



**Contracting Authority:
The European Commission**

EU PARTNERSHIP FOR PEACE

Grant Application Form

Budget line: 19.080101

Reference: EuropeAid/127910/L/ACT/PS

Deadline for submission of concept notes and applications
27th May 2009 at 16:00 local time

For economical and ecological reasons, we strongly recommend that you submit your files on paper-based materials (no plastic folder or divider). We also suggest you use double-sided print-outs as much as possible

Title of the action:	SHARING ACADEMIC FREEDOM: TOWARDS A NEW PARADIGM FOR PALESTINIAN-ISRAELI COOPERATION AMONG ACADEMICS AND INTELLECTUALS
Number and title of lot	N/A
Location(s) of the action:	Israel and the Palestinian Territories
Name of the applicant	United Nations Educational, Scientific and Cultural Organization (UNESCO)
Nationality of the applicant ¹	N/A - Intergovernmental Organization / United Nations Specialized Agency

Dossier No	
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(for official use only)

¹ The statutes must make it possible to ascertain that the organisation was set up by an act governed by the national law of the country concerned. In this respect, any legal entity whose statutes have been established in another country cannot be considered an eligible local organisation.

EuropeAid ID ²	FR-2008-BXT-2602936115	
Legal status ³	International Organization - United Nations Specialized Agency	
Partner(s) ⁴	Name: The Center for Democracy and Community Development (CDCD) EuropeAid ID: IL – 2009 – BDE - 0703434755 Nationality: Palestinian Territories Name: Arava Institute for Environmental Studies (AIES) EuropeAid ID: IL-2007-ECB-2711568992 Nationality: Israel	
Total eligible cost of the action (A)	Amount requested from the Contracting Authority (B)	% of total eligible cost of action (B/Ax100)
400,000€	320,000€	80%
Total duration of the action:	18 months	

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Any change in the addresses, phone numbers, fax numbers and in particular e-mail, must be notified in writing to the Contracting Authority. The Contracting Authority will not be held responsible in case it cannot contact an applicant.

² To be inserted if the organisation is registered in PADOR. This number is allocated to an organisation which registers its data in PADOR. For more information and to register, please visit <http://ec.europa.eu/europeaid/onlineservices/pador>

³ E.g. non profit making, governmental body, international organisation

⁴ Add as many rows as partners

NOTICE

All personal data (such as names, addresses, CVs, etc.) mentioned in your application form will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Your replies to the questions in this form are necessary in order to assess your grant application and they will be processed solely for that purpose by the department responsible for the Community grant programme concerned. On request, you may be sent personal data and correct or complete them. For any question relating to these data, please contact the Commission department to which the form must be returned. Beneficiaries may lodge a complaint against the processing of their personal data with the European Data Protection Supervisor at any time (Official Journal L 8, 12.1.2001).

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PART A. CONCEPT NOTE

I. INSTRUCTIONS FOR THE DRAFTING OF THE CONCEPT NOTE

There is no specific template for the Concept Note but the applicant has to ensure that the text of his/her concept note:

- does not exceed 4 full pages (A4 size) of Arial 10 characters with 2 cm margins;
- responds, in the same sequence, to the headings listed below. It is expected that the size of each section will reflect the relative importance of each heading (ref max scores in the evaluation grid and in the Guidelines). The applicant may provide any additional information that he/she may deem useful for the evaluation, but which might not have been specifically requested (e.g. added value and/or synergy with other similar interventions - past, present, or planned - activities, multiplier or spill-over effects, why the applicant is the best placed for the implementation of the action etc). The evaluation will be carried out in accordance with the evaluation grid and it will be based solely on the information provided by the applicant in the concept note.
- Is drafted as clearly as possible to facilitate its assessment.

1. Relevance of the Action

- ✓ Provide a general presentation and analysis of the problems and their interrelation at all levels.
- ✓ Identify clearly specific problems to be addressed by the action.
- ✓ Include a brief description of the target groups and final beneficiaries.
- ✓ Demonstrate the relevance of the proposal to the needs and constraints in general of the target country(ies) or region(s) and to the target groups/final beneficiary groups in particular.
- ✓ Demonstrate the relevance of the proposal to the objectives and priorities and requirements of the call for proposals (point 1.2 of in the Guidelines for grant applicants).

