade agreements, and financial policies on the enjoyment of the Covenant's rights;
- the economic and social costs of corruption and their impact on ESCR.

At the institutional level, the Committee places particular emphasis on the integration of education on ESCR in formal and non-formal education; the advancement of knowledge of these rights in the judicial system of the country, national human rights institutions and the media. Finally, at the subjective level, the Committee underlines the importance of training on ESCR especially for judges, lawyers, law enforcement officials, prosecutors and the police; for politicians, members of parliaments, and other officials; for social workers, medical personnel, and teaching staff; for workers involved in the realisation of ESCR at the grass-roots level, and for health-care providers. In addition to the recommendations concerning the organisation of public awareness campaigns for rights holders, the Committee also emphasises that the knowledge of human rights and related mechanisms must be disseminated especially among indigenous people, members of minorities, migrants and refugees, women and youth, and inhabitants of rural and deprived urban areas. Also, the relevant staff of UN agencies are among the target groups.

### Instead of conclusions

For a long time, ESCR have struggled for 'full citizenship' among human rights. Being perceived 'as the poor cousins of civil and

political rights'<sup>10</sup> impacted the education on these rights. Fortunately, the situation has significantly changed, and today educational programmes usually take a holistic approach to human rights, although scepticism especially to social rights has not entirely vanished and happens to be echoed by some governments and academics.

The Nepalese teacher, referred to earlier, decided to head off on his journey to empower people, to give them strength through knowledge of their rights. But, his intention was also to commemorate the 50th anniversary of the Universal Declaration of Human Rights in this way.<sup>11</sup> Now, the world is on the eve of the 70th anniversary of this solemn, history-making document. Perhaps, inspired by this teacher and others alike, the Global Campus with its diverse expertise may become one of the important contributors, including on social fora, to the discussion on the universality and specificity of HRE and on the ways and methods to make it reach out to all corners of the world and advance its impact on the lives of people.

In the framework of the Master's Programmes offered by the Global Campus network, ESCR belong to core subjects of the academic curricula. The 2017 Venice Academy of Human Rights has been entirely dedicated to these rights. The programmes of the subsequent editions of the Venice School of Human Rights regularly include various aspects of ESCR. One can say that EIUC and the Global Campus have a good record in this regard. This provides a good basis for further steps that may be taken in cooperation with partners all over the world. Such steps may include spearheading the development of specialised educational programmes with focus

<sup>10</sup> B. Saul, D. Kinley and J. Mowbray (eds.), *The International Covenant on Economic, Social and Cultural Rights. Commentary, Cases and Materials*, Oxford, 2014, p. 1.

<sup>11</sup> United Nations Office of the High Commissioner for Human Rights: *Act Project Assisting Communities Together*, Geneva, 2002, pp. 22-23.

on the burning challenges to the implementation of ESCR, on groups particularly affected by ESC rights' deficits and violations, and on situations under which these rights are put into question on a mass scale (e.g. under the conditions of widespread poverty, especially its extreme version) or may determine the life of the entire society (e.g. systemic ESCR violations as sources of conflicts on the one hand, and

the protection of ESCR as a vehicle for conflict resolution and post-conflict transformation processes on the other hand). Another area where the Global Campus would be a natural and important component of broader efforts is the education on ESCR as an essential factor for achieving the Sustainable Development Goals and the implementation of the 2030 Agenda for Sustainable Development.



Dzidek Kedzia, simulation with EMA students in the cloister of the Monastery of San Nicolò (EMA/EIUC seat)

# Manfred Nowak

## New Challenges for EMA?

---



Manfred Nowak, EMA Director for the University of Vienna (1998-2016), EMA Chairperson (2000-2007) and EIUC Secretary General (2016 to date)

### Why do we need human rights education?

International human rights were created in 1945 and have been gradually developed ever since as a response to the rise of fascism in the 1920s, the World Economic Crisis, World War II and the horrors of the Holocaust. The founding fathers and mothers of the United Nations (UN), the Council of Europe and the European Communities wished to create a new European and world order, based on the aims and values of peace, prosperity and human rights. After more than seven decades of standard setting, human rights have evolved as the only universally accepted value system of our time. Human rights not only govern the relationship between individuals and governments, they constitute a universal ethical

code that inspires, or at least should inspire, the relationship among individuals, groups, peoples and nations. If we follow the basic values of a human rights-based approach, above all empowerment through rights, equality and non-discrimination, participation and inclusion, as well as accountability for our actions, the world would be a much nicer place to live in. This starts with how we deal with our children, and how children deal with their peers in kindergartens and schools. First of all, human rights mean that we should respect the rights and dignity of others, that we do not exclude or discriminate others because they are different, that we support and empower those who, for whatever reasons, are disadvantaged, excluded or left behind, that we do not use violence to solve conflicts but aim to find fair and just solutions by peaceful means of conflict resolution, taking into account the rights of others. This requires empathy and the ability to put on human rights spectacles that enable us to apply the principle of proportionality to find a balance between different points of view.

In order to create societies where human rights matter in the day-to-day relations among human beings, human rights education needs to start in the family, in kindergartens and schools. Human rights as an attitude and a toolbox are as important as other

skills that we teach our kids, such as the ability to read and write or basic mathematics. Much has been achieved by the United Nations Decades for Human Rights Education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other organisations to include human rights into the curricula of schools and other educational institutions. But much more needs to be done in all countries, including those in Europe, until it is self-evident that our children will grow up acquiring the basic skills of human rights already in kindergarten.

### Why do we need human rights education in universities and what is the role of EMA in this respect?

Universities have many different aims, but most importantly they should prepare students for their professional lives. As future doctors need to learn the basics of medical science, and future lawyers the basics of legal science, future human rights professionals should learn the basics of the science of human rights. But human rights as a profession is a comparatively new phenomenon, and many people still doubt the need

for such a profession. This is the reason why there are still relatively few faculties of human rights or bachelor human rights studies in our universities. Human rights seem still to be perceived primarily as a specialisation topic during legal studies or as a multi-disciplinary field of study that should only be offered at the level of post-graduate education. I do not necessarily share this view as I believe that the time has come to introduce human rights studies at the bachelor level for the education of future human rights professionals.

The European Master's Programme in Human Rights and Democratisation (EMA), based in Venice, has played an important role in establishing human rights at the level of post-graduate education. Its creation in 1997 was prompted by the need to educate human rights professionals to be sent into the field, in the context of so-called second and third generations of post-conflict peace operations. The end of The Cold War opened a window of opportunity for the Security Council of the UN to become operational and to fulfil its mandate of stopping armed conflicts and of establishing multi-dimensional peace operations that went



Manfred Nowak at the Press Conference with Lamy Haji Bashar, Sakharov Prize laureate, 2016 (far right). On the far left, Kalliopi Agapiou-Josephides, EMA Director for the University of Cyprus (2004 to date) and EIU Vice-President (2010-2014)

beyond mere military peacekeeping. New generations of peacebuilding operations, as in El Salvador, Cambodia, Haiti, and Bosnia and Herzegovina, were based on the philosophy that a lasting peace needs to be built on truth, justice and reconciliation, as well as on an effective architecture of human rights and democracy. But how can we build up human rights and democracy without well-educated human rights professionals?

As a result of the Vienna World Conference on Human Rights in June 1993, the Office of the UN High Commissioner for Human Rights (OHCHR) was established in early 1994, exactly at the time when the genocide started in Rwanda. Because of the violent events in Somalia and the killing of US peacekeepers in Mogadishu, the Security Council was again paralysed and was prevented from intervening and stopping the killing of some 800,000 Rwandans belonging to or supporting the 'ethnic' group of the Tutsis. In order to show that the UN was not completely inactive, Secretary General Boutros Boutros-Ghali requested the newly appointed High Commissioner for Human Rights, José Ayala-Lasso, to immediately establish a human rights field operation in Rwanda. I vividly remember when Georg Mautner-Markhoff, an Austrian diplomat who had been appointed as head of the field operations branch in the Office of the High Commissioner, called me in Vienna and asked whether I could name human rights professionals whom he could recruit into this field operation. This was still at the time when the genocide was taking place, and the newly recruited human rights professionals were supposed to be deployed within two weeks. Not an easy task! At that time, there were not many human rights professionals in the world whom one could send into such a dangerous mission. I called many former students and colleagues and enabled a few adventurous individuals to start their careers as international human rights field officers. But none of them had had a solid human rights education. They

were simply forced to learn human rights skills on the job.

The European Union (EU) was in a similar position. It was one of the main donors to the UN, strongly supporting the new tasks of human rights-oriented peacebuilding. The best contribution to successful peacebuilding was to make well-educated and skilled human rights professionals available for these multi-tasked peace operations. This is the background as to why in 1996 Daniela Napoli, at that time head of a newly created Service for Human Rights within the General Secretariat of the European Commission, received a visit from her compatriot Antonio Papisca, who at that time was director of a well-known human rights centre at the University of Padua. He was asked whether he could organise, in close cooperation with similar human rights centres in the other EU member states, an inter-university and interdisciplinary post-graduate European Master's Programme in human rights and democratisation, with the aim of educating and training future European human rights professionals whom the EU could deploy to international peace operations. Antonio Papisca did not think twice, called his colleagues in other EU member states and already in 1997, with ten European universities involved, started the first EMA at the former Palladio School at Guidecca Island in Venice. I was participating as a teacher in Markku Suksi's teaching week on democracy-building and election monitoring when Antonio asked me on 17 January 1998 whether I could bring the University of Vienna into EMA. I quickly convinced the Rector of Vienna University to join this important network of European universities and human rights institutes. Since that time, the Ludwig Boltzmann Institute of Human Rights (BIM), closely related to the University of Vienna, is in charge of teaching the week on human rights field work and organising an excursion to a post-conflict situation, in the first years to Bosnia and Herzegovina, later to Kosovo. During my time as Chair of the



EMA Council (2000-2007), we managed to include many more universities, from the old and new EU member states, in our network, and in 2002 we created the European Inter-University Centre for Human Rights and Democratisation (EIUC) as the institutional hub of the network.

EMA was the pioneering Master's Programme which inspired the EU to finance similar programmes in other world regions. Today, the Global Campus of Human Rights, which is coordinated by and financed through EIUC, consists of seven Master's Programmes in Africa, Latin America and the Caribbean, the Asia-Pacific region, the Arab region, South-East Europe, the Caucasus region and the EU. The philosophy of all Regional Master's Programmes is the same: to organise one-year post-graduate and interdisciplinary Master's Programmes. During the first semester, students attend the coordinating university of the respective Master's Programme and are taught jointly by experts and professors from the participating universities, while in the second semester students are usually distributed among the participating universities to complete their studies and write their Master's thesis. But is the aim of educating human rights professionals still the same as in the pioneering years of EMA?

### What is the aim of EMA in a changing human rights environment?

During the last 20 years, the world has undergone dramatic changes that have led to the most serious global crises since the end of World War II. The window of opportunity created by the fall of the Iron Curtain in 1989, to establish a new world order based on peace, global justice, democracy and human rights seems to have only been used by the architects of a neoliberal economic world order, based on deregulation of global economic and financial markets, privatisation of even core state functions such as in-

ternal and external security and minimising the role of the state. This has had not only far-reaching negative effects on the protection of human rights, it has also led to failed states and various economic, financial, food, water, climate and other inter-related crises. The sharp increase in economic inequality as well as the power of transnational corporations and organised crime have also contributed to the undermining of the social and democratic fabrics of our societies. Rapid globalisation, driven by neoliberal market forces, has created a feeling of insecurity that pushed many people into the arms of religious, nationalist or populist leaders. Ethnic and religious tensions, radicalisation and extremism, armed conflicts, terrorism and organised crime are the root causes of mass refugee movements and the fact that there are more refugees and displaced persons today than in any other year after World War II. But refugee and migration flows from the Global South to the rich countries in the Global North lead to ever more fears, insecurity, radicalisation, populism and authoritarianism. This begs the question as to how we can break through this vicious circle.

The EU is deeply entrenched in these global crises, both as a driving force of the global neoliberal architecture and as a victim of its long-term consequences. The European Communities were created in the 1950s as a European peace project. By integrating national economies and creating a common market across Europe, the European Communities played an essential role in preventing another war between European nations and fostering peace, security, prosperity and human rights in Europe and beyond. This was a time when economic growth was still strongly linked to the idea of the social welfare state, in which high taxation, political control of the economy and social redistribution prevented economic inequality from growing. But at the time, when economic integration led to political integration and the founding of the EU with the Maastricht Treaty in 1992, European nations, spearheaded

by the EU, were already fully endorsing the neoliberal architecture led by the US, the UK and the international financial institutions, based on the 'Washington Consensus' of 1989. While Article 2 of the Treaty of the European Union proudly proclaims that the Union is based on the common European values of human dignity, freedom, democracy, equality, the rule of law, human rights, pluralism, non-discrimination, tolerance, justice and solidarity, the neoliberal economic policies of the Union undermined these very values and led to a level of economic inequality that resembles the level of inequality in Europe just before the outbreak of World War I. If the EU is not willing to radically change its economic policies and return to its values of solidarity, justice, equality and human rights in general, the consequences might be fatal. After a referendum driven by right-wing populists, the British will leave the Union (i.e. Brexit), and other right-wing politicians in France, Germany, the Netherlands, Austria and other EU member states are openly advocating for the same. In Hungary and Poland, authoritarian leaders have already assumed power and are openly undermining the European values of democracy, the rule of law, human rights and solidarity, as we have seen most dramatically during the crisis of the 'common' European refugee policy in 2015. Authoritarian leaders at the borders of the EU, most notably in Turkey and the Russian Federation, take every opportunity to stir up hatred among the peoples of Europe and to split the EU. For the first time since the end of World War II, armed conflicts within the territory of the EU can no longer be excluded.

What does this all mean for EMA? In my opinion, the political environment has fundamentally changed during the 20 years of EMA's existence. These changes need to be taken into account in the very aim and curriculum of EMA. We are no longer living in a world where the main aim of EMA is to educate human rights professionals to be sent to peace operations in faraway post-conflict

societies. EMA is urgently needed to educate human rights professionals who will stay in Europe and spread the message of human rights as an attitude within their own societies and to the institutions of the EU. For decades, European politicians had taken human rights for granted and had developed a fairly arrogant attitude that human rights were values that the EU had to teach and export to other regions of the world. Now we have to realise that human rights are endangered and challenged from within our own societies. They are not challenged by migrants and refugees, as right-wing politicians want us to believe, but by European politicians and by European citizens voting for them. In such a situation, we have to stand up and fight for our common European values. But we do not need to speak to the converted, we have to reach out to those who have lost their trust in human rights because they think that human rights and neoliberalism are part of the same school of thought. They are not! Neoliberal economic policies are based on minimising the role of the state in favour of the free market whereas human rights need the regulatory power of the state vis-à-vis powerful market forces. Neoliberalism stands for competition, egoism, profits as the ultimate goal and the survival of the fittest, whereas human rights stand for human dignity, equality, justice, solidarity and the empowerment of the disadvantaged and vulnerable groups in our societies. It is exactly these values and the interdependence between civil and political rights on the one hand, and economic, social and cultural rights on the other, which we have to put at the centre of human rights education in EMA. And we also need to teach the skills necessary for new generations of EMA graduates to reach out to those sectors in European societies that look at human rights with growing hatred and contempt.

I warmly congratulate EMA on its 20<sup>th</sup> birthday! It has been a great experience to see how EMA was always able to adapt

to new challenges and problems. I am sure that EMA, as a project jointly organised and financed by the EU, its participating universities, professors, experts

and students, will meet these challenges in the years to come and contribute to a new culture of human rights and solidarity in Europe and beyond.



Manfred Nowak and Carlo Carraro, Rector (2009-2012) of Ca' Foscari University, at AHRI/COST Conference, 2011

# Short Contributions

---



Zeid Ra'ad Al Hussein, United Nations High  
Commissioner for Human Rights and Democratisation

Human Rights Education is vital for promoting inclusion and participation, sustaining social cohesion and preventing violence and conflict in our societies. To this end, higher education institutions have the social responsibility not only to educate ethical citizens committed to the construction of peace and the defence of human rights, but also generate global knowledge enabling us to address current world challenges with human rights-based solutions.

As we celebrate 20 years of the European Master's Degree in Human Rights and Democratisation (EMA) and look at its future, it is my hope that the programme will continue and enhance its mission to nurture the passion of young generations for human rights, equipping them with the knowledge and skills needed to work professionally and effectively for human rights to the benefit of their communities and our society at large.

[Zeid Ra'ad Al Hussein](#)



Federica Mogherini, High Representative of the European Union for Foreign Affairs and Security Policy and Vice-President of the European Commission

Human rights lie at the core of the European Union's foreign policy. Their promotion is not only a core value of our union, it is also consistent with our interests and necessary for our security. Human rights abuses only make societies less resilient and weaken

the legitimacy of institutions. States are strong only when democracy is strong, when the debate is free and open, when human rights are respected. This is the European way to peace and stability. When I talk to young people and human rights defenders from all over the world, I see a growing demand for a power that stands on the side of human rights. And today, I do not see many global powers who are willing to play this role. The European Union can and must be that power. To do so, we need to keep fostering a culture of human rights, particularly among policy makers, civil servants and diplomats. Twenty years after its inception, the European Master's Degree in Human Rights and Democratisation is more important than ever.

**Federica Mogherini**



Ulrike Lunacek MEP, Vice-President of the European Parliament at the EMA Graduation Ceremony 2016

Congratulations! Twenty years of EMA is a success story with worldwide positive repercussions on human rights and democracy. You provide education and training on this important topic. And EMA alumni and graduates constitute a strong resource base, highly in demand for the promotion and protection of human rights and democracy at global, continental, national and regional as well as local levels. Human and Fundamental Rights are at the core of the European Union (EU), and the European Parliament is the most outspoken of the three EU institutions in their promotion and defence – inside of the EU as well as in third countries. I am convinced that together we can empower and support all those who struggle to live a life free from fear, repression or torture, to achieve respect and dignity for all.

**Ulrike Lunacek**



Nils Muiznieks, Council of Europe's Commissioner for Human Rights

Over the past 20 years the European Master's Degree in Human Rights and Democratisation has provided an invaluable contribution to human rights education across Europe. By preparing young professionals for their future work in international organisations, NGOs, national authorities and other settings, the Master's stands out as a high-level product of European cooperation. I salute the engagement of the teaching staff and I hope more and more students will decide to follow this Master's and apply the knowledge it provides

**Nils Muiznieks**



Mary Robinson, EIU Honorary President, UN High Commissioner for Human Rights (1997-2002), former President of Ireland (1990-1997)

I enjoyed my involvement with the pioneering work of the European Master's Programme in Human Rights and Democratisation. I congratulate the 41 participating universities and EIU on what they have built up over the first 20 years and wish them every success in the future.

**Mary Robinson**



Rikke Frank Jørgensen, EMA Graduate 2001, Senior Researcher at the Danish Institute for Human Rights

The EMA programme provides a unique combination of practical and theoretical knowledge related to human rights—guided by some of the best scholars in the field. It forced me to think more systematically about the nexus of human rights and technology and as such has been instructive for the work and research I have undertaken ever since.

[Rikke Frank Jørgensen](#)



Katarina Månsson, EMA Graduate 2000, Associate Political Affairs Officer, Executive Office of the UN Secretary-General

Anchored in the historical city of bridges and explorers, Venice, EMA has created a unique global network of passionate human rights ambassadors with the mission of advancing human dignity in every corner of the world. By bridging voices and realities from the field with the history, philosophy, politics and law of human rights, EMA has, like no other academic programme, shaped the contemporary human rights movement: bold and imaginative, universal and undeterred. EMA gave me the courage to explore, the conviction to protect, the insight that one must never relent and always persist for human rights to survive and thrive. In celebrating its vibrant 20 years, I am humbled with thanks for the opportunity to be one of its *masteroni* and energised to pursue the spirit and flame of the Lido!

[Katarina Mansson](#)



Christina Binder, EMA Programme Director for the University of Vienna (2016 to date), at the EMA Graduation Ceremony 2016

Twenty Years of EMA and 15 years since I finished the Master's in 2002; this is a good time to reflect on what EMA meant for me. In a nutshell, three things above all. First, most importantly, EMA strengthened and deepened my fascination for human rights. It thereby confirmed my decision to work with and in human rights. Second, it was a tough but wonderful experience. The Master's meant hard work – so many hours spent with the weekly reading materials! However, even today at times I go back to my old “readings” for certain research work or classes. Especially the first semester laid a solid foundation for all human rights work I engaged in afterwards. The second semester, which I spent at the Raoul Wallenberg Institute in Lund, brought me into

research. The Master's thesis – on indigenous land rights in Latin America – was the stepping stone for my subsequent PhD in the area. Afterwards, I was lucky enough to receive one of the 15 internships, with six months spent at the Austrian Foreign Ministry. Then I changed to the University of Vienna. Today I am Professor of International Law at the University of Vienna, Deputy Director of our inter-disciplinary Research Centre “Human Rights” and National Director and representative of the University of Vienna at EIUC. As regards practice, I am involved in election observation missions and assistance for OSCE/ODIHR, the Council of Europe and the EU. It is a wonderful and very multifaceted work – my real dream job. And, as mentioned, the foundation was laid during EMA in Venice. Third, and last, but surely not least, the social side: during EMA I spent five wonderful months in Venice, sharing an apartment with three other colleagues. Every morning we took the “vaporetto” to the Lido. Still today, I feel like coming home when walking into the monastery. So, to put it short, it is not an exaggeration to say that EMA was the best thing that could have happened to me. Congratulations on the 20<sup>th</sup> anniversary; and I am looking forward to many more anniversaries to come.

[Christina Binder](#)



# Images





Entrance door – Monastery of San Nicolò, Venice-Lido



Workshop of EMA students, 2012/2013



EMA students' sit-in in the cloister, 2015/2016



EMA Students' Cigar Club, 2011/2012



EMA Photo Competition Award, Venice International Film Festival, 2006



Alan Desmond (EMA Teaching Fellow 2013-2015), Migrants Matter campaign, 2014





EMA students 2002/2003 – study visit to the International Criminal Court (ICC)



EMA students 2012/2013





Wolfgang Benedek, EMA Director for the University of Graz (2002-2016) and EMA students at the University of Graz



Fabrizio Marrella, University Ca' Foscari, Venice and EMA Programme Director 2008-2011



Jean Paul Jacqué, EMA Director for Université de Strasbourg (2009-2016)



EMA Students visiting the European Commission (DEVCO) in Brussels, 2014



EMA Career Day, EMA students with Raphael Fisera, EMA graduate 2003/2004 and European Parliament official





EMA Graduation 2014/2015, Scuola Grande di San Rocco, Venice





Circuito OFF – short film Festival at the Monastery of San Nicolò, Venice-Lido



Piero Sullo, Angela Melchiorre, Fabrizio Marrella, Florence Benoit-Rohmer, Carmen Marquez-Carrasco, Horst Fischer – EMA Ceremony 2013



Angela Melchiorre, Paul Lemmens, and EMAlumni Board member, Michael Merrigan, Moot Court 2011



EMA students' workshops in Venice-Lido Elementary School, 2011/2012



EMA Music Festival 2015/2016, Teatrino di Villa Groggia, Venice



Eva Maria Lassen, EMA Director (2003 to date), Danish Institute for Human Rights/University of Southern Denmark, Vice-President of EIUC (2016 to date)







Sara Melkko and Thomas Barrett, EMA Student Representatives 2003/2004





EMA students' workshops in Venice-Lido Elementary School, 2011/2012



Koen Lemmens, EMA Director for the Catholic University of Leuven (2012 to date)



James Bot and Claire-Marie Chastan, EMA Student Representatives 2001/2002





EMA Students at the University of Deusto, Bilbao







# EMA and its Strengths



## George Ulrich

# Life with Students and Professors on the Lido Revisited: Perspective of the EMA Programme Director

---



George Ulrich, EMA Academic Coordinator (2001-2004), EIU Secretary General (2002-2009) and EMA Programme Director (2016 to date)

The position of Programme Director offers a unique perspective on the visionary, seminal and now 20-year-old experiment in human rights education (HRE) known as EMA. Serving as Programme Director is not merely an administrative function but rather a rich, hands-on experience in a magical setting. Together with the EMA academic and administrative teams, the Programme Director is there when a new cohort of students, eager and full of expectations, arrives at the Monastery of San Nicolò. Week in and week out from September to the end of January, we welcome scholars and experts to the Aula Magna to share their knowledge and practical expertise. They too treat this as a special encounter, a vocation to which they

are deeply committed. As the visiting lecturers come and go, we in the academic team form a constant presence in the monastery, aiming to help students process their learning experience, build new competences and skills, and develop their individual research proposals. We intuitively relate to the collective mood swings that inevitably occur over the course of the semester: the anxiety before exams, the uncertainty about where one will be assigned to study in the second semester, the creative drive to develop initiatives outside the secluded monastery setting, the exhilaration of the Kosovo field trip, and the intense bonds that develop within the student group as a result of all of this. When reflecting on the EMA experience after its first six years, I remarked that the function of the Programme Director is like that of a stage manager whose main aim is to facilitate a rewarding encounter between performer and audience, teacher and students, and to bring out the best in each actor while continually paying attention to the overall effect. This is a selfless task, as one steps into the background and leaves the main stage to the visiting lecturers. But it is also deeply rewarding. Today, this remains truer than ever as we celebrate 20 years of EMA cooperation.

My own involvement with EMA began in early 1999, when I was asked to supervise

EMA students assigned to the Danish Centre for Human Rights in their second semester. Two years later, I became the very first resident Academic Coordinator on the Lido. In its initial years, EMA was directed, from Padua, by its founder and spiritus rector, Antonio Papisca, and his indispensable and impressively effective assistant, Marco Mascia. As the first semester consisted of 15 weeks and there was the same number of participating universities (one from each of the then 15 EU member states), the obvious initial scheduling formula was to entrust each university with primary responsibility for one teaching week. While ensuring a rich diversity of input and equal participation of all universities involved, this programming concept naturally gave rise to a considerable degree of overlap, repetition, and gaps in the topics covered. It was therefore agreed that the programme needed closer on-site coordination. I vividly recall how, when my wife Judith and I went to Padua to discuss my prospective employment in this role with Antonio and Marco, I stated matter-of-factly that for us this would only be a short engagement. Antonio, in his kind yet irresistibly firm manner, looked at the two of us and declared without hesitation, 'You will settle in Venice and begin a family. We have great tasks ahead of us.' And so it happened.

What followed was an intense period of network-building, leading to the enlargement of EMA and the formation of EIUC in the autumn of 2002. Other Regional Master's programmes had meanwhile developed in the Balkan region, Africa and the Mediterranean, and we began meeting on an intermittent basis to forge closer cooperation and define the common core features of EU-supported Regional Master's programmes in human rights and democratisation. This, in retrospect, laid the foundation for what has since emerged as the Global Campus.

EMA itself underwent significant changes. Building on the characteristic two-semester structure and the main thematic sections that had defined the programme since

the very beginning, a variety of new course components were introduced, such as the rolling seminars, specialised afternoon classes, skill-building modules, simulation exercises, and a range of student-led activities. These various components aimed to strengthen the inter-disciplinarity and practical orientation of EMA and facilitated a partially differentiated learning experience for the students. Koen De Feyter, who was my successor in the position of Academic Coordinator/Programme Director, consolidated these evolving developments in the academic year 2004-05 by introducing a formal distinction between 'first and second stream' activities, i.e. respectively, morning plenary teaching sessions and afternoon elective activities. He also articulated a strong commitment to student-oriented learning, which remains a defining feature of EMA.



George Ulrich speaking at EMA Ceremony

Since this time, a succession of eminent Programme Directors has followed. Carmen Carrasco (2005-06), Anja Mihr (2006-08), Fabrizio Marrella (2008-11), Angela Melchiorre (2011-13), Piero Sullo (2013-15) and Andraž Zidar (2015-16) have each left their distinctive mark on the programme and the way it is managed. Most importantly, each has guided successive generations of EMA students through a demanding learning experience. Given the large number of fly-in professors and experts visiting the monastery in the fall semester, an essential

function of the resident academic team is to provide students with an element of sustained teacher contact. This means developing personal relations with a large number of students, functioning as a sounding board, and helping to pull together ideas that gradually mature over time, notably in connection with the articulation of second-semester research plans. Such close interaction with a highly-motivated student body is as fully rewarding as the contact with the many lecturers, yet it is extremely time-consuming and places high demands on the resident academic staff. The leadership of the Programme Director is essential in this regard and lives on in the legacy of devoted alumni that continue to draw inspiration and motivation from their EMA experience long after graduation.

Taking stock of what has changed and what has remained constant over the past 20 years, it is striking to note that the most important development pertains not to EMA itself but rather to the wider context in which the programme is embedded. When the idea to create a joint European master's degree in human rights and democratisation was originally conceived during the UN Decade of Human Rights Education, there were few specialised university programmes in this area (notable exceptions being programmes offered by the universities of Essex and Lund, both of which were original members of EMA). Now, two decades later, there is a wealth of excellent human rights master's programmes around Europe and internationally, including in many of the EMA-participating universities and in the expanding Global Campus network. Many of these programmes have directly or indirectly drawn inspiration and stimulus from EMA and may be counted among the notable accomplishments of this unique experiment in university cooperation. But at the same time, they challenge us to once again take stock of our *raison d'être* with a forward-looking perspective (lest EMA should be rendered redundant by its own success). Having re-

turned to the Monastery of San Nicolò after a hiatus of seven years in other academic settings, I am personally convinced that the intensity of exposure and wealth of knowledge and practical experience offered by EMA and its sister programmes make for an unparalleled learning experience. It was absolutely crucial that this became a worldwide undertaking that involves aspiring human rights professionals from all regions of the world, facilitates the exchange of teachers and experts, and also provides fertile ground for encounters between diverging regional and historical perspectives on the struggle for human rights and democracy. The Global Campus is all of this.

As we embark on a third decade of HRE, we must be vigilant to ensure the continued relevance of our joint endeavours. We do this by deliberately seeking to reinforce the practical components of each Regional Master's Programme, so as to equip students to engage effectively with real-life challenges, and by paying close attention to new developments in a rapidly changing world. A main priority in the on-going EMA curriculum planning is to identify and understand setbacks and threats to human rights and democracy. Some obvious examples are the way in which big data in the era of information technology poses threats to privacy, the way in which counter-terrorism measures risk jeopardising fundamental freedoms and the way in which deliberate misinformation campaigns abuse freedom of expression and pose threats to the integrity of democratic processes. These may be seen as examples of how illiberal forces strategically misuse human rights and democratic mechanisms to further an antagonistic agenda. In other contexts, we see rising challenges to women's reproductive rights and a surge of hate crimes targeting minority groups in society. Climate change has multiple adverse human rights implications that we are only slowly beginning to comprehend. And the tangible gains in mobility, access and general welfare that many

of us associate with globalisation are inextricably related to the concurrent marginalisation, exclusion and structural poverty of vast segments of the global population. This poses one of the most important and most difficult challenges to the contemporary human rights agenda.

Another common objective is to concretely align our teaching and advocacy initiatives with key international and regional policy frameworks, including notably the Sustainable Development Goals, the European Consensus for Development, and related human rights strategies. Like the other programmes in the Global Campus network, EMA draws inspiration from these normative and operational frameworks and

regards itself as an important partner for the EU and the international community in promoting accountable multilateral governance. However, despite notable gains, there are remaining gaps and inconsistencies in the European human rights record, and in recent years we are witnessing an unprecedented deterioration in the respect for human rights and democracy within the European political space. This renders specialised human rights and democracy education at the regional level all the more important, as EMA graduates will serve not only as external ambassadors for a shared geopolitical vision but also as human rights defenders at home at a time when the protection of common European values is more crucial than ever.



Koen De Feyter, George Ulrich and Antonio Papisca attending an EMA CEREMONY



# Ria Wolleswinkel

## The Role of the Academic Curriculum Group

---



Ria Wolleswinkel, EMA Director for Maastricht University (2006 to date), EMA Chairperson (2013 to date)

According to Article 9 bis of the Venice Charter, the Academic Curriculum Group (ACG) 'reviews the curriculum of the programme, and makes appropriate recommendations to the Council and the Executive Committee'. The Council appoints the members of the ACG on a yearly basis.

Finding volunteers for the ACG has never been a problem. On the contrary, being member of the ACG is one of the nicest, most substantive and rewarding tasks within EMA. When the ACG is appointed, it is important to ensure that it fully represents the various disciplines and participating universities, more specific of Inner Circle universities, because they sign the diplomas.

During one intensive and extensive meeting, the whole programme of the first semester is reviewed week by week, taking into account the students' evaluations and the reports of the Programme Director and Teaching Fellows on the first semester. The meeting is usually thoroughly prepared by the Programme Director, already suggesting proposals for improvements and/or changes, both on the content and the assessments. These proposals are shared beforehand by email. The focussed meeting, however, also often leads to new and creative ideas during the meeting itself. The atmosphere is very open, and any suggestion is taken seriously, even those proposing to replace a very successful part of the curriculum in order to make room for another – often newly – participating university or to introduce an innovative teaching method or contemporary human rights issue. The Teaching Fellows and Student Representatives are very much involved in this process, and the Student Representatives are often surprised that the programme is updated so seriously, including their suggestions and remarks.

The main comments that recur year after year and that are taken very seriously concern inter-disciplinarity, interactive teaching and skills training. Human rights and democratisation need to be learned in context. Academic standards, but also practical

skills at a rather high level have to be met. Every year, it is said that writing skills and research methodology need more attention, preferably earlier in the programme.