2. Description of the action and its effectiveness

- ✓ Provide a description of the proposed action including, where relevant, background information that led to the presentation of this proposal. This should include:
 - ✓ a description of the overall objective of the action, duration, expected results;
 - ✓ a description of the proposed activities and their effectiveness;
 - ✓ involvement of any implementing partners, their role and relationship to the applicant, if applicable;
 - ✓ other possible stakeholders (national, local government, private sector, etc.), their anticipated role and/or potential attitudes towards the project.

3. Sustainability of the action

- ✓ Provide an initial risk analysis and possible contingency plans. This should include at least a list of risks associated with each main activity proposed accompanied by relevant corrective measures to mitigate such risks. A good risk analysis would include a range of risk types including physical, environmental, political, economic and social risks.
- ✓ Give the main preconditions and assumptions during and after the implementation phase.
- ✓ Explain how sustainability will be secured after completion of the action. This can include aspects of necessary measures and strategies built into the action, follow-up activities, ownership by target groups etc.

Concept Note

SHARING ACADEMIC FREEDOM: TOWARDS A NEW PARADIGM FOR PALESTINIAN-ISRAELI COOPERATION AMONG ACADEMICS AND INTELLECTUALS

Introduction:

Worldwide, academics and intellectuals have often cooperated in taking a leadership role in the struggle for democracy. But in the case of ethno-political conflicts where there is an occupier and an occupied, such action can be stymied. Over the decades, a minority of the Israeli/Palestinian scholars, researchers and teachers in institutions of higher education, think tanks and colleges have shared collaborations. The vast majority of Israeli academics and intellectuals have remained indifferent, concentrating on their own careers and research agendas, and there are also Israeli "blocking groups" that do not acknowledge Palestinian identity. In the case of the Palestinians, most academics and intellectuals have opposed, passively or actively, to establishing such relationships across the divide. Even if the few academics and intellectuals who participated have made substantial contributions to the advancement of peace, their work represents only a small fraction of the potential of this sector of society. Furthermore, these apparently fragile relations have been known to collapse when facing escalating violence as the nature of the conflict evolved. The current proposal calls upon Israeli and Palestinian academics and intellectuals (target groups) to focus on the shared value gained in fulfilling the professional commitment of "academic freedom", as a platform to grow cohesive professional and personal relations that can translate into shared action in society. The experience gathered over seven years of work within a UNESCO funded project was instrumental for refining a set of ethical guidelines governing academic and intellectual cooperation between the two sides, i.e. guidelines that seek above all to protect "academic freedom", providing new ground rules for working and staying together based on ethics rather than unconditional cooperation. The academic sector of civil society will need to embrace its social responsibility and play an increasingly important role in contributing to the end of occupation and re-instituting human rights for all citizens (final beneficiaries). Given the new reality on the ground following the Gaza War, the relations between the two societies have reached an all-time low. Previous trust and mutual confidence have eroded the success of 'cross-border' dialogues in such a way that even among intellectuals/academics dialogue seems less obvious for the moment. As a consequence, the action foreseen by this proposal will focus not only on inter but also on intra-Palestinian and intra-Israeli dialogue over two years, to prepare the ground for a joint Israeli/Palestinian conference to be held at the end of the grant period. The project takes into account the consolidation of different levels of cooperation, potentially faster among individual academics and intellectuals rather than institutional frameworks. The interrelation of all levels is planned through an interactive relation between track I (university authorities) and track II (voluntary team of academics and intellectuals).