Ria Wolleswinkel and graduate, EMA Graduation Ceremony 2015/2016, Venice – Scuola Grande di San Rocco

Regarding the content, additional topics are always suggested to be included, but it is not easy to find room for everything. Sometimes space can be found by reducing overlapping material or by combining topics in a more efficient way. Overlapping content is not always easy to avoid. With such a variety of experts and teachers, it is almost predictable that some examples will be used by several people due to their overarching relevance at a specific moment in time, e.g. nowadays freedom of religion and freedom of speech. It is a challenge to inform all the teachers about the material that has been covered in the programme before their arrival in Venice, but then everyone should provide the staff in Venice with their materials on time. Besides this, teachers are stimulated to cover contemporary issues. However, when the same

topic is dealt with from various perspectives, ultimately it can be very enriching.

Looking back at EMA Student Guides from the past decades, it is amazing how sustainable the structure of the programme has proven to be. From the beginning, there were – besides the introductory course – four to five thematic sessions, rolling seminars and clusters. Even moot courts and simulations were already included. Directly from the start of the first semester rolling seminars were and are offered in the main disciplines, i.e. law, international relations and political science, to students from different backgrounds. Clusters are filled by mainstreaming – sometimes non-classical ‘fancy’ – themes like gender, migration, business and human rights, transitional justice, data protection and bio-ethics. These themes can be moved to a thematic session and vice versa. This creates flexibility and room for new initiatives. Rolling seminars and clusters take place in the afternoons, in smaller groups.

A highlight of the programme is and always has been the field trip to Kosovo. According to my memory, only once did we seriously investigate an alternative location (i.e. Cyprus), but it seemed to be impossible to offer such a unique experience elsewhere. It is anyhow a good exercise to rethink (parts of) the programme from time to time, not only when something seems to be ‘wrong’, but also to improve or to investigate whether there could be alternatives. This process of evaluating and rethinking by a different group every year creates commitment to the programme, involvement of all participating universities and a feeling of working on common ground.

# Felipe Gomez

## EMA Joint Degree and the Europe of Knowledge

---



Felipe Gomez Isa, EMA Director for the University of Deusto, Bilbao (2001 to date)

2017 is a highly symbolic year for Europe. On 25 March 1957, the signatories of the Treaty of Rome establishing the European Economic Community (EEC) had the dream of turning Europe into a space of cooperation between states that had fought each other during the Second World War. Since then, a spill-over effect has led the EU to become the most successful international experience of cooperation in fields such as energy, environment, trade, gender equality, human rights and democracy, higher education and so on. In 1997, the EMA pioneers (Antonio Papisca, from the University of Padua; Julia González, from the University of Deusto; and Daniela Napoli, from the European Commission) had the vision of using

higher education as a tool to promote human rights and democracy both in Europe and worldwide. The EU needed young and committed professionals to work in the area of promoting human rights and democracy, since Europe aims to be considered as a 'normative power'. Accordingly, the Lisbon Treaty has placed human rights and democracy promotion as essential pillars of the EU, both at internal and at external levels.

Under the leadership of the University of Padua, EMA was officially launched in October 1997. The degree was initially conferred by the University of Padua and included the seals of the participating universities (only ten in the very beginning) and the signatures of their rectors on the diploma. But innovation has always been in the genes of EMA, and soon we decided to move towards something totally different: a joint degree, conferred jointly by those universities participating in the EMA network that were willing and able to do it. In December 2003, the Agreement on the European Master's Degree in Human Rights and Democratisation (Joint Degree) and the Protocol on implementation of the EMA Joint Degree were formally adopted by the University of Padua, Ca' Foscari University of Venice, the Ruhr-University Bochum, and the University of Deusto (Bilbao). This step forward implied a

much higher level of cooperation and coordination among the universities involved. A joint degree implies a much higher level of academic cooperation, given that students are registered by all participating universities at the same time. The University of Padua acted as the university of first enrolment. Since then, the University of Graz and the University of Ljubljana have also joined, but there are still many universities of the EMA network that have not been able to participate due to a number of reasons. We must recognise that many obstacles have had to be surmounted, since domestic regulations, academic bureaucracies, institutional inertia, and parochial attitudes are not always conducive to these 'joint ventures'. But we are fully convinced that these processes are an inherent ingredient of the construction of the European ideal from below. We have witnessed how Europe has progressively evolved from a Europe of Merchants to a Europe of common goals and values. Higher education and, particularly, human rights education must play a significant role in this process. As emphasised by the Bologna Declaration on the European Space

for Higher Education (1999), a 'Europe of Knowledge is a pre-condition for consolidating and enriching the European citizenship, by giving to the citizens the competences needed to face the challenges of the new millennium and, at the same time, the awareness of shared values and of belonging to a common social and cultural space.' The spirit and daily practice of the EMA Joint Degree are fully in line with these goals and aspirations.

I have to admit that European and international academic cooperation is not always an easy exercise. You need ability and willingness to understand other academic traditions, other teaching methods, other marking cultures, and other managerial skills. One must be open to face the challenges that international academic cooperation entails. But I can affirm that, after 20 years of full involvement, the so-called EMA family (some colleagues refer to it, ironically, as the EMA mafia) has transformed my academic life. The experience of teaching at the Aula Magna in the Monastery of San Nicolò was very special: 90 motivated and challenging students from all over the



Felipe Gomez Isa with EMA students 2001/2002 in Bilbao

world created an extraordinary space for intercultural dialogue and exchange of views and perceptions about human dignity. The contact with colleagues from other universities of the network has also paved the way for further academic cooperation, and joint research and educational projects. EMA and EIUC have become a unique platform of academic cooperation in the field of human rights and democracy. This platform has gone global, since the Global Campus now incorporates partner universities from Asia, Africa, the Arab world, Eastern Europe, and Latin America. This is one of the main legacies of the EMA dream, the most

remarkable global network of universities and centres of excellence working in the area of human rights and democracy from different angles and academic disciplines. This process shows the potential of the Europe of Knowledge to have an impact not only within the borders of the EU, but also outside. Once again, Unity in Diversity is an idea that has inspired both the European process of integration and the progressive expansion of EMA beyond the European borders. It is an honour and a privilege to be part of this 'endeavour', to use the word frequently referred to by Professor Antonio Papisca.

# Elina Pirjatanniemi

## The Pedagogics of Interdisciplinary Human Rights Education

---



Elina Pirjatanniemi, EMA Director for Åbo Akademi University (2015 to date), EIUC Vice-President (2016 to date)

Human rights remain an empty promise if the rights-holders lack information about their rights. Consequently, education for democratic citizenship and human rights education (HRE) constitute the necessary building blocks of a true human rights culture.

Education on HRE is not only essential in practice, but it is also a legal right under international law. Article 26 of the Universal Declaration of Human Rights states that everyone has a right to education. Furthermore, education shall 'be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and

friendship among nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'<sup>1</sup>

All education has thus a strong human rights dimension. In addition, everyone has the right to know, seek and receive information about fundamental and human rights and have access to HRE and training.<sup>2</sup>

Education on human rights includes three important elements. First, the aim of HRE is to share knowledge about human rights. This encompasses information on the content of different rights and on mechanisms available in order to safeguard and protect the rights. Second, HRE inherently recognises that the way human rights learning is organised and imparted has to be consistent with human rights values. Third, HRE focuses on learning for human rights. Its aim is to develop skills, attitudes and values in order to take action for promoting and defending human rights.<sup>3</sup>

---

<sup>1</sup> See also International Covenant on Economic, Social and Cultural Rights, Art. 13; Convention on the Rights of the Child, Art. 28 and Convention on the Rights of Persons with Disabilities, Art. 24.

<sup>2</sup> United Nations Declaration on Human Rights Education and Training, Resolution adopted by the General Assembly on 19 December 2011, 66/137, Art. 1.

<sup>3</sup> HRE thus involves education about, through and for human rights. See further, e.g., *Becoming a Human Rights Friendly School. A Guide for Scho-*

All these dimensions have certain pedagogical implications. As regards the first element, education *about* human rights, it is crucial that students are provided with a comprehensive picture of the rights and institutions available. Needless to say, the legally binding nature of human rights has to be emphasised. Having said that, it is vital to understand that the law is not enough. Effective promotion of human rights presupposes an ability to identify human rights dimensions in a variety of contexts. Knowledge of the law is necessary, but it does not give sufficient tools to analyse details in a state budget, neither is it enough to equip individuals with the skills needed to teach human rights in a primary school. Obviously, everyone cannot become an expert in all disciplines, but everyone should be able to work in an inter-disciplinary setting. It is thus important that students are exposed to different perspectives on human rights.

Besides education *about* human rights, HRE is also education *through* human rights. In other words, in HRE the process of learning is as important as the content of the curriculum. This puts a high standard both on the learning environment and on the learning practices. The governance of the educational institution must be human rights based, which involves full respect of the principles of non-discrimination and equality. In addition, active participation of learners, educational staff and other stakeholders should be encouraged. Education on human rights presupposes a willingness to engage in dialogues, both as regards the individual teaching activities, the curriculum and the governance of the institution. Education through human rights is also based on a firm understanding on the relevance of transparency, accountability and rule of law. This involves, *inter alia*, fair processes in grading, and clear mechanisms to rely on in cases where the views of students and teachers differ.

Furthermore, HRE is education *for* human rights. It is evident that there are many variants of HRE, and the content, underlying ideologies and desired outcomes of the models differ.<sup>4</sup> Different target audiences in fact benefit from different types of education. A common theme for all HRE is, however, a conviction according to which all human rights are universal, indivisible, interdependent and interrelated. Education in human rights should never be used in order to propagate against someone's human rights. Clearly, this does not exclude critical approaches and self-reflection. After all, our understanding on how to best promote human rights is under constant development.

Education *about*, *through* and *for* human rights aims at empowering people to use human rights in order to develop better societies. The core message of HRE is thus inherently revolutionary. It strives for action. Because of this, a pedagogy for HRE must ensure that courses and programmes give effective tools to address human rights violations. This is a huge, but positive challenge. At its best, it encourages educators to rethink their methods and use their creativity. It also puts student-centred learning to the forefront.

The European Master's Programme in Human Rights and Democratisation (EMA) has been an important channel for HRE for two decades. It is a truly unique form of cooperation between institutions of higher education. In light of the criteria briefly outlined above, it seems clear that our programme can proudly call itself one of the best HRE networks in the world. This judgment is further strengthened by the examples given in the other chapters of this publication. The European Master's Programme in Human Rights and Democratisation has a solid governance structure, and clear and transparent processes. The variety of pedagogical methods is good, and participation of all

---

ols around the World, Amnesty International, 2012, p. 2.

<sup>4</sup> See further, Monisha Bajaj, Human Rights Education: Ideology, Location, and Approaches, Human Rights Quarterly 33(2011) 481-508, pp. 481-494.

stakeholders is encouraged. The learning environment is inclusive and invites dialogues. The role of the Venice staff in coordinating all our endeavours is naturally indispensable.

The network created by over 40 partner universities includes an impressive pool of teachers, and it also works as a fruitful forum for pedagogical discussions. I am convinced that we could utilise each other's best practices in this respect more than we do today. It is well known that university teachers sometimes feel a bit uncomfortable to discuss pedagogics. I myself admit that it is easier to confront an overly critical peer reviewer than sharp feedback from students. Continuous pedagogical self-reflection is nevertheless important. Namely, a common thread to both pedagogics and HRE is that we never reach a point where we have learned everything. Epistemological assumptions change, as do the environments where we teach. Do we understand how the younger generation approaches information? How should we defend knowl-

edge when we are facing the era of post-truths and alternative facts? What are the pedagogical challenges and possibilities of digitalisation?

These are only some of the questions we have in front of us. But we will find the answers, together. One important reason for this is the fantastic student body we have the pleasure to work with. All educators know that the most important prerequisite for learning is motivation. Without inner motivation, all teaching is more or less doomed to fail. In the case of EMA, we are surrounded by enthusiastic students with a strong dedication to make a change. It is a true privilege to teach in such an environment; the students' motivation is simply contagious. It gives us teachers a reason to try to do our best. Students' attitude is also rewarding because we actually share their passion. As Professor Felipe Gómez responded when he was asked about his secret after he had received enormously positive feedback from students, 'I just love to teach human rights!'



Elina Pirjatanniemi with Daniella Marouda (EMA Director for Panteion University Athens), Graham Finlay (EMA Director for University College Dublin) and Paolo De Stefani (EMA National Director for the University of Padua), at the EMA Graduation Ceremony 2015/2016, Venice – Scuola Grande di San Rocco



# Paul Lemmens

## The EMA Moot Court

---



Paul Lemmens, EMA Director for Catholic University Leuven (1997-2011) and Judge of the European Court of Human Rights (2012 to date)

The moot court was organised from the very start of EMA. It has always been part of the week on 'Civil Rights'. Until 2011, I had the pleasure of being responsible for the organisation thereof. In 2012, my colleague Koen Lemmens, also from the University of Leuven, took over this responsibility.

### How it works

The format has remained the same over the years. On Mondays, the students get the description of a case. It is often loosely based on one or more cases that have come before an international or a domestic court. The idea is to have a story that sounds realistic. A lot of polishing is sometimes necessary

in order to come up with a story that really could have happened, that is of topical interest, and that lends itself to an analysis from the point of view of the European Convention on Human Rights. Fortunately, there were most of the time assistants in Leuven who were very helpful in inventing such stories.

Also on Monday, the teams of participating students are created. Ideally, there is in each team a mix of lawyers and non-lawyers. While in a real case, there is normally one individual applicant and one respondent government, we sometimes have too many students willing to participate in the moot court to limit ourselves to two teams. Once or twice we organised two moot court hearings, one after the other, but this is such a cumbersome formula that we did not continue this practice for long. Nowadays, there is sometimes an attempt to have more than two teams, for a single hearing: a team for the applicant, a team for the government, a team for an intervening third party, and perhaps even a fourth team for another intervening party.

During the week, the parties prepare their arguments. We first ask the applicant to indicate his or her specific complaints, and then the government to formulate, on the basis of these complaints, its objections to the admissibility of the application or some

of the complaints. After one or two days, the boundaries of the dispute can thus be set, and from then on each party knows what it is expected to deal with at the court hearing.



John Reynolds (EMA Fellow 2012-2013), Koen Lemmens, Paul Lemmens, Angela Melchiorre and Monika Dabrowska Bartoscewicz (EMA Fellow 2011-2013) – Moot Court 2012

I cannot say much about how the preparation is done, simply because I have never been a member of a team. But the *masteroni* yearbooks give us an idea: 'Night sessions, discussions at lunch, arguments at midnight in cosy corners of the monastery, computer breakdowns and harmony ups and downs' (Jessica Engel, Yearbook 1999-2000, p. 21), or 'During the day we ransacked the library for obscure books on the European Court of Human Rights and at night we discussed the case or surfed the internet, comparing judgments, looking for jurisprudence or dissecting arguments. We forged bonds, despite very few hours of sleep' (Sophie, Ellen and Dorothea, Yearbook 2007-08, p. 8).

Although we do not expect written briefs, teams very often have come up with them. Within the moot court panel, judges were often struck by their quality. Taking into account the very short time to put together a brief, they sometimes were better than the average briefs received at the European Court of Human Rights. They tend, however, to include more arguments than those that realistically make a chance of being accepted, thus weakening sometimes the overall force of the brief.

Then comes the big day, the hearing on Saturday. Preparing for the oral arguments needs some organisational talent. As one participant put it, 'after four days of struggling, trying to figure out the perfect line of argument, the tasks remaining were to find ways of cutting down the final draft to a 20-minute speech and appointing the speaker. While preparing the speech, it is absolutely critical to leave some space for improvisation and irritating questions by the judges' (Ben, Yearbook 2008-09, p. 18).

There are actually two courts hearing the arguments: the 'People's Court', composed of the students who are not in one of the participating teams, and the 'European Court', composed of the weekly responsible, the other lecturers present, and the EMA academic staff. After some years, we tried to have a real European Court judge among the lecturers present and then asked him to preside over the hearing. (In the past, Egbert Myjer, who loved to play tricks with the students, has participated on several occasions; other judges include Dean Spielmann, Luis López Guerra and Robert Spano. The practice of inviting Strasbourg judges now brings me back regularly to the Venice bench, thanks to Koen's invitations.) Being part of the panel is great fun. We can allow ourselves to interrupt the speakers (absolutely not done in Strasbourg), and to ask them questions that are not necessarily very relevant. We know that these questions may bring speakers out of balance. Some of them react elegantly, some show irritation, which then, in turn, prompts new questions.

After the hearing, the two courts deliberate. The People's Court comes up with its verdict, indicating what their conclusions are on the objections to admissibility and on the merits of the complaints. Their verdict is sometimes reached after heated discussions and with a small majority. The European Court does the same. The conclusions are not necessarily the same as those of the People's Court. We try to deliver a reasoned judgment, which we pro-

nounce orally. Requests to produce a written version afterwards have consistently been refused, since such a text would no doubt be the subject of merciless scrutiny, leading to reproaches for not strictly following the case law of the Strasbourg Court but basing ourselves here and there more on equity than on law. Such challenges to the authority of the Venice Court cannot be allowed.

We also give a short assessment of the performance of the teams and come up with an award (symbolic or not) for the best team. This latter part of the deliberations is usually the most difficult.

### An essential part of the curriculum

After 20 years of moot courts, it is easy to conclude that they form an essential part of the curriculum. They offer an opportunity for all students to experience the law 'in action', and to see that the law, even human rights law, is only rarely black-and-white and most often full of grey areas. Moreover, the students participating in the teams have to apply the law to the facts, which means that they first have to identify the relevant facts (and disregard the irrelevant ones) and then have to research the European Court's case law in order to find suitable arguments to defend their clients. The actual construction of the arguments is based on discussions within the team. The better the cooperation, the better the common position.

I would like to give the last word to the students. They are the central part of the moot court exercise. Hereunder follow a few comments on how they experienced their participation. These comments summarise very well what it is all about:

Within one week of hard work, the exercise remarkably improved our ability to work in a group, our ability to talk in public and greatly increased the general cohesion within the course (Pauline Kienlen, Yearbook 2009-10, p. 13).

The Moot Court was an enjoyable experience and an original way to learn European case-law. It was also an occasion to develop teamwork abilities which contributed to creating a sense of group among the masterone and masteroni. A drink after the event at the Aeroporto Nicelli under the sun of an early Autumn Saturday attested to this (Marco Blanco and Daniel Toda, Yearbook 2010-11, p. 41).



EMA Moot Court negotiations, 2014/2015

Frontal classes monopolise the first semester making students' life quite passive. The moot court, on the contrary, is a great chance to think actively managing those notions otherwise deprived of their full sense. Working in the group is an intense intellectual activity challenging participants on different sides: knowledge, creativity, cooperation, coordination, and so forth. Despite the psychological pressure that some students may experience due to the short time, exploring the jurisprudence of the Court looking to previous cases and examining how articles have been effectively interpreted remains (at) the heart of the learning experience in the Master. The moot court is indeed a unique chance to act critically as regards human rights becoming human rights thinkers and not mere supporters (Luca, Yearbook 2011-12, pp. 17-18).

The Moot Court was a very productive activity because it gave us the opportunity to understand more about the rights of the European Convention on Human Rights and how a violation can be sought before the court. The legal battle between teams and judges' questions and comments gave us the opportunity to foster some advocacy skills, which is very impor-

tant for us as future Human Rights Defenders (Anonymous, Yearbook 2015-16, p. 18).

The Moot Court was a very productive activity because it gave us the opportunity to understand more about the rights of the (European Convention on Human Rights) and how a violation can be sought before the court. The legal battle between teams and judges' questions and comments gave us the opportunity to fos-

ter some advocacy skills, which is very important for us as future Human Rights Defenders (Anonymous, Yearbook 2015-16, p. 18).

Thanks to all students who, through their enthusiastic participation, turned the moot court into such a wonderful experience for themselves, their fellow students and (not least) the judges.



Paul Lemmens with EMA rectors and directors at EMA Graduation Ceremony 2003/2004, Venice Palazzo Ducale

# Marijana Grandits

## Sarajevo to Pristina: Post-War “Field Trips” to “Study Visits”

---



Marijana Grandits, EMA field trip coordinator –  
University of Vienna – Global Campus Conference  
Sarajevo, 2017

It is impossible to talk about the EMA field trips without also talking about Antonio Papisca and his extraordinary impact on the evolution of the programme. Antonio Papisca once wrote about the indivisibility of all human rights as a principle, which is inseparable from ‘the ontologic truth of the integrity of the human being: body and soul, spirit and flesh’. The EMA field trips are the original brainchild of Antonio Papisca, and it is in his memory that I write about the history of these trips – because writing about their evolution is writing about a history that started with his extraordinary spirit and humanist soul.

### Bosnia and Herzegovina – Understanding Post-War Climates

The first field trip took place in 1998, shortly after hostilities in Bosnia and Herzegovina (BiH) came to an end. Upon arrival in Sarajevo, students were confronted with the harsh yet usual realities faced by a post-war society. Ruins and bullet holes traced the sides of historic buildings. Abandoned family houses stood gutted by mortars, while parks in the centre of Sarajevo that used to teem with life were transformed into makeshift graveyards. War still felt very much present in the city back then, as everywhere the students went, they were greeted by a strong military presence. Paired with limited public transport and deserted shops, this gave the students a sense of what it meant to live in a city just liberated after being besieged for years. Students could, therefore, breathe the air of uncertainty and loss that dominated the lives of Bosnians at that time. One student even remarked on witnessing that ‘The scars of the war are everywhere: in the streets, on the buildings, on peoples’ faces and in their hearts. But at the same time, it is a place full of hope, with people full of expectation for a better world.’

In fact, from the very beginning, students were thrown into a situation completely different to the environments they came from. This is indeed an extremely valuable learn-

ing experience and one of the many dimensions that still make the EMA field trips so special. For example, upon arriving in BiH, students were escorted by French soldiers via military transport from the Italian Air base to Sarajevo – an experience that starkly hit home what it meant to operate in a post-conflict zone, and on top of that, in a zone that was still under constant threat of renewed hostilities. Additionally, students were encouraged to reflect on what it meant to live in such a situation, without the possibility to leave. This was achieved by highlighting the deprivation of conflict, in that our basic needs become paramount considerations once more. For only a week at a time, students were exposed to what the citizens of Sarajevo endured as part of their daily existence – notably the lack of decent running water. Students dared not to complain about having to take a cold shower in sub-zero conditions on a freezing winter's morning because, despite the hardships that their host families endured, they were actually gifted much more than the host families could have wished for during the actual conflict. Our students were thus taught one of the primary qualities a human rights practitioner should have – humility. This sense was enhanced by the fact that people were willing to share their personal experiences with our students – leading the students to profoundly understand the situation. They could see and listen to the painful stories of normal citizens from throughout the region who were forced to simply 'get on with' life. Foca, Tuzla, Zenica, Sarajevo and Mostar reflected an image of human cruelty, while also strongly illustrating what the human spirit can endure. Every single one of these cities bore evidence of some of the worst war crimes since the Second World War. Students could see the pain in the faces of the women in Srebrenica, traumatised by the loss of their loved ones. Some were grieving, others were still desperately hoping for some sign that their family members had somehow survived...somewhere. As ru-

mours of forced labour camps increased, so also did the hopes of many women who dared to wish that their fathers, husbands and sons would be found labouring but alive in the mines of Serbia and Kosovo. Students were confronted with all of these incredible first-hand accounts, which painted a complex picture of a region still in turmoil.



EMA field trip to Bosnia and Herzegovina, 1998/1999

Despite the agreed peace, the effects of war could clearly be observed up-close and personal. Students, for example, met internally displaced people, who had little to no hope of ever reclaiming the life that they had had before the conflict. They met other people who returned home after being displaced, only to find their homes occupied or destroyed. Everywhere property claims created more disharmonies in an already discordant society. This further enhanced an understanding of the trauma that post-conflict realities inflict. Many people even strongly resisted being forced to go back 'home' simply due to the memory of what had happened to them there. While many often think of post-war zones in terms of the conflicts themselves, it is easy to forget the practicalities and additional heartache that peace brings. The search for loved ones, property issues as well as a profound loss of belonging and identity were only a few of the eye-opening issues students bore witness to in the effort to understand the difficulty of human rights implementation in practice.

Students also attended a theatre production called *Mimar*, which told the story of the man who constructed the 500-year-old Mostar Bridge, which was deliberately destroyed by Croatian forces during the conflict. Understanding the historical context and the philosophy underlying the building of the bridge thus allowed the students to understand the significance of its destruction more comprehensively. Subsequently, they also had the opportunity to visit the ruins of the bridge, thus underscoring the importance of symbols and historical objects during conflicts. Knowing the backstory of the bridge, as told by Bosnians themselves, combined with seeing its skeletal remains was and is an impression no student is ever likely to forget.

Another site of historical significance can be found close to the airport near Sarajevo. There, one can still visit the remaining part of a tunnel that was secretly dug by hand in order to connect the besieged city with the outside world. As the airport was occupied, the tunnel had to reach beyond the airport into unoccupied territory. From there, medicine, food and small arms could be smuggled in order to protect the people trapped in the city for 1425 days. Without the tunnel, the death toll may well have been much higher than the estimated 11,541 lives lost. As it was turned into a private museum, students were allowed to visit the site where they were also shown archive footage, installations and art exhibitions dealing with the war as well as the post-war situation in Bosnia. This experience turned out to be one of the most powerful moments of each field trip to the city.

Every field trip brought new ethical considerations. As the years went by and distance to the conflict gave way to significant political challenges, students were encouraged to consider the complexity of concepts such as 'innocence' and 'justice' in the aftermath of war. In 2002, our students notably had the opportunity to meet the Prime Minister of Bosnia and Herzegovina, Zlatko Lagumdza. During this meeting, they discussed the

possible human rights violations that may occur if the so-called 'Algerian Six' were to be handed over to the US by his government. This was a challenging conversation, especially given the fact that the students later learned that the prisoners were released by the Lagumdza government, only to be re-arrested, *literally* on the opposite side of the street by US forces. It was clear that this created a deep sense of disillusionment in the students. The feeling took on new significance when students also learned that the six men were not only re-arrested but also transferred to Guantanamo Bay. It was later discovered that they were subjected to years of torture, despite their innocence. Some were eventually released and only allowed to return to their families in Sarajevo due to the efforts and support of people from the human rights family.



EMA field trip to Bosnia and Herzegovina, 1998/1999

Post-conflict regions, thus, clearly need to come to terms with a complicated past that is not only visually present on the buildings, but also reflected in the way people perceive progress and the speed with which it is achieved. Meeting representatives from national as well as international organisations, governmental officials and non-governmental activists has often been a crucial dimension, allowing students to understand that peace is a very delicate commodity within a post-conflict environment. Students encountered people who seemed

optimistic about the future of Bosnia as a multi-ethnic state. However, others were less convinced and even critical of any such attempt. As representatives of the international community themselves, students heard arguments that challenged their interest in conflict resolution. Many Bosnians not only criticised the international community's involvement in Sarajevo, but openly rejected it, calling it simple Western arrogance. It was notably felt by many in BiH that the international community had promised to bring immediate change, though the practicalities on the ground lead to policies that could only show results in the long term. People in BiH, thus often criticised the use of gestures, symbols and rhetoric of progress. The Bosnian people wanted to see results and real change within their own lifetime. As such, the EMA students received a broad range of perspectives on a complex and multifaceted Bosnian reality.

Moreover, over the years it was repeatedly made clear to our students that there is no 'one-size-fits-all' model to conflict resolution and that Western models do not necessarily meet the actual needs of BiH. As such, students were offered views that expressed a need for country-specific solutions if any lasting progress and sustained peace were to be found in the region.

Unfortunately, given the complexity of post-war situations, the difficulty in addressing this need also created an environment where the nationalist attitudes that originally fuelled the conflict found ways to survive and take new roots within the flawed political landscape. This was a very bitter experience to face as all levels of the political system yet again became characterised by nationalism. Even the electoral system introduced by the OSCE continued along this nationalist path. As time went on, it became increasingly clear to our students that the



Marijana Grandits with EMA students 2014/2015 – EMA field trip in Kosovo



Dayton Peace Agreement, which was aimed at unifying an ethnically diverse state traumatised by genocide, decidedly failed in its intentions. In reality, it created a climate with Frankensteinian potential, where ethnic division continues to plague Bosnia to this day. Since the international community arrived in BiH, locals have argued increasingly that if the international community does not manage to bring about a shift from nationalism, then they would leave. Unfortunately, this attitude still prevails in contemporary BiH, as the EU and other key international players opt to support nationalist leaders in the belief that they are better equipped to bring stability to the region. Unknown ventures with new political structures and leaders are deemed 'too risky' to maintain peace and security.

Students did, however, not only have to deal with political issues related to international involvement, they also had to question their own involvement on an ethical level, since being human rights students they too were members of the international community observing a post-conflict situation. Significant criticism, for instance, fell on the outside world for the way in which people wanted to 'consume war' as if it were a product. Almost instantaneously Sarajevo became a site for 'post-war tourism', with countless people visiting the city (much like our students) to 'experience' a city torn apart by war. Many, quite rightly, criticised this as a form of tasteless tourism profiting from other people's suffering. This issue always serves for interesting debates among students, yet in the end, they understand that despite this criticism, the people of BiH largely appreciated the interest they took in seeking to understand post-conflict complexities. Moreover, even the tourists were accepted to some extent as a welcomed distraction from the hardships of daily life. Tourists brought in some money and a sense of normality to an unstable country still searching to find its feet.

### Kosovo – When Peace Only Means Independence

The EMA field trips eventually evolved to also include another important dimension unique to the situation in the Balkans – namely the human rights issues related to Kosovo's desire to be recognised as an independent state separate from Serbia. The first field trip to Kosovo occurred in 2004. While the war had already been over for several years, students were struck by how much the war was still present within the hearts and minds of the people. This was especially so since Kosovo's claim to independence had reignited issues related to ethnicity and nationalistic loyalty. The relationship between the majority Albanian (80 per cent) and the minority Serbian populations was as fragile as ever, while attitudes towards the international community were becoming increasingly strained – especially following NATO's intervention at the time. National monuments, symbols and institutions starkly highlighted the volatile tension. Serbian monuments, schools and other historically significant areas had to be protected by KFOR so as to prevent violent incidents that could have reignited a fully-fledged conflict. It was clear to students that peace in the entire region of the Balkans was severely and, to some extent rather paradoxically, threatened by Kosovo's claim to self-determination. Interestingly, life in the capital city of Pristina presented the students yet another side of the region – notably one of the youthful energy of the city. The complicated political landscape was thus starkly contrasted by the hopeful desires of the young people who were trapped by history in a state unrecognised and defined by ethnic divisions.

Similar to the approach that was implemented in Sarajevo, one of the best aspects of the EMA field trips to Kosovo was that the students were placed with local host families. Over the years students observed that they were never placed with Serbian families, only Albanian ones. Though

students criticised this, it served as a strong illustration as to the dynamics at play in Kosovo, since there simply were no Serbian families to place students with. They had all been expelled from the city during the final days of the war. The emotional scars that this has left on Serbian-Albanian relationships still run deep throughout the entire region.

Students could more potently observe the complicated tension between Albanians and Serbians when they visited the divided city of Mitrovica, upon the insistence of the UNMIC administration. Here, the city was physically segregated between an Albanian South and a Serbian North. During the initial field trips, students could only venture into the North escorted by French police. Therefore, NGOs that agreed to meet our 'foreign' students, truly stepped out on limb for us, since receiving outsiders was viewed quite ambivalently by the larger community. In light of this, the students were forced to reflect on the impact that their mere presence as members of the international community could have on the peaceful relationships between the two areas of the city.

Here, a bridge once more became the focus of controversy as it connected the Serbian half with the Albanian half. Initially, French police controlled the bridge, which in itself was already a controversial issue. In later years, when the French left Mitrovica, the bridge was repeatedly blocked by the Serbian population in order to send a clear message to the Albanian side that they were not welcome. The bridge became a symbol that goes to the heart of the difficulties throughout Kosovo. Not only was it often blocked as a message of desired ethnic separation, but it was also often *unblocked* as a symbol of reconciliation and unification. To students, therefore, the history of the bridge in Mitrovica told a story of a nation conflicted and unable to effectively address emotional allegiances rooted in a war that has now, in fact, been over for years.

Students also had the opportunity to meet with the first President of Kosovo, Ibrahim Rugova, who spoke passionately about Kosovo's future as an integrated and economically stable independent state, thereby illustrating to the students the gap that existed between the political rhetoric and the realities they could observe on the ground.

Each year students have admired the tremendous role that KFOR has played in order to preserve peace in the region. Even the people of Kosovo have expressed their respect for KFOR's efforts. This is significant since the majority of people in Kosovo harbour a deep resentment of the presence of other international organisations such as the UN, the OSCE and EULEX. However, despite the commendable strategy employed by KFOR to protect the Serbian minority, it was still unable to prevent the violent unrest that occurred during the spring of 2004. As part of a coordinated violent onslaught, thousands of Kosovo-Albanians launched a wide-ranging attack on the Kosovo-Serbian minority. Not only did these attacks result in the death of many Kosovo-Serbians, but they also forcefully expelled families of Serbian ethnicity from their homes, destroyed Serbian schools as well as more than 35 Orthodox churches and monasteries. These attacks brought Kosovo to the brink of war and are still seen as the worst incidents since the end of the war in the late 1990s.