Relevance of the Action

Academic and intellectual cooperation is directly relevant to develop professionally both for Israelis and Palestinians, and indirectly to contribute towards the advancement of peace, by sharing knowledge, and reducing the asymmetrical situation. In relation to the target groups, the project meets with the need of those who already cooperate with each other to expand the support for widening the circle in both societies. It also provides an opportunity to engage in dialogue with the blocking groups, and then perhaps to rethink their current position. In short, to transform the target groups from being part of the problem to becoming an instrumental part of the solution. While focusing specifically on a vital part of the Israeli/Palestinian civil society, the lessons to be learnt from this project can provide concrete applications for similar situations in protracted communal conflicts worldwide. More specifically, it will contribute to rebuild the tenuous trust that accompanied the early start of academic ties and to transform the current low point to a constructive tool for conflict transformation. The expected concrete results are broadening the base of cooperation between individual academics and intellectuals within and across both societies; the strengthening of relations between them, based on a new approach, will lead to an expected tangible result: consensus around of a set of guidelines for institutional academic and intellectual cooperation. Academics and intellectuals play an important role in shaping public opinion, teaching new generations, influencing opinion makers in society, and developing new ideas and suggesting policies and orientations. The current low level of academic and intellectual cooperation will require, in addition to the Palestinian and Israeli stakeholders, the involvement of third parties. Starting with UNESCO, as an intergovernmental organization and its Member States and National Commissions, it will lead to the involvement of civil society components within the EU, including universities and their organizations (i.e. International Association of Universities, other Universities from Europe and the Arab region, etc.), their teachers' trade unions, individual academics and intellectuals. The project will address issues such as boycotts and violations of basic human rights, such as permits for movement to and from conferences. Because of the

hardened psychological attitudes of some academics and intellectuals, the programme design concentrates on being assisted by "moderate" academics and intellectuals to work with "blocking groups" in intra-Palestinian and intra-Israeli settings. The planned activities are addressing both intra-group conflicts and across the divide, the issue of "academic freedom" has the power to generate in-depth discussions. Lessons learnt from other ethno-political conflicts (South Africa, Northern Ireland among others) can provide participants with a comparative perspective and improve potential best practices. Although the project may require in its initial stages confidentiality, it is expected that, as progress is being made, participants will appear in the local TV and radio, and write articles in the newspapers of their countries separately or together. Hence, the media can become a multiplier for the advancement of cooperation and involve additional potential participants. The strength of this aspect of the proposal is that it does not force the two sides of the conflict to face each other at a time in their shared history when hostility and disillusionment is very high. It allows for enough flexibility for individuals and groups to move into other arrangements. If this can be achieved, one should take into account the important role of academics and intellectuals in society in directly shaping a younger generation as well as public opinion through the media. Their expanded impact can reach out civil society organizations, including charitable, professional, sectoral, unionized and other groups. Making this part of their mission statement is a realistic proposition that could follow the leading activities among academics and intellectuals as suggested below.

Description of the action and its effectiveness

Since the focus of this proposal addresses the "blocking groups" that impede cooperative relations in civil society, the objectives and actions will target primarily the "blockers" using different methods. However, the programme includes moderates as well. In fact, it is planned that over twenty-four months, the protocols will use the moderate participants in each society to work with the more extreme elements of their respective cohorts.

Overall objective: Prepare the ground for a fruitful and sustained Israeli and Palestinian academic and intellectual cooperation taking into account the current situation where ties are nearly inexistent and based on previous work carried out under the auspices of UNESCO in the past 7 years. More specifically:

1 - Consensus building across and within the divide around the translation into practice of the shared professional commitment of "academic freedom", and more particularly around the Proposed Guiding Principles for Israeli/Palestinian Cooperation: Translating the Shared Adherence to Academic Freedom into action, developed by UNESCO

(<http://unesdoc.unesco.org/images/0015/001564/156437E.pdf>).