Geopolitics heavily influences the reality of such a tiny country as Kosovo. Students were asked to engage with this dimension by, once more, considering the involvement of the international community from a critical perspective. In order to move Kosovo towards independence, the international community employed specific strategies that involved an emphasis on the development of standards before considering the actual status of the country's independence. This move was received with much controversy by the local community who wished to be independent before anything else. Additionally, students were confront-

ed with several opinions that challenged the actual neutrality of international involvement. This included the controversy surrounding Kosovo's one-sided proclamation of independence (backed by the US) as well as the detail of the Ahtisaari Plan that intended to formalise a peaceful process towards independence. Moreover, the Serbian population increasingly felt that Serbian politicians had sold them out to the international community – an attitude that gained significant traction with every additional field trip we undertook. This was especially true for Serbians living in the northern part of Mitrovica. Here, students heard speakers proclaim their unwillingness to ever accept a separation from the mother country Serbia. These experiences were aimed at highlighting to students just how complex the reality of 'real politics' is – especially in a context such as Kosovo.

In recent years, this complexity has gained a new dimension with the rise of controversial political figures. The most problematic figure recently is probably Albin Kurti; he has evolved from being a leader of a small NGO advocating an open and democratic society with strong international allegiances, to being the leader of a populist political party called Vetëvendosje. The progression of his professional career, thus, clearly reflects a return to nationalism within the region as he has gained significant support from a large part of the population. Moreover, he is becoming more and more popular with the locals despite the fact that he engages in violent actions within the Parliamentary Assembly of Kosovo and openly calls for martyrs in the effort to gain independence both from Serbia and the international community (which he had previously strongly championed). The political stability of Kosovo was further complicated when Prime Minister Ramush Haradinaj submitted himself voluntarily to the ICTY in The Hague, with the intention to prove his innocence from war crimes. This, students were told, is seen by many as simple political manoeuvring in the

attempt to later return to Kosovo as a national hero.

In addition to national politics, the involvement of the EU in the region is also regarded with scepticism and is criticised as political paternalism and posturing. The establishment of EULEX, for example, created significant expectations within the population of Kosovo. People notably felt that the involvement of the EU would bring justice to a troubled region while simultaneously dealing with corrupt politicians acting in their own self-interests. However, these expectations were, disappointingly, not met, as EULEX was unable to effectively address these issues in any sustainable way. Upon each visit to Kosovo, this failure has repeatedly led to very critical debates between our students and EULEX representatives.

Additionally, an aspect that our students have repeatedly noticed is that the political arena in Kosovo is very much dominated by male voices, while the contributions of women from civil society have had a massive impact on the ground. The Women's Network of Kosovo has especially been judged by our students as an impressive example of positive real-world impact led not by men, but by women. Their work has led to reconciliation between ethnicities and has impressively highlighted the position of women within Kosovar society. Talking to representatives of the Women's Network has therefore been repeatedly marked as one of the highlights of our trips. Similarly, visits to regions outside of Pristina have also helped students to form a greater impression of the dynamics at play in Kosovo. These trips included visits to the monasteries as well as Serbian Orthodox churches in Decani, Gračanica and Peja/Pec. These trips have also resulted in interesting intercultural and interfaith discussions with religious figures such as the Archbishop and the famous Father Sava.

We also make a point each year to introduce students to a range of cultural programmes. In Prizren, for example, students are given

the opportunity to engage in discussions with people from the well-established film festival 'Dokufest', a yearly film festival raising awareness about issues prevalent in the Balkans. We also arrange cultural programmes, where students engage with local artists and filmmakers whose work has crossed into the international arena. The fascinating nightlife of Pristina, as mentioned previously, gives students a unique perspective into the lives of a country modern in its ambitions but limited by its past. Attending the Hamam Jazz Club and enjoying the local cuisine all contribute to an experience students never forget.

Overall, our years of travelling to BiH and Kosovo have shown significant improvements, specifically in relation to infrastructural developments and rebuilding. After years of living in exile, we now observe many families returning to their hometowns in the hope of a fresh start. People are even showing willingness to return to places where great violations have occurred – places like Srebrenica, Foca or Gračanica. Yet, our visits have also shown how many human rights issues have *not* been effectively addressed, which is leading to significant frustration and resentment within the region. A primary issue in this regard is that the hope of many

people to see the end of nationalism has not been realised. The promise to bring economic growth, rule of law and democracy to the region via international support has left many pessimistic and angry. It is difficult to see a perfect solution to the problems the Balkans still face, but as our students largely agree, European integration seems to be the solution that makes the most sense for all parties involved. Be it a clearly problematic solution, though, it remains the only one to fight for, with peace as its ultimate goal.

Since 1998, the people of Bosnia and Herzegovina and Kosovo have been extremely generous in giving us their time as well as their insights into their situation. They have opened their homes and their hearts to the students of EMA. Starting from a simple idea fathered by Antonio Papisca, our field trips have evolved into a central part of our programme's learning outcomes. Without the willingness of many people to entrust our students with their personal views and often heart-breaking stories, the value we provide to students would not have been as comprehensive as it is today. We sincerely thank all who have worked so tirelessly over the years to bring our students to the core of where human rights thinking finds practical application.

# Elisabetta Noli

## Twenty Years of EMA Staff

---



Elisabetta Noli, EIUC/Global Campus Administrative Director (2016 to date), Assistant to EMA Governing Bodies (1998-2002), Project Manager (2003-2006), Senior Project Manager (2007-2016)

'In the beginning was the Word, and the Word was with' Professor Antonio Papisca. He was the inspiring force behind EMA, and behind all the major developments that followed: the Internship and Fellowship Programmes, the establishment of EIUC and the EMA Joint Degree Agreement.

To spread the 'Word', Professor Antonio Papisca needed an army, a 'peace army' if we want to use his forward-looking lexicon. And the army that took on the commitment of transforming this Word into concrete education, training and research projects is the staff, which have contributed to EMA over the last 20 years, either directly or indirectly, for very short periods of time or for decades.

In trying to make a list of all staff involved, I was surprised by the size and diversity of this community: 147 people of 24 different nationalities. And this is only the tip of the iceberg, as in addition to all those listed below – whose work was anchored in Venice – you have hundreds more carrying out EMA at the 41 partner universities under the coordination of the EMA National Directors: professors, tutors, supervisors and administrative staff located all over Europe.

Looking back at monastery life, at the core of EMA coordination were (and still are) the EMA Programme Directors, Teaching Fellows, Administrative Staff, Librarians and Interns. They spend a semester in symbiosis with the EMA students, guiding them through the admission process, visa issues, orientation sessions and introducing them to human rights inter-disciplinarity, lectures, workshops, and master classes, skill-building sessions and moot courts, exams and theses' projects, and intra- and extra-curricular activities.

This group is supported by all staff coordinating the services, which are common to all projects: from receptionists to colleagues working in the advertising of programmes; from colleagues in communications, PR and fundraising, to those in the Finance Department; from those organising general services, logistics and cater-

ing, to those taking care of the monastery premises; from the colleagues in the Project Department – who were mostly born through the EMA experience – to the ones coordinating the Global Campus of Master's Programmes, among which EMA stands as the first pioneering model; from the research team looking for ways to feed research outcomes into educational content, to the overall coordination by the Secretary Generals, Personal Assistants and Administrative Directors.

Each of them has an EMA story to tell. A large group entered the community after having been EMA students and graduates; some were first EMA students and are now the professors who act as EMA National Directors in representation of partner universities; some even show strong 'serial' patterns, thus collecting a full range of roles within EMA and EIUC (e.g. Student, Intern, Fellow, Programme Director, Academic Director of specific programmes); others arrived, delivered, departed, and ended up returning to the 'crime scene'; others decided to move from the satellites of the EMA galaxy (i.e. the participating universities) to the Lido *umbilicus*, and to go back enriched from the journey; many are former students of the universities of the Veneto region, who left their home towns to study in the second oldest university in the world (i.e. Padua) or in Ca' Foscari (i.e. the university of the Serenissima) and ended up being curious about the strange activities taking place in the Monastery of San Nicolò at the Lido, the Film Festival and 'Campari' island.

All have left a small memory in the more than 1650 students who have gone through EMA, but above all are one of the fundamental components of a larger community of human rights activists and defenders whose courage, engagement and resilience are to be praised and valued in times of human rights 'regression'.

## EMA / EIUC staff 1997 - 2017

1. Valentina Abita
2. Silvia Acampora
3. Daniel Aguirre
4. Chiara Altafin
5. Marta Anguera
6. Antonella Anselmi
7. Elisa Aquino
8. Caterina Assenti
9. Ginevra Bajno
10. Marco Baldan
11. Giulia Ballarin
12. Valentina Baricchio
13. Elena Battaglia
14. Carlotta Bellini
15. Florence Benoît-Rohmer
16. Francesca Berengo
17. Erika Bernacchi
18. Frank Bertelsbeck
19. Alessia Biasioli
20. Nicoletta Bocuzzi
21. Gilberto Bonutti
22. Roberto Bortoletto
23. Andreina Brengola
24. Lisa Bushart
25. Ilaria Cabib
26. Elisa Calore
27. Michele Capeleto
28. Gioia Cappello
29. Ottavia Carlon
30. Carmen Márquez Carrasco
31. Serena Caterino
32. Karine Caunes
33. Caterina Cecconi
34. Veronique Chatelain
35. David Chiarion
36. Robin Clapp
37. Cinzia Clemente
38. Luigi Comacchio
39. Sandra Conway
40. Andrea Costantini
41. Monika Dabrowska Bartoszewicz
42. Guglielmo D'Angelo
43. Koen De Feyter
44. Silvia Del Fabbro
45. Barbara De Poli
46. Alan Desmond
47. Paolo De Stefani

48. Francesca Di Blasi
49. Miriam Di Ciaula
50. Diana Digol
51. Roberta Di Sanzo
52. Andrea Erri
53. Isotta Esposito
54. Aleksandra Fafinska
55. Lucia Fanicchi
56. Luca Fantinel
57. Caterina Fantoni
58. Michelle Farrell
59. Dania Ferrarese
60. Halinka Fietta
61. Peter Finell
62. Giuliana Genovese
63. Fanny Germain
64. Paola Gesmundo
65. Giorgia Giada
66. Cristiano Gianolla
67. Maria Giovanna Gianquinto
68. Jeremie Gilbert
69. Lisa Ginsborg
70. Corinna Greco
71. Francesco Grosso
72. Manola Gugelmo
73. Veronika Haasz
74. Jacques Hartmann
75. Julia Hermann
76. Karin Hiltgartner
77. Michael Hofmann
78. Andrew Kelly
79. Matti Inkeroinen
80. Danilo Lagioia
81. Wiebke Lamer
82. Sandro Lazzarini
83. Xavier Leclair
84. Sara Legnaro
85. Javier Leoz,
86. Fiorenza Longhitano
87. Sébastien Lorion
88. Enrica Lot
89. Tove Malloy
90. Fabrizio Marrella
91. Rosaria Martinez
92. Marco Mascia
93. Lorenzo Mazzotta
94. Angela Melchiorre
95. Klaus Metscher
96. Anja Mihr
97. Cristina Moras
98. Amrei Müller
99. Jihad Nammour
100. Ingrid Nifosi
101. Elisabetta Noli
102. Manfred Nowak
103. Giacomo Ottonello
104. Heidi Panken
105. Antonio Papisca
106. Sara Pedullà
107. Andrea Petkovic
108. Marco Piccoli
109. Veronica Pietrobono
110. Dalila Dos Santos Pinto
111. Karolina Podstawa
112. Elena Politi
113. Clara Marsan Raventós
114. John Reynolds
115. Francesco Ricapito
116. Alberta Rocca
117. Ghyempuo Rossi
118. Luigi Rubini
119. Evelina Russo
120. Stefania Saccarola
121. Alice Santinelli
122. Marco Sassano
123. Anna Natalia Schultz
124. Younes Serghini
125. Alessandra Silanos
126. Georg Sommeregger
127. Amy Song
128. Thanasis Stathopoulos
129. Steven Sterkx
130. Piero Sullo
131. Antal Szerletics
132. Vito Todeschini
133. Nicola Tonon
134. Manuela Torri
135. Tiziana Tota
136. Knut Traisbach
137. André Tschumi
138. George Ulrich
139. Giulia Vallata
140. Wouter Vandenhole
141. Atte Varis
142. Elisa Vianello
143. Isabella Vianello

- |                         |                           |
|-------------------------|---------------------------|
| 144. Paola Vianello     | 150. Linda Zampol D'Ortia |
| 145. Valentina Vianello | 151. Claudia Zanchi       |
| 146. Elena Vignotto     | 152. Ilaria Zanon         |
| 147. Viorica Vita       | 153. Elisabetta Zennaro   |
| 148. Christian Volk     | 154. Anna Zenz            |
| 149. Anne Weber         | 155. Andras Zidar         |



Left to right. Top row: Serena Caterino (Project Officer), Karolina Podstawa (Senior Researcher), Caterina Fantoni (EMA Officer), George Ulrich (EMA Programme Director), Luigi Comacchio (Finance Manager), Manuela Torri (EMA Executive Officer), Alessandra Silanos (General Services Manager), Elisabetta Zennaro (EMA Executive Officer), Nicola Tonon (IT and Web Advertising Officer), Enrica Lot (General Services Officer), Wiebke Lamer (EMA Fellow), Cristina Moras (Receptionist), Elisa Aquino (Communication, PR, Fundraising Manager). Middle row: Giulia Ballarin (Communication Assistant), Veronika Haasz (Junior Researcher), Isotta Esposito (Communication Officer), Paola Gesmundo (Receptionist), Angela Melchiorre (Academic Coordinator of Online Programmes), Chiara Altafin (EMA Fellow), Elena Battaglia (Project Officer), Alberta Rocca (Project Manager), Valentina Abita (Global Campus Project Manager). Bottom row: Elisabetta Noli (Administrative Director), Stefania Saccarola (Librarian), Anna Zenz (Personal Assistant to the Secretary General), Manfred Nowak (Secretary General)



# Short Contributions

---



Ambassador Christian Strohal, Special Representative for the Austrian OSCE chairmanship

EMA – the first 20 years – what a success! Create a Europe-wide cooperative effort to realise a joint Master on Human Rights and Democracy – this seemed a logical goal, against the background of the fall of the Iron Curtain and the enlargement of the EU: to form a new generation of human rights experts, not only for the larger Europe, but also for strengthening the larger Europe’s role globally. At the same time, to coordinate dozens of independent universities, and to bring them together in one single curriculum, seemed a rather wild idea. Not to speak of mundane issues such as finance, location, and governmental support. It was thanks to the vision, dedication and stubborn patience of Antonio Papisca and Daniela Napoli that these obstacles were overcome, and the vision effectively realised. Twenty years

and some 3000 *masteroni* later, we can say: ‘What a success! What a serious and concrete impact these young people are having!’ I myself have been one of the many beneficiaries when I directed the OSCE/ODIHR; thanks to the EU, we could employ one of them every year and profit from their insights and engagement. Some of them stayed and made a career, others moved on to other international organisations, civil society organisations, and universities. You find them in the field, where human rights are realised, or not. You see them make a difference, engage, empower, nudge and insist. You see their enthusiasm and their perseverance. Thank you EMA! But more, the vision grew and became global. The academic network grew, the global campus emerged. EMA is a prime actor for “leading by example”, as it was originally recommended in a report to the first Austrian EU Presidency in 1998, on the occasion of the 50<sup>th</sup> anniversary of the Universal Declaration of Human Rights; EIUC has become an important agent for this. In times of unprecedented challenges, of a multitude of crises, a loss of confidence and trust within and among societies, in times of developments endangering human rights and democracy, we need the engagement, the focus, and the vision embodied by EMA more than ever. *Ad multos annos!*

[Christian Strohal](#)



Andrew Kelly, Senior Lawyer, UK Government Legal Department, EMA Graduate (1997/1998) and Fellow (1998/1999). Here with Koen De Feyter (University of Maastricht and EMA Programme Director 2004/2005) and EMA students – Isabel Ayala conference 1998

The strength of EMA lies not only in its rigorous academic and vocational training, but also in its founding principle of inclusiveness. Students, teachers, staff and the institutions that support EMA can all rightly claim to be the authors of its success. The results – a global hub of expertise and an expanding network of committed human rights defenders – are today more relevant than ever.

[Andrew Kelly](#)



Anja Mihr, Program Director at the Center on Governance through Human Rights – Humboldt-Viadrina Governance Platform, and EMA Programme Director 2006-2008

The honour of having been the Programme Director of EMA until 2008 has deepened my understanding of the importance that human rights education and capacity building in political matters has in our times. Inter-linking human rights standards with modes of governance shapes and sharpens our minds and empowers us to assess policy matters. It lets us take action on day-to-day issues that may lead to better ways of governance through human rights. Following 20 years of EMA, I can only wish the programme many more years of successful training and empowerment of scholars from around the world.