a) The Palestinian and Israeli coordinators will engage in a process of persuasion and widening the ownership of the project, leading to the setting up of a **Project Committee** during the first planning meeting. Besides coordinating the project activities, its role will consist in supporting academic cooperation by providing advice on how to implement the Guiding Principles, devising strategies for increasing outreach of more and more academics and intellectuals, making concrete suggestions for the formulation of by-laws, etc. The Project Committee, which will meet regularly throughout the project implementation, will be composed of five to ten Israeli and five to ten Palestinian academics and intellectuals, some with a long tradition of cooperation and some new participants ready to volunteer. The members of the Project Committee will come from as wide as possible list of institutions and will ensure a fair geographical representation (West Bank, East Jerusalem, Gaza, North, Centre and South Israel) and gender balance. This independent body will be able to function regardless of the fact that the authorities may or may not join the project, thus providing an alternative tool for academic and intellectual cooperation in addition or in the absence of an institutionalized agreement. Its geographical distribution will allow for widespread dissemination of the relevance of the project. Gender balance will also ensure a more equal participation of women and men. The effectiveness of its action will be measured by providing leadership and continuity during the project and eventually sustainability by transforming the Committee into two larger permanent independent National Committees for Academic Freedom and Cooperation, one in Israel and one the Palestinian Territories.

b) Following the round of workshops organized under the auspices of UNESCO in 2008-2009, this project will evolve towards the organization of some sixteen **academic encounters** (roughly on a monthly basis except holidays) in Israeli venues (universities, colleges, institutes, writers' associations, other cultural and intellectual institutions) for Israelis, and similar sixteen encounters in venues for Palestinian academics and intellectuals. The Palestinians of Israeli citizenship are a category that requires special treatment. Increasingly, when demanding and getting to be part and parcel of the higher education network in this country, their role as a potential link between Jewish Israeli and their brethren across the Green line has been rather minor. A particular effort should be undertaken to explore the possible conditions by which these valuable elements - familiarized with both sides across the divide - can advance the expected results. Intensive follow-up to the academic encounters in the

form of smaller periodic meetings will serve the need for ongoing contact and communication which is essential to changing attitudes in the long-term. Internet communication among the participants will be encouraged by the project coordinators. The encounters should both strengthen those already involved in collaborative activities, as well as widen the support for a consensual understanding of the social responsibility resulting from upholding the principle of academic freedom. Potentially, such intense level of activity can produce larger repercussion, and introduce the subject into the public agenda.

c) A **publication** will be prepared that will comprise: practices of academic freedom in other ethno-political conflict situations; reference to the previous work of UNESCO and other institutions in the field of academic freedom; the revised Guiding Principles, which will take into account the feedback of all the participants of the academic encounters.

d) UNESCO will convene a **meeting of presidents and rectors of Israeli and Palestinian institutions of higher education**, for the purpose of translating the institutional support for academic freedom into a consensual process of reviewing and accepting Guiding Principles for effective action. This high-level gathering is expected to take place under the auspices of UNESCO in one of its Member States. Engaging the official leadership of universities into the project will be probably the most effective way to formalize institutional cooperation. It is in fact hoped that institutional policies will reflect the new spirit of cooperation by facilitating and enhancing future cross-border cooperation.

e) As the thirty-two Palestinian and Israeli encounters over most of the two years are coming to an end, the Project Committee will convene an **International Conference in Jerusalem** to which all participants in the academic encounters and the universities authorities will be invited in addition to representatives from UNESCO and others interested international governmental and non-governmental organizations including the International Association of Universities. This well-planned gathering will have as its purpose to discuss the results of the intensive process of consultation and exchange over the two years. Included will be lessons learned and the final status of the underlying ethical rules to govern Israeli/Palestinian academic and intellectual cooperation. The conference will discuss any long-term government policy changes addressing issues of academic freedom and the relevance as an equalizing factor in the relationship. With an expected significant foreign participation, the event will help expanding the network of academic bilateral cooperation by inclusion of active third parties.