[Anja Mihr](#)



Knut Traisbach, academic coordinator of the Venice Academy of Human Rights (2010 to date) and EMA Teaching Fellow 2009-2010

EMA is a unique inter-disciplinary and practice-oriented programme that prepares students for a career in international organisations, national ministries, civil society or academia. Students have the opportunity to study and learn all pertinent aspects of human rights and get a first glimpse at the realities in the field. I know from personal experience that the friendships and bonds that form during this year truly last and carry on the extraordinary spirit of this programme.

### Knut Traisbach



Wiebke Lamer – EMA Fellow (2015 to date)

For two years, I have been a Fellow of EMA, and there has never been a dull moment. From the ceremony in September to the field trip at the end of January, one highlight (and deadline) is chased by the next during the first semester. But by far the most inspiring and rewarding part of being a Fellow is working with the students, all of whom are so amazingly dedicated to their various human rights causes. With them out there fighting for justice and equality, I don't worry about the world.

### Wiebke Lamer



Chiara Altafin, EMA Fellow (2015 to date)

I am honoured to have been a Teaching Fellow of EMA during the last couple of academic years. Working on this unique Master's course has enriched, personally and professionally, my understanding of human rights in context. EMA's multi-disciplinary and multi-faceted approach combines theory and practice and makes bright minds interact and share expert knowledge and thought-provoking ideas. The time spent with the students, especially the academic advising experience during the first semester, has been highly rewarding. Their genuine dedication and commitment to taking human rights seriously makes me confident about our shared aim to foster a culture of peace, justice, equality and solidarity among all.

[Chiara Altafin](#)



Andraz Zidar, EMA Graduate 1999 and EMA Programme Director 2015/2016

As a member of that privileged group of EMA people who were first students of EMA and then served as EMA Programme Directors, I must express my immense and heartfelt pride that EMA has reached its 20th anniversary. The one expression that marks EMA most appropriately is "the spirit of humanity". This goes well beyond the teaching of human rights and includes an inevitable personal growth of the students. They come out of this fantastic programme as experts on human rights and democratisation, determined to change the world – for the better. It is always a joy to see them grow and experience that wonderful moment of reaching their personal highs at the graduation ceremony.

[Andraz Zidar](#)



Morten Kjaerum, Director of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law in Sweden, and 2008-2015 director of the EU Agency for Fundamental Rights (FRA)

Breaking down borders has been the trademark of EMA from the very beginning. The programme has, in the best possible way, brought together human rights research from the 28 EU member states and across continents. It has broken down borders between academic disciplines, renewing human rights education and research. It has broken down borders between academia and practitioners in dynamic and innovative ways, enriching both worlds. The liquidity of EMA has made it very responsive and thereby relevant in a rapidly changing environment, all for the benefit of the students who really break down borders.

### Morten Kjaerum



Julian Fifer, Executive Director, Musicians for Human Rights, EMA Graduation Ceremony 2015/2016, Venice Scuola Grande di San Rocco

The intellectual vitality, devotion and humanity of EIUC professors and graduates we have had the honour to know have inspired and improved our own efforts. With immense gratitude.

### Julian Fifer



Renate Frech, UNHCR expert and EMA graduate 1999

Twenty years ago, as newly graduated EMA students, we had the vision to work towards a world that ensures increased realisation of all human rights for all people. Witnessing over the last two decades how human rights have been drastically undermined, growing global networks, such as the EMA alumni, are essential and a driving force ensuring that a world of justice and human rights still becomes a reality. I am proud to be part of this global voice of human rights – and it has certainly shaped my professional life.

[Renate Frech](#)



Cristiano Gianolla, President of the EMAlumni Association 2012-2014 and EMA Graduate 2008

The perspective to make the world better must begin by understanding its diversity; this implies penetrating the challenge of enhancing living conditions in contextualised realities. EIUC, the Global Campus and EMA provide a great platform for learning and to engage with a range of pressing issues. The EMAlumni and the Global Campus Alumni are unique enterprises where the richness of diverse knowledge and experiences develop with unpredictable enthusiasm. A lot has been done, innovation and change are recurrently present, and there is much more to come. It was a blessing to be an EMA student, an honour to be a graduate and a privilege to be EMAlumni President.

[Cristiano Gianolla](#)

# Images







EMA Field Trip to Kosovo, 2004/2005 – in the snow



EMA Field Trip to Kosovo 2009/2010 – “new born” sign



EMA Field Trip to Kosovo, 2014/2015 – Group photo



EMA Film Festival "Building Bridges" – 2013/2014



EMA professors and Alumni – EMA Graduation Ceremony 2015/2016, Venice – Scuola Grande di San Rocco



Elisabetta Noli – EMA Field Trip to Bosnia and Herzegovina, 1998/1999



Florence Benoît-Rohmer, Fire-security Course – Monastery of San Nicolò



EMA Students at Halloween Party, 2013/2014





Markku Suksi, EMA Director for Abo Akademi University (1998-2015) and EMA students during trip to Lapland (Santa Claus)



EMA second semester in Thessaloniki, 2006/2007



Alberta Rocca, Cinzia Clemente and EMA students at the University of Padua, 1998/1999



EMA procession – Santa Lucia celebrations 2003/2004





George Ulrich and Carmen Marquez Carrasco, EMA Director for the University of Seville (2003 to date) and EMA Programme Director (2005/2006), EMA Chairperson (2008-2013)



George Ulrich teaching in the cloister – Monastery of San Nicolò , 2004/2005



EMA/EIUC Staff: Isabella Vianello (Finance Officer), Luca Fantinel (Premises and Technical Services Manager), Manuela Torri (EMA Executive Officer)





HEMA, EMA students, 2004/2005



Angela Melchiorre, EMA student (1999/2000), EMA Fellow (2000/2001), EMA intern (2001), EU-UN Fellow (2003), EMA Programme Director (2011-2013) and (current) Academic Coordinator of Online Programmes, at the Danish Centre of Human Rights in 2000





Koen de Feyter, EMA Programme Director 2004-2005 with EMA staff: Ingrid Nifosi (EMA Fellow), Manola Gugelmo (EMA Administrative Officer), Caterina Cecconi (EIUC Secretary), Jeremy Gilbert (EMA Fellow)



“Rodin” Poses, Zahraa Awad Badawi (EMA graduate 2015) and Nicola Tonon



EIUC Staff at Palazzo Ducale: Elisabetta Noli, Luca Fantinel, Stefania Saccarola, Manuela Torri, Silvia Acampora (intern 2009/2010), Alessandra Silanos, Alberta Rocca, Elisabetta Zennaro, Cristiano Gianolla, Caterina Cecconi, Dania Ferrarese (Finance Officer), Angela Melchiorre, Corinna Greco



Stefania Saccarola and Donatella Daniel, University of Padua, at EMA Graduation Ceremony 2003/2004, Venice – Scuola Grande di San Rocco



Migrants Matter EMA campaigning with EIUC staff





Luigi Comacchio, Finance Manager, at the Cloister of the Monastery of San Nicolò



Paul Lemmens and (right to left), Florence Benoît-Rohmer (EMA Director 1997-2008 and EIUC Secretary General 2009-2015), Antonio Papisca, Wolfgang Benedek, Marco Mascia



EMA Team 2012/2013: John Reynolds (EMA Fellow 2012/2013), Enrica Lot (Intern 2012/2013), Manuela Torri (EMA Executive Assistant 2012-2017), Monika Dabrowska Bartoscewicz (EMA Fellow 2011-2013), Angela Melchiorre (EMA Programme Director 2011-2013), Lucia Fanicchi (EMA Executive Officer 2011-2016)



Chiara Altafin and Wiebke Lamer – EMA Fellows (2015 to date) in the cloister of the Monastery of San Nicolò, Venice-Lido

# EMA and Beyond



## Veronica Gomez

# EMA's Legacy in Academic Networking and Postgraduate Education Around the World

---



Veronica Gomez, Global Campus Chairperson and Co-Director of the Master's Programme in Human Rights and Democratisation in Latin America and the Caribbean (LATMA), University of San Martin, Buenos Aires

The EMA experience is a leading example of networking, joint curricula building, regional and inter-disciplinary focus, and experiential learning with the participation of multiple academic institutions. The success of the EMA model led the EU to promote similar experiences in other regions of the world, through international cooperation, thus initiating the multi-regional experience that we know today as the Global Campus of Human Rights.

The 20<sup>th</sup> anniversary of EMA is a significant milestone for the European network on human rights and democratisation, its Inter-University Centre in Venice, its stakeholder institutions, and its many generations of graduates. This anniversary is also signifi-

cant in terms of its pioneering role vis-à-vis the other six Regional Master's Programmes in Human Rights and Democratisation established around the world; these were very much inspired by the creation of the European Programme and by the principles that have informed its growth and development during the last 20 years. Thanks to EMA's inspiration, today seven regional programmes – standing side by side – cover strategic regions of the world on all the continents, with a network of over one hundred universities, and thousands of local and regional stakeholders and graduates.

### [Vision and inspiration: from Venice to the globe](#)

The worldwide partnership of the Global Campus of Human Rights is based on seven programmes located in Europe, Africa, South East Europe, Asia-Pacific, the Caucasus, Latin America and the Caribbean, and the Arab world. These programmes operate from diverse locations and cultural settings while sharing the same spirit of commitment to the promotion of human rights and democracy through education and training first ignited by the EMA experience and its principles. The EMA partners' vision of postgraduate education in human rights and democracy with a regional and

inter-disciplinary approach stands as the blueprint followed by the other joint regional academic endeavours that followed and that are now associated with the Global Campus of Human Rights.

At the turn of the century, disseminating the ideals of the recently created European Master's in Human Rights and Democratisation to other regions of the world was the aspiration of a true EU visionary: Daniela Napoli. She encouraged the creation of an African Programme in Human Rights and Democratisation (HRDA), which came to fruition in the year 2000, thanks to the initiative of Christof Heyns, then Director of the prestigious Centre for Human Rights of the University of Pretoria, working in partnership with Nico Steytler from the University of Western Cape. Through the inspiration drawn from the work carried out by the EMA partners in Venice, in a few years this regional programme positioned itself as an unrivalled network for the promotion of postgraduate human rights education (HRE) in all sub-regions of Africa and, in 2006, it was awarded the UNESCO Prize for Human Rights Education.

The Programme in Democracy and Human Rights in South East Europe (ERMA) – also created in the year 2000, under the leadership of Professor Zdravko Grebo – itself drew inspiration from EMA. The Master's offered by the Center for Interdisciplinary Studies of the University of Sarajevo in partnership with the University of Bologna focuses on current developments in Albania, Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia. Through the years, the EMA partners, such as the University of Graz, have made a substantive contribution to the development of ERMA and its great success.

The Asia-Pacific, Caucasus, and Latin America and the Caribbean Programmes – established as from 2010 – also drew inspiration from the EMA model and the many lessons learned from the experience. The

Asia-Pacific Programme (APMA), with its main hub at the University of Mahidol in Bangkok, has adapted the model to the different challenges facing this vast region and its specific national contexts. The Caucasus Programme (CES), offered by the Centre for European Studies at the University of Yerevan, focuses on challenges facing democracy, political stability and human rights protection in the Eastern Partnership region. The Latin American Programme (LATMA), based at the National University of San Martin's (UNSAM) International Centre for Political Studies in Buenos Aires, builds its study plan around the main themes of the region – indigenous land rights, post-conflict situations, inequality and citizen security – while preserving EMA's spirit.

The Arab World Programme is a singular case. First created in 2014-15 at the initiative of EIUC, in its early years it was nurtured at EMA's home base in Venice during its first semester. Now a more mature programme, it will be fully offered outside Europe from its new home at the University of Saint Joseph in Beirut.

These six programmes, established in key locations and regions around the world, have grown to offer education, research and networking with their own distinctive regional imprint but always with common principles on regional and inter-disciplinary focus, experiential learning and networking, thanks to the lessons drawn from the EMA experience.

### Shared experiences and active collaboration

Successive EMA Directors in Venice have been an invaluable source of advice and experience for the institutional, curricular and extracurricular development of the other Regional Master's Programmes in Human Rights and Democratisation around the world. From the beloved Antonio Papisca to the sage George Ulrich – and including Koen de Feyter, Carmen Marquez, Fabrizio Marella



and others – EMA has always offered wise, talented, congenial and generous Directors to its students and its international partners. Angela Melchiorre's ready advice to the regional programmes during her tenure as Director is one of the best examples of this brand of generosity and dedication to human rights promotion.

The wealth of human resources flowing from the multiple global and regional alliances fostered by the Global Campus and its Regional Master's Programmes offers remarkable tools and opportunities to promote human rights and democracy worldwide through inter-regional collaborations. These collaborations started with the participation of representatives from the African and the Latin American Programmes in the teaching, in Venice, of regional protection of human rights mechanisms in their respective regions. Today this collaboration expands to wider professor/expert exchanges throughout the world and integrated teaching experiences.

The global collaboration, facilitated by the Global Campus, today also extends to innovative events, joint research, publications and massive outreach through e-learning. The dream of creating a single European Master's in human rights and democracy has expanded into new shapes to reach out further than ever.

### Human rights education and the future

Thanks to the support of our funders, the European Commission and Parliament in particular, the commitment of our many allies in civil society, government, and international organisations around the world; and the trust of the nearly 100 universities worldwide that contribute their academic, human and material resources, the Global Campus project thrives in the conviction that education and training are the key to dialogue, understanding, inclusion, development and fairness.

EMA's two-decade success in human rights and democracy education speaks of fidelity to principle but also of reinvention. As a partner of the Global Campus, EMA will seek to multiply its capacity to promote human rights through education and research, hand in hand with the other Regional Master's Programmes.



Veronica Gomez at the EMA Graduation Ceremony 2015/2016, Venice – Scuola Grande di San Rocco

In the meantime, our students and graduates are linked to the main stakeholders working on the issues that matter: civil society organisations, government and state agencies, national human rights institutions, regional and universal inter-governmental organisations. We believe in the power of HRE and training as a conduit to strengthen national institutions and the rule of law and democracy in our regions of the world and to face serious challenges with a regional and inter-disciplinary perspective.

EMA, its partner institutions, participating academics and experts have successfully embarked on a unique journey that connects academic knowledge and ingenuity with education and training. Hundreds of *masteroni* who are solidly equipped to address the main challenges facing humanity – violent conflict, massive forced displacement, structural poverty and inequality, discrimination, authoritarianism, the perils

to our natural environment – are a testament to the success of this journey.

Thanks to the inspiration initially offered by EMA, the Global Campus experience is distinguished by its inter-disciplinary insights, its cross-cultural exchanges, its wide range of local, regional and global participants and partners, the networking opportunities, and its unwavering determination to shape a world culture of human rights.

On behalf of the Regional Programmes of the Global Campus of Human Rights based in Pretoria, Sarajevo, Bangkok, Yerevan, Buenos Aires and Beirut, we salute EMA on this landmark anniversary, its achievements and outstanding contribution, and express our commitment to strengthen our alliances and celebrate our worldwide partnership for education in the area of human rights and democracy.



Global Campus Council – group photo 2012. Left to right: Jean-Luis Ville (Head of Unit DEVCO/B1 “Governance, Democracy, Gender, Human Rights”), n.n., Olivier Louis (DEVCO/B1 Governance, Democracy, Gender, Human Rights”), Francesco Privitera (University of Bologna/ERMA Programme), Kristine Gevorgyan (University of Yerevan/CES Programme), Horst Fischer (EIUC President and Global Campus Council Chair 2012-2014), Elisabetta Noli (EIUC Senior Project Manager), Patricia Bocchi (Directorate of Multilateral Relations and Human Rights – EEAS), Jorge Tajana (University San Martin – Buenos Aires, LATMA Programme), Susan Banki (University of Sydney/APMA Programme), Florence Benoit-Rohmer (EIUC Secretary General), Danielle Celemajer (University of Sydney/APMA Programme), Nicole Piper (University of Sydney/APMA Programme), Mariana Hadzijusufovic (University of Sarajevo/ERMA Programme), Veronica Gomez (University of San Martin Buenos Aires/LATMA Programme), Marco Piccoli (Global Campus Financial Officer), Marina Pecar (University of San Martin Buenos Aires/LATMA Programme), Norman Taku (University of Pretoria/HRDA Programme), Frans Viljoen (University of Pretoria/HRDA Programme)

# Jeffrey Kenner

## The Challenges of Brexit and its Impact on Participating Universities

---



Jeffrey Kenner, EMA Director for the University of Nottingham (2009 to date) and EIUC Vice-President (2016 to date)

Universities from the UK were among the founding members of EMA and its earliest contributors. The University of Essex was one of the signatories of the Charter of Venice setting up EMA in 1997 and, when the Charter was revised in 2001, it was joined by the University of Nottingham. By 2003, Queen's University Belfast, replacing the University of Essex, had also signed up to the Charter and, together with the University of Nottingham, these two universities have ensured that UK universities have had full membership and active involvement in EMA over many years, including regular participation at the EMA Council and members elected on both the EMA Executive Committee and the EIUC Board.