2 - Encouraging reciprocal respect of academic freedom and the universal right to education, by focusing on the freedom of movement

f) A standing **system/hotline for permits** will be created and will cooperate with the local and international NGOs that are currently struggling for the respect of such human right. This action is based on the assumption that dialogue and research require sustainable and continuous efforts and suppose that freedom of movement is a fundamental pre-requisite to facilitate the cooperation between academics and intellectuals from both sides and the fulfilment of their professional duties.

g) Through a similar organizational process, in addition to working for individual cases, orientations for policy changes will be developed to allow Palestinian academics and intellectuals to go to Israel and Israeli academics and intellectuals to go to the Palestinian Territories to participate in activities. This will imply drawing national and government attention to the problem in different ways such as **lobbying, campaigning**, and through the involvement of public figures (to influence legislation and procedures). In past decades the free flow of communication between Palestinian and Israeli academics and intellectuals was a reality and it should be so in the future.

3 - Complementing the face-to-face communication by introducing the use of IT (Information Technology) and media activities as a means to widen the circles of academic and intellectual cooperation

h) A **virtual clearing house** will be created through the setting up of a website page allowing all interested parties to discuss academic and intellectual cooperation issues, bilaterally and/or with third parties. It will allow interested Palestinian, Israeli and third parties to post their research interests and concrete requests for cooperation. The clearing house allows also for confidentiality, through passwords and, if required, by posting information on the research area without naming the interested individuals. The idea of the virtual clearing house came from the participants of the workshops organized under the auspices of UNESCO in 2008-2009.

i) **Articles** will be published in Israeli and Palestinian newspapers, magazines, interviews in the printed and electronic media, separately and together, and will also be posted on the website.

4 - Encouraging joint academic and intellectual cooperation through the establishment of a UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom

j) Establishment, within the framework of the UNITWIN/UNESCO Chairs Programme, of a UNITWIN Cooperation Programme in the field of Academic Freedom, between UNESCO, one Palestinian and one Israeli University (to start with), one university from the Arab Region, as well as European universities with an experience in conflict resolution and peace education. Objective of the Network

will be to promote exchange between Israeli and Palestinian universities, in cooperation with and with the support of the other universities of the Network, through joint research, joint publications, exchange of professors, common masters, etc. on issues and key research and training areas to be jointly identified within their fields of competence.

Sustainability of the action

The expected results of the project are based on the assumption that the project is providing a shared solution to the current failed dichotomy between boycotting and working unconditionally across the divide. This new paradigm can provide the existing institutions (universities, colleges, think tanks, research oriented NGOs) with new avenues for the sustainability of the cooperation. We can safely say that a small core group of people involved in cooperation in the past has demonstrated by its perseverance, that the dedication and the persuasion can eventually become the norm for the future. More specifically:

Expected Result 1 - More flexible attitudes of the academic community towards academic freedom perceived

Activity a) has minor risks since **Project Committee** can be set up to include academics and intellectuals willing to cooperate. In terms of sustainability the Project Committee might evolve into two interacting independent National Committees for Academic Freedom and Cooperation, one in Israel and one the Palestinian Territories.

Activity b) Uni-national **academic encounters** in each society have low risk since the organizers have already experimented positively such working tool. The organizers may be attacked by extreme elements opposed to Palestinian "normalization" or monitoring Israeli academics and intellectuals. Furthermore, the intransigence of the security forces and policies in Israel may create obstacles to the freedom of movement. In such a case, the gatherings could then be organized by videoconferencing or in a third country.

Activity c) the preparation of the **publication** does not imply any risks. In terms of sustainability, the publication will be widely disseminated to all the academic community, decision-makers, NGOs, and beyond, with a view to raising awareness around the topic of academic cooperation and eventually building consensus.

Activity d) Although the meeting of **presidents and rectors of Israeli and Palestinian institutions of higher education** will be organized by UNESCO and hosted by one of its Member States, there is always a risk that some high-ranking officials of Israeli or Palestinian universities may decide not to attend. In such case, alternative candidates can be identified.

Activity e) the **international conference** can generate high expectations, involve international participants and be widely publicized thus pushing blocking groups call for boycott and organize demonstrations or parallel meetings. Such risk can be anticipated and reactions planned accordingly.