Over the last 20 years, the UK universities have received around one hundred EMA students and have fully integrated them into their postgraduate programmes and provided them with institutional support including supervision of theses, sponsorship of summer schools and other academic activities. The University of Nottingham has partnered EIUC in the EU-funded Fostering Human Rights in EU Policies (FRAME) Programme, 2013-17. In sum, the UK universities have, under their own autonomous statutes, established their place in EMA and, therefore, their participation in EMA, as institutions, is not dependent on the UK's membership of the EU. Nevertheless, the UK's decision to leave the EU – 'Brexit' – will inevitably have an impact on the UK universities and, potentially, on EMA.

Following the narrow vote of the UK electorate to leave the EU in a referendum held on 23 June 2016 – by 52 per cent to 48 per cent – and an affirmative vote in the UK Parliament, the UK Government, on 29 March 2017, fired the starting gun on the two-year process of withdrawal from the EU by issuing a notice to the European Council under Article 50 of the Treaty on European Union. The UK and the EU have entered uncharted territory. An Article 50 notice has never been issued before. On the one hand, it is perfectly possible that the UK could crash

out of the EU at the end of March 2019 without a withdrawal agreement. Such a scenario would not only cause economic harm, as World Trade Organisation rules would apply to trade relations but also it would mean that issues such as the UK's future support for programmes, such as EMA, would not be addressed. On the other hand, both sides – the UK and the 27 remaining EU member states – are determined to secure an agreement, to ensure a smooth and orderly transition. However, progress has been delayed by an unnecessary and indecisive UK general election, held on 8 June 2017, and the negotiating positions of the parties remain far apart.

Until quite recently, the UK was seeking, in the words of its Foreign Secretary, Boris Johnson, to 'have its cake and eat it' by securing the benefits of full single market access without having to play by all of the EU's rules, notably on free movement of people and oversight by the Court of Justice. However, it is now increasingly understood that, at the very least, to ensure a deep partnership between the UK and the EU can be negotiated for the long-term, it will be necessary to reach a transitional agreement which, for a period of several years, will maintain many of the existing arrangements – including rights and obligations – that have been part of the UK's EU membership over the last 45 years.

Universities UK, the organisation representing the university sector in the UK, has identified five main concerns posed by the UK exiting the EU:<sup>1</sup>

- increased barriers to recruiting talented UK staff;
- damage to international research collaboration;
- increased barriers to recruiting European students;

- loss of funding for research and innovation;
- reduced outward mobility opportunities for staff and students.

This raises two immediate issues relevant to the continuing participation of UK universities in EMA post-2019: first, the rights of the EU citizens to travel to and study in the UK; and second, continuing support by the UK for student exchange or mobility programmes such as Erasmus and EMA.

Turning firstly to the rights of EU citizens, it is important to note that whilst EMA is a global programme, and therefore non-EU or European Economic Area (EEA), students are subject to the immigration regimes of the member states, and many are able to take the second semester of EMA in Belfast or Nottingham by virtue of their status as EU citizens. The rights of EU citizens in the UK – and indeed UK citizens in the EU – is the first issue to be addressed in the 'Brexit' negotiations. It is essential that this issue is settled ahead of the 2019-20 academic year. One possibility is that the UK transitions into the EEA, or an equivalent arrangement, which means that, like Norway, free movement rules will apply in a similar way to the present rules for students and their family members. Alternatively, students will be subject to the UK's immigration regime. Universities UK has suggested that, in recognition of the positive economic and social impact of international students, the UK should simplify and improve the visa regime to encourage students from Europe and the wider world to study in the UK.<sup>2</sup> Such a welcoming message may actually improve the situation for students from outside the EU and mean a relatively smooth system for the continuing participation of the UK universities in EMA. It would help to ensure that the UK universities continue to be an attractive destination for EMA students.

---

<sup>1</sup> Universities UK, 'Brexit Briefing', June 2017, p. 1: <<http://www.universitiesuk.ac.uk/policy-and-analysis/brexit/Documents/brexit-briefing-final-june.pdf>>.

---

<sup>2</sup> Ibid. p. 4.



Jeffrey Kenner and other EMA Directors – EMA Council meeting 2017

Secondly, as regards the UK's future commitment to international student mobility programmes, such as EMA, it is important for the UK to continue to support them if it wishes to live up to the image it seeks to portray of a 'Global Britain' post-Brexit.<sup>3</sup> The UK Government should recognise that UK students benefit from outward mobility under EMA and, in return, international students should continue to benefit from EMA in recognition of the impact such an experience has on an individual's skills and employability, to train as a human rights'

professional, and to ensure that the UK remains a leading player in human rights globally.<sup>4</sup>

Brexit poses huge challenges and, for many of us, it is a most unwelcome development that should, ideally, be reversed, or mitigated as far as possible, but, whatever the outcome of the negotiations, the problems that now have to be faced are not insurmountable and, if they can be positively addressed, the UK universities can continue to be fully involved in EMA for many years to come.

<sup>3</sup> Her Majesty's Government, 'A Plan for Britain': <<https://www.planforbritain.gov.uk/a-global-britain>>.

<sup>4</sup> Universities UK, 'Brexit Briefing', June 2017, p. 5: <<http://www.universitiesuk.ac.uk/policy-and-analysis/brexit/Documents/brexit-briefing-final-june.pdf>>.

# Angela Melchiorre

## The Role of EMA in Professional Development: The Testimony of an Alumna Turned European Programme Director

---



Angela Melchiorre, EMA student (1999/2000), EMA Fellow (2000/2001), EMA Intern (2001), EU-UN Fellow (2003), EMA Programme Director (2011-2013) and (current) Academic Coordinator of Online Programmes

The world-wide prestige and impact of EMA are so renowned and established after 20 years of existence that anyone working in human rights would be honoured to be involved with it. Only in a few other regional Masters Programmes (interestingly, all stemming from EMA) is it possible to find the same key features: genuine inter-university cooperation, continuous attention to curriculum development, combination of theory and practice within an inter-disciplinary approach, and relentless synergy of great minds sharing inspiring ideas and expert knowledge. This is exactly what is needed to work on – and strenuously defend – human rights. It was so in the past, it is even more so nowadays. These features alone are already very

good reasons for wanting to be part of EMA. If one considers the many achievements and the forward-looking ideas for the future, one cannot but feel energised about this unique Master's course. And this is exactly how I feel: honoured and energised. But I also feel privileged, and this is more for personal reasons.

For this publication, I was asked to reflect on the impact of the programme on professional development, but this is inextricably linked with a more personal story. The European Master's Degree in Human Rights and Democratisation is the sort of experience that changes how you approach work but also how you approach yourself and your interaction with others. I am only one of thousands 'EMAlumni' around the world and much of what I am going to say will indeed sound personal. But I am also one of the very few who have gone through all the different possible roles within EMA (student, tutor, intern and fellow) and I am the first EMAlumna who has become EMA Programme Director. This places me in the privileged position of knowing the programme inside-out and witnessing similar testimonies by students and graduates, year after year. So, by virtue of the fact that I have now contacts with colleagues from 12 'generations of *masteroni*', I can be rather sure that in many respects my experience is similar to that of others, prov-

ing that EMA truly prepares its students for a solid professional development in a number of sectors.

*Masteroni* are present in all regions of the world and work in a variety of areas at all levels. The top four employers are NGOs, public institutions, the UN system and academia, immediately followed by the EU, private companies, OSCE and the Council of Europe. In my case, EMA was the starting point of a journey that has taken me around Europe, then overseas, and then back to Venice, allowing me to work in three sectors: Inter-Governmental Organisations (IGOs), NGOs and academia. In each leg of the journey I have always felt the same: honoured, energised and privileged to be part of it. I felt honoured in 1999 when I was chosen by Antonio Papisca, Marco Mascia and Elisabetta Noli to participate in the programme as a student, and in 2000 when I was selected to work as an EMA tutor immediately after graduation. I was energised when I took part in the EMA Internship Programme in 2001 and, again, when I was offered the EU-UN Advanced Internship (now called Fellowship) in 2003. But I felt most honoured, energised and privileged when I was appointed EMA Programme Director in 2011.

If I reflect on my life before and after EMA, I can only see how enriched a person I have become: more competent in knowledge and skills as well as more poised in beliefs and attitude. After graduating in Political Science in Milan, I started working for UNICEF-Italy, but I soon realised that I needed a more substantive and formal preparation in human rights and in particular children's rights. That was when I decided to apply for EMA. I was attracted by four key assets: 1) its multi-disciplinary approach to human rights and democratisation, offering a wider range of views than the most common legal ones proposed by others; 2) its inter-university cooperation, exposing students to lectures by the best of the best from all over Europe; 3) its mobility feature, with the first semester in Venice and the second in one of the Euro-

pean universities in the programme, giving students the possibility to research and write the final dissertation under high-quality supervision and in specialised institutions; and 4) its practical elements, especially the field trip to Bosnia and Herzegovina just a couple of years after the conflict had ended, thus providing a real feeling of the challenges of post-conflict situations and the role of human rights in such contexts. With these elements in mind, I was hoping to be trained on how to best combine theoretical knowledge with practical skills so to be ready to be operational in any future human rights job: how to identify key challenges and propose possible solutions; how to share, discuss, apply human rights but also live them in my daily life and work. Indeed, it could have not been better: EMA changed me immensely. Not only did I learn a great deal about human rights and democratisation, but also about myself, my interests and capacities. Not only did I acquire the self-confidence necessary for a successful career, but also the skills and knowledge necessary to build that self-confidence on a solid basis. But being an EMA student was just the beginning. Little did I know then that the course would impact on my professional development for so many years.

After graduating in 2000, I became an EMA tutor and was able to witness more closely all the hard and inspiring work that lecturers, experts and staff do to ensure the programme remains relevant to current discourses about human rights and democratisation but also of interest to the students. I still remember very fondly a seminar I co-taught with Felipe Gómez on the Convention on the Rights of the Child only a few months after the UN had adopted the two Optional Protocols to the Treaty; the exchanges with Attracta Ingram, Kirsten Hastrup and George Ulrich about the ethical dimensions of human rights; and the workshops with Bill O'Neill and Manfred Nowak on fieldwork. And what about preparing students for the Moot Court of Paul Lemmens or the

mock elections we ‘monitored’ with Markku Suksi? At the time, I did not fully realise it, but we were indeed refining students’ competences and strengthening their capacity to face a variety of human rights situations. Without the comprehensive curriculum/approach of EMA, mastering these aspects of professional development would have not been possible, neither for me as a tutor nor for the students.

I subsequently worked at the Italian Ministry of Foreign Affairs in Rome and that turned out to be the perfect environment where all those long hours of classes, study and exercises would prove worth every effort. Through both the EMA Internship and the EMA Fellowship that I carried out at the Ministry, I was privileged to also experience work at the UN in Geneva and New York and ultimately to get a formal contract and act as Chairperson of multilateral negotiations on Afghanistan at the Commission on Human Rights and on children’s rights at the General Assembly. During this time, I also started working as a consultant for the first UN Special Rapporteur on the Right to Education, Katarina Tomaševski, and on the Right to Education Project that she had set up. These experiences taught me a great deal in terms of additional skills and new-found confidence, but again were made possible thanks to the solid basis of EMA. When I first sat in New York in front of a huge room full of experienced delegates who were waiting for me to coordinate the consultations, I honestly felt very weak. However, a flashback to Venice helped me cling on to the safest rock: the expert knowledge of legal instruments that EMA had given me and that was by then embedded in my mind and conscience. Sure, I needed some more preparation in diplomatic negotiations, but being able to put all the pieces together, see the bigger picture and look at different angles, just like I had learnt in EMA, was of immense use and comfort. I was there with other EMA graduates, and I know many others have followed similar steps. Some have stayed on, either

as diplomats of their countries or as human rights officers for OHCHR, but we all shared the same conviction that EMA had made us well-equipped and assured to face the numerous daily challenges of our respective UN jobs.



Angela Melchiorre teaching during the UNGA simulation in 2012

This being said, the UN years also made me realise that academia was a more suitable environment for me, so in 2004 I moved to London to study for my PhD on child marriage and teach on a MA in human rights at the University of London. Teaching (and learning, as it always goes both ways!) in a multicultural environment was to be my choice for life. Again, the influence of the multi-disciplinary and multi-faceted EMA was essential in both my teaching and research efforts. Being able to discuss child marriage from a legal, political, sociological and developmental perspective was a result of the mind-set that EMA had created years earlier. And I am not alone in this persuasion: I know many EMA alumni who earned their PhD also thanks to the motivation to explore, discuss, challenge and act at different levels and in a multi-disciplinary perspective that comes from EMA. The same goes for teaching: I would have not been able to get that lecturer position in London if I had not demonstrated to fully understand the inherent connection between the theory and practice of human rights. There I developed a module dedicated to human rights



advocacy, lobbying, campaigning and other practical skills. Needless to say, much of the inspiration came from EMA. An inspiration that, according to conversations I have had with other EMA Alumni who are now lecturers or even EMA Directors, is very much impacting on their work too.

I was then happily teaching and writing my PhD, convinced that I had found my place. However, following the untimely death of Katarina Tomaševski, I felt the need to respect her will and take care of the Right to Education Project that she had left to me and another colleague. I consequently took up the position of Research Coordinator for the Right to Education Project within ActionAid International. Working for an international developmental NGO was another eye-opener, exciting and demanding. But again with the basis provided by EMA and my previous experiences, I was able to offer some small inputs. Undoubtedly, the hours spent in Venice learning from Koen de Feyter about the human rights-development-globalisation nexus helped me put together a few ideas to be used in the strategic plans that were being drafted for both the Right to Education Project and ActionAid itself. So EMA proved essential also for NGO work, as many other alumni would also testify.

Academia was still there, though, siren-singing to me, so when I saw the vacancy for the EMA Programme Director in 2011, I put together all the pieces of the puzzle that was my life/career at that time and thought that the wealth of knowledge and experience I had gained in my governmental, non-governmental and academic work would be good for the position. I was delighted to see this become a reality when a selection panel composed of Horst Fischer, Florence Benoît-Rohmer, Carmen Marquez Carrasco, Ria Wolleswinkel and Fabrizio Marrella believed in me and selected me for the role. I will be forever grateful.

My first realisation then was that EMA had developed immensely and had included

many new features over the years. I was very pleased to see even more attention to skills building and practical exercises compared to the time when I was a student. With the consciousness of how EMA had helped me face practical tasks at the UN in Geneva and New York, or in London with my teaching and with ActionAid, I was determined to improve the course even more on this side, and provide students with a broader set of skills that would be essential in any human rights position they would undertake after graduation. This further improvement was well received, so much so that the course in part still includes practical workshops and activities that were introduced between 2011 and 2013, such as simulations of multilateral inter-governmental negotiations, writing funding proposals and project management. Much as practical skills were one of the attractions of EMA when I applied as a student, so they are appreciated now, not only by students, but also by employers who very often acknowledge the relevance of an EMA background when they hire *masteroni* among their staff.



Elisabetta Noli, Horst Fischer, Carmen Marquez-Carrasco, Florence Benoît-Rohmer, Fabrizio Marrella, Angela Melchiorre – EMA Ceremony 2011

This very personal account is meant to illustrate the many opportunities EMA offers after graduation. Certainly, the course is very intense and requires a lot of commitment, passion and hard work, but the rewards are many and not only in terms of finding the dream human rights job. I still receive numerous emails from my students confirming

how EMA made a difference in their lives. And so I am sure it happens for all the other EMA Programme Directors. Once in EMA, always an 'EMAdvocate'.

I ended my EMA Directorship in 2013 but, after a short break, I am now back at EIUC as Academic Coordinator of Online Programmes and of course also occasionally as a lecturer on EMA. It seems I cannot separate myself from the course: it is part of me as a human rights professional; it is part of me as Angela. Throughout these years with EMA, I have made intellectual discoveries and life-long friendships; learnt to be brave and wise at the same time; strengthened my competencies but also my resolve to defend human rights and human dignity. My fondest memories are linked to the wonderful group of people I studied with, all passionate about and committed to human rights. And then I also have very fond memories of the group of lecturers and experts, equally passionate and committed, who taught us week after week and most of whom I found again as colleagues when I was EMA Programme Director. And now that I am here in the Monastery of San Nicolò again, it is inevitable to think about the past but also to be happy and proud about the many positive changes: the programme and the teaching staff have expanded to reach an even higher quality and a more sophisticated yet pragmatic structure; the opportunities for the second semester are more varied; the library is bigger and more specialised; and there is a fantastic EMAlumni Association now. So much has changed in all these years and some things have not changed at all: the EMA spirit first of all, still very much 'alive and kicking' in everyone; the support

all students can count on, be it from the staff in Venice or in the 41 universities that are now part of EMA; the rolling seminars; the trepidation about the exams; and the joy and pride of graduation.

There is not a single memory or value that makes EMA special, but a combination of formidable factors and, importantly, actors: the institutional partners and supporters who year after year believe in EMA and in the impact of its students in the world; all the academics and experts who always welcome, guide, encourage and, above all, inspire students with their top quality knowledge and support; all the staff in EIUC who also help EMA keep its high quality, with their relentless stamina, hard work and deep commitment; and last but not least, the students who challenge us with their questions and suggestions, who motivate us to do better for them and for EMA and who give us new ideas and reasons to hope for the future.

EMA taught me that human rights do not just happen to us: we make them happen! That is, in our daily lives with families and friends, in our daily work at the office, in the field, on an airplane, at the other end of an email. No matter what our job is or where our professional development takes us, we make human rights happen when we talk, when we meet and discuss, when we take decisions. To make human rights happen is at the core of what EIUC and EMA do. So for the 20<sup>th</sup> anniversary of EMA I have only one wish: that we will all keep its mission and spirit alive for many years to come. Only by doing so, will we all be able to bring about the change that we all hope for and hopefully inspire others to do the same.

# Kersty McCourt

## EMAlumni

---



Kersty Mc Court, Board member of the EMAlumni and GCAumni Associations

Twenty years, over 1500 *masteroni*, in more than 100 cities across all continents! Twenty years marks an important milestone for EMA; one where we are proud to have an active alumni association, with members from all generations and strong bonds with our sister associations through the Global Campus Alumni (GCA).

The alumni association was re-invigorated and formally created in 2009. EMAlumni was registered first in Italy and then moved in 2017 to Belgium. We have had four Boards which together, have re-connected alumni, built the association and created projects aimed at building the professional and practical expertise of our community. Core projects include:

*The Careers Day:* since 2010 EMAlumni has organised the careers day in Venice with a group of facilitators with experience working for the European institutions, UN, civil society and academia. We provide insights into working from these different angles and also run a CV clinic.

*The Mentoring Programme:* every year we connect a new group of mentees with experienced mentors, who exchange professional experiences and tips on jobs and career development. In many cases, mentors have connected mentees with future employers, provided new insights and ideas and helped with CVs and interviews.

*Hubs and Ambassadors:* we have built a network of 50 alumni hubs with over 90 people volunteering as ambassadors. In the hubs, we welcome students to their second-semester destinations, and we organise academic, professional and social events to bring alumni together.

*Human Rights Professionals Database:* this is the 'engine' of the association. Alumni register and create profiles on the website. The database enables one-to-one connections to be made and allows us, EIUC and in the future, potential employers to search the database for people with specific expertise. The database facilitates searches, for example, based on thematic or geographic

expertise, years of experience and specific skill sets.

*Alumni Initiatives:* this is a new project that was

launched in 2017. It features projects established by, and sometimes among, alumni and helps promote new connections and ideas.



EMAlumni Association Board members, 2014-2016

# Short Contributions

---



Jean-Louis Ville, Head of Unit B-1, Governance, Democracy, Gender and Human Rights, DEVCO – European Commission

When the EU first heard of EMA, it was only a vision – a beautiful vision of giving Europe the human rights and democracy experts so acutely needed at that time. Today, it is clear that the pioneering spirit and energy of the ten founding members have borne fruit. EMA has not only grown to cover all corners of Europe but once again stands at the centre of yet another unique educational endeavour, the Global Campus of Human Rights: a network of human rights and democracy experts from all continents. At a time when human rights and democracy itself seems to be under attack, the need is once again acute. I am proud that the European Commission has accompanied this special endeavour from the beginning and continues to do so.

**Jean-Louis Ville**



Michael O'Flaherty, FRA Director and EMA Director for the Universities of Nottingham 2004/2008 and Galway 2013-2015

EIUC is a unique and irreplaceable consortium of human rights academic institutions that works to make a difference for the most vulnerable people in our societies. On topics as disparate as human rights and development aid, music and human rights, the diplomacy of human rights, and the role of human rights workers in the field, EIUC delivers original insights and smart recommendations that make a real impact. The EMA programme has inspired the teaching of human rights at the postgraduate level across Europe and beyond. I am very much looking forward to the strengthening of the ties between the EU Fundamental Rights Agency and EIUC in the years to come.

[Michael O'Flaherty](#)



Edward McMillan-Scott, Member of the European Parliament 1984-2014; Vice-President for Democracy & Human Rights 2004-2014; EIUC Medal of Honour 2013

I am immensely proud that the unique European Master's Programme in Human Rights and Democratisation continues to flourish and develop. When I founded the European Initiative for Democracy and Human Rights (EIDHR) in 1990 to assist the transition of the ex-Soviet Bloc countries it was based on the German *Stiftungen* and the Washington National Endowment for Democracy, and it was primarily a funding agency for

many and varied programmes. By 1997, we had offices in Moscow, Prague and Warsaw and were running 1600 programmes across Central and Eastern Europe. Today, the EIDHR has a worldwide scope and my proudest moment was when EIUC awarded me its Medal of Honour, as a successor to Mary Robinson and Manfred Nowak. Nowhere else in the world does such an outstanding and dedicated network as the Master's Programme exist. It is crucial that EIUC continues to benefit from the funding and goodwill it has enjoyed through Brussels, and that is thanks to the commitment and contribution of its governing bodies, partners, staff and volunteer lecturers. In today's uncertain world, the EU must continue to educate, promulgate and promote the values of human rights and democracy for which it was rightly awarded the Nobel Peace Prize in 2012.

[Edward McMillan-Scott](#)



Emma Bonino, former Italian Minister of Foreign Affairs (2013-2014), and European Commissioner (1994-1999)

Attacks on democracy are not new: since time immemorial, democracy has been undermined and ignored by those seeking absolute power. However, defence of democratic values and human rights principles has never been more important, in a time when authoritarianism and human rights denial are again on the rise. It is critical for the next generation of women and men who will hold power, and for those holding our world's leaders to account, to have well-grounded knowledge about the importance of democracy and human rights for the well-being of all, the tools to combat erosion of those principles and the wisdom to wield those tools with strength and compassion. Programmes like EMA have played a fundamental role in this struggle for 20 years, and we look forward to them growing and increasing their impact in the years and decades to come.

### Emma Bonino

During my term as EMA Fellow, I had the unique opportunity to meet top human rights scholars from all over Europe and to build a resource network that has boosted my further academic career.

### Wouter Vandehole



Wouter Vandehole, University of Leuven, EMA Teaching Fellow 2002/2003 – with family at the Monastery of San Nicolò



John Morijn, University of Groningen and EMA graduate 2002

I think back most fondly of my time at the Lido. I learned a lot and have often returned and referred to EIUC since. Why? Simply because it is one of very few places that actually delivers on what it promises: great training and a track-record of getting its students into relevant positions to act on what they have learned.

[John Morijn](#)



Julien Attuil-Kayser, Juvenile Justice Officer, Defence for Children International – Belgium, EMA graduate 2001

The EMA programme was a once in a lifetime experience. I valued the quality of the lectures, the diversity of the topics and the way they were taught, mixing theory and practice. I very much appreciated the exchanges with the professors and practitioners. The programme allowed me to discover European and non-European cultures through fellow students, teachers and travels during the two semesters. The field trip in Bosnia-Herzegovina was a mind-opening experience, making me realise the success, challenges but also the limits of human rights work in the field.

Most of the fellow *masteroni* became very good friends and I am in contact with many of them, even 15 years later. Furthermore, I try to support the new generations notably through the EMA Mentoring Programme. I have now a great network of *masteroni* colleagues throughout the human rights world.

[Julien Attuil-Kayser](#)





Gabor Halmi, EMA Director Eotvos Lorand University Budapest (2006-2015)

The Hungarian University I represented was admitted to EMA just before the country's accession to the EU. This provided a great opportunity for both faculty and students to grow up to the standards of the other members of the EMA community, and prove that Budapest can be attractive for students not only because of the beauty of the city. Our collaboration with the Central European University was from the very beginning a huge asset in this effort. We can hope to be able to continue our cooperation both with EMA and with CEU, recently politically attacked by the Hungarian government.

**Gabor Halmi**



Lydia Malmedie, Board member EMAlumni and GCAumni Associations  
EMA Alumni President 2014-2016

Any academic programme will always be measured on its graduates and their impact. A strong alumni association is therefore absolutely vital for the EMA. And yet, it goes much beyond reputation. In times of organised crime and closing spaces for civil society, it is ever more important to build further capacity, exchange and connect. The E.MAlumni Association does exactly that and enables graduates to more effectively promote human rights across the world. Be part of it!

**Lydia Malmedie**



Tessa Schrepf, President of the EMA Alumni Association

My Presidency is marked by this wonderful occasion, the 20<sup>th</sup> anniversary of EMA, for which we are organising an alumni gathering under the header “Re(U)nite for Human Rights!”. The anniversary is our opportunity to shine as a community, to put on display our immense diversity and to engage in further dialogue and inter-generational exchange with alumni from year 1 to year 20. Our EMA family unites exceptional individuals who are now scattered across all continents, across all economic sectors, and across all levels of the professional sphere. It is this diversity, paired with a strong shared belief in human dignity that makes us strong and makes us stand out. I am very privileged to be a driving force in this joint undertaking with a wonderful core team of eight fellow Board Members and two outstanding Secretary Generals.

### Tessa Schrepf



Global Campus Alumni meeting

In 2015 we embarked on a new and exciting period of the E.MA Alumni and formally joined together with our sister associations from other regions to create the Global Campus Alumni (GCA). This built on an initial meeting and discussions which started in Venice two years earlier. It was a challenge to work virtually, link projects across different regions and set up a whole new association in Belgium. But also incredibly rewarding: despite studying in disparate locations there is a strong bond that we all share through our common belief and passion for the human rights movement. With spaces for civic activism diminishing, now more than ever, we need to maximise our potential and build strong and dynamic connections. It's been a stimulating period and we look forward to continued GCA action!

### Kersty McCourt & Lydia Malmedie

# Images





HRDA Programme – Field Trip to Zimbabwe (EMA and HRDA students' exchange)



Italian Actress Ottavia Piccolo in the Cloister of the Monastery of San Nicolò with art installation "Collective Memory", during the Summer School on Cinema, Human Rights & Advocacy (2017)



Koen Vanmechelen, artist creator of “Collective Memory” during the Opening Cocktail of the Venice School 2017



EM Alumni General Assembly 2013 with Antonio Papisca







EMA students – “Je Suis Charlie” campaign at Rialto Bridge, Venice, 2015



**TEA BAG MOVEMENT**

PEOPLE OF EMA

WE ARE ALL TIRED, STRESSED, FRUSTRATED FOR WHATEVER REASONS. AS A RESULT, THE ATMOSPHERE AMONG US HAS BECOME A BIT NEGATIVE & TENSE.

WANNA MAKE A CHANGE?  
STOP COMPLAINING & BLAMING!  
**!! ACT NOW !!**

ACTION PLAN

- ① A TEA BAG (WHY TEA BAG? WELL IT'S NICE, IT CALMS PEOPLE DOWN, IT WARMS PEOPLE UP IN A ROOM WITHOUT CENTRAL HEATING ETC....) (IF PEOPLE YOU CAN GIVE SOMETHING ELSE BUT PLEASE THINK OF WHAT THE RECIPIENT WOULD LIKE)
- ② A SHORT NOTE OF NICE WORDS (ENCOURAGEMENT, APPRECIATION ETC... NOTHING NEGATIVE IS ALLOWED!!)  
\*\* IT HAS TO BE ANONYMOUS → ABSOLUTE OBLIGATION!
- ④ GIVE IT TO A PERSON / PERSONS OF YOUR CHOICE - S/H/E HAS TO BE IN THE EMA PROGRAMME (FROM TEACHING / ADMIN STAFF TO CLEANING STAFF & OF COURSE YOUR COMRADE, PREFERABLY SOMEONE YOU SELDOM TALK TO.)

WHO CAN JOIN?  
EVERY ONE HERE! (TEACHING STAFFS ARE ALSO INVITED)

DURATION  
TILL THE END OF THE WORLD!  
(IT'S UP TO U)

ANGELIC BAKUNIN



EMA Human Rights Festival "Empathy" 2015/2016



Global Campus Photo Competition 2015 – Winner Adebayo Okeowo (HRDA Programme)

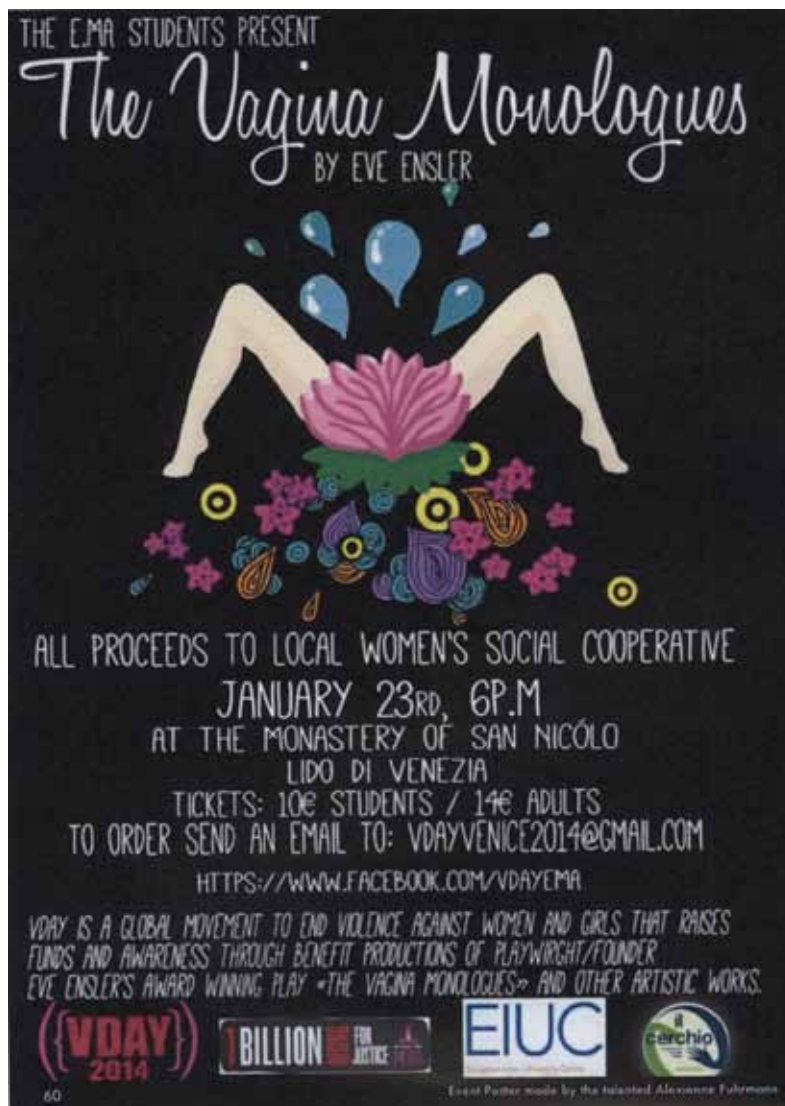


Charlemagne Gomez, EMA graduate 2000, teaching with Demetrio Lazagna, scientific coordinator, at EIUC's International Electoral Observation Training



EMA theatre company "Vagina Monologues" 2013/2014

# 20



Poster of the play "Vagina Monologues" 2013/2014





EMA students 2012/2013 – sunset watching from the San Nicolò bridge



Elisa Aquino, Communication PR and Fundraising Manager at the EMA Graduation Ceremony 2016, Venice Scuola Grande di San Rocco





Lorenzo Nesti, EMA graduate 1999 (UN Expert), Kostas Tararas EMA graduate 2000 (UNESCO), Adriana Jacinto (UN expert and married to Nesti) and Corinna Greco



Studying in the cloister, Monastery of San Nicolò, Venice-Lido



Arab Master Programme – graduates/diplomas – Graduation Ceremony 2016/2017, Auditorium Santa Margherita, Venice





EMA students – Yoga at the Beach





Arab Master Programme – Ali Al Kulidi, student representative – Graduation Ceremony 2016/2017, Auditorium Santa Margherita, Venice



EMA Alumni Association – Board members, 2012-2014



GCA Alumni at the 2017 AHRI-COST conference, Brussels "together for Human Rights"



EMA students at Perugia-Assisi Peace March



ERMA students – Global Campus Conference, Sarajevo 2017







Left to right: Anand Deo, Tigran Safaryan, Roselyn Odoyo – EMA students 2012/2013 from India, Armenia and Kenya





Giacomo Ottonello, Global Campus Project Officer, at the Cloister of the Monastery of San Nicolò



EMA Graduation Ceremony 2013/2014, Venice – Scuola Grande di San Rocco: group photo



ARMA Programme – Graduation Ceremony 2016/2017, Auditorium Santa Margherita: “The future is here”