Expected Result 2 - Freedom of movement for the academic community improved

Activity f) Hotline for permits

The commitment for freedom of movement of the participants in joint projects must be very high. The work for the permits will be negotiated at early stages, and in case of rejection there should be enough time to engage public and international support for a revision of such decision. The project staff will work in coordination with human rights organizations requesting their intervention and support

Activity g) Lobbying and campaigning

This endeavour will be shared with the existing human rights and peace organizations already involved in the defence of freedom of movement. The added dimension of academics and intellectuals in such actions may increase visibility and prestige to the current efforts. In terms of sustainability, the project should encourage academics and intellectuals involved in cooperative projects in the future to look into the issue of freedom of movement at the early stages of the preparation of proposals, building a commitment to invest efforts in this direction.

Expected Result 3 - Academic and intellectual cooperation circles widened through Information Technologies and media activities

Activity h) The technical side of the setting up of a **virtual clearing house** does not imply any risks, especially given the fact that it will ensure confidentiality, if required.

Activity i) Articles - It is expected that the wide publicity of the project objectives be spread to the entire academic community and the general public via the Israeli and Palestinian media, through joint and separate articles, interviews and announcements. Yet, in case of indifference or reluctance of the media, the posting of all documents on the website will represent an alternative way of communication.

Expected Result 4 - Concrete joint activities with the active support of neutral third parties initiated

Activity j) No major risks are foreseen for the setting up of a **UNITWIN Cooperation Programme in the field of Academic Freedom**. In terms of sustainability, UNESCO is committed to continue to support the work of Palestinian/Israeli fair cooperation based on academic freedom.

PART B. FULL APPLICATION FORM

I. THE ACTION

To be submitted by all applicants

For economical and ecological reasons, we strongly recommend that you submit your files on paper-based materials (no plastic folder or divider). We also suggest you use double-sided print-outs as much as possible

Reference of the Call for Proposals	EuropeAid/127910/L/ACT/PS
Title of the Call for Proposals	EU Partnership for Peace Programme 2009
Name of the applicant	United Nations Educational, Scientific and Cultural Organization (UNESCO)
N° of the proposal⁵	N/A
N° of the Lot	N/A

1. DESCRIPTION

1.1. Title

SHARING ACADEMIC FREEDOM: TOWARDS A NEW PARADIGM FOR PALESTINIAN - ISRAELI COOPERATION AMONG ACADEMICS AND INTELLECTUALS

1.2. Location(s)

Israel and the Palestinian Territories

1.3. Cost of the action and amount requested from the Contracting Authority

Total cost of the action (A)	Amount requested from the Contracting Authority (B)	% of total eligible cost of action (B/Ax100)
400,000€	320,000€	80%

Please note that the cost of the action and the contribution requested from the Contracting Authority have to be expressed in EURO.

⁵ For restricted procedures only; the proposal number as allocated by the Contracting Authority and notified to the applicant at the time of the Concept Note opening and administrative check.

1.4. Summary (max 1 page)

Total duration of the action	18 months
Objectives of the action	<p>Overall objective</p> <p>Prepare the ground for a fruitful and sustained Israeli and Palestinian academic and intellectual cooperation.</p> <p>Specific objectives</p> <p>1 - Consensus building across and within the divide around the translation into practice of the shared professional commitment of "academic freedom", and more particularly around the Proposed Guiding Principles for Israeli/Palestinian Cooperation: Translating the Shared Adherence into Academic Freedom into action, developed by UNESCO (http://unesdoc.unesco.org/images/0015/001564/156437E.pdf).</p> <p>2 - Encouraging reciprocal respect of academic freedom and the universal right to education, by focusing on the freedom of movement.</p> <p>3 - Complementing the face-to-face communication by introducing the use of IT (Information Technology) and media activities as a means to widen the circles of academic cooperation.</p> <p>4 - Encouraging joint academic cooperation through the establishment of a UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom.</p>
Partners	<p>The Center for Democracy and Community Development (CDCD, Palestine)</p> <p>The Arava Institute for Environmental Studies (AIES, Israel)</p>
Target group(s) ⁶	Palestinian and Israeli academics and intellectuals in universities, colleges, think tanks, private sectors and NGOs.
Final beneficiaries ⁷	Palestinian and Israeli societies at large
Estimated results	A paradigm shift, introducing a shared code of ethics and the building of deeper and more sincere, lasting relationships, contributing to create trust and confidence among partners
Main activities	Academic encounters, national committees for academic and intellectual cooperation, thematic working groups, high-level facilitated meeting and international conference, publications and their wide distribution (i.e. guiding principles), website, media activities, establishment of a UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom

⁶ "Target groups" are the groups/entities who will be directly positively affected by the project at the Project Purpose level – See paragraph 2.3 in Section II for the list.

⁷ "Final beneficiaries" are those who will benefit from the project in the long term at the level of the society or sector at large.

Where applicable, clearly indicate the sector⁸, theme, or geographical area specified in the call for proposals to which the proposed action would apply:

1.5. Objectives (max 1 page)

Describe the overall objective to which the action aims to contribute towards and the specific objective(s) that the action aims to achieve.

Overall objective(s): Prepare the ground for a fruitful and sustained Israeli and Palestinian academic and intellectual cooperation taking into account the current situation where ties are nearly inexistent and based on previous work carried out under the auspices of UNESCO in the past 7 years.

Specific objectives

1 - Consensus building across and within the divide around the translation into practice of the shared professional commitment of "academic freedom", and more particularly around the Proposed Guiding Principles for Israeli/Palestinian Cooperation: Translating the Shared Adherence to Academic Freedom into action, developed by UNESCO (<http://unesdoc.unesco.org/images/0015/001564/156437E.pdf>).

2 - Encouraging reciprocal respect of academic freedom and the universal right to education, by focusing on the freedom of movement.

3 - Complementing the face-to-face communication by introducing the use of IT (Information Technology) and media activities as a means to widen the circles of academic and intellectual cooperation.

4 - Encouraging joint academic and intellectual cooperation through the establishment of a UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom.

1.6. Relevance of the action (max 3 pages)

Please provide the following information:

- Provide a detailed presentation and analysis of the problems and their interrelation at all levels.
 - Provide a detailed description of the target groups and final beneficiaries and estimated number.
 - Identify clearly the specific problems to be addressed by the action and the perceived needs and constraints of the target groups.
 - Demonstrate the relevance of the action to the needs and constraints of the target country(ies) or region(s) in general and to the target groups/final beneficiaries in particular and how the action will provide the desired solutions, in particular for the targeted beneficiaries.
 - Demonstrate the relevance of the action to the objectives and priorities of the Guidelines.
-

Detailed presentation and analysis of the problems and their interrelation at all levels

Worldwide, academics and intellectuals have often cooperated in taking a leadership role in the struggle for democracy. But in the case of ethno-political conflicts where there is an occupier and an occupied, such action can be stymied. Over the decades, a minority of the Israeli/Palestinian scholars, researchers and teachers in institutions of higher education, think tanks and colleges have shared collaborations. The vast majority of Israeli academics and intellectuals have remained indifferent, concentrating on their own careers and research agendas, and there are also Israeli "blocking groups" that do not acknowledge Palestinian identity. In the case of the Palestinians, most academics and intellectuals have opposed, passively or actively, to establishing such relationships across the divide. Even if the few academics and intellectuals who participated have made substantial contributions to the advancement of peace, their work represents only a

⁸ See paragraph 2.2 in Section II for the list of Sectors.

small fraction of the potential of this sector of society. Furthermore, these apparently fragile relations have been known to collapse when facing escalating violence as the nature of the conflict evolved.

The current proposal calls upon Israeli and Palestinian academics and intellectuals (target groups) to focus on the shared value gained in fulfilling the professional commitment of "academic freedom", as a platform to grow cohesive professional and personal relations that can translate into shared action in society. The experience gathered over seven years of work within a UNESCO funded project was instrumental for refining a set of ethical guidelines governing academic and intellectual cooperation between the two sides, i.e. guidelines that seek above all to protect "academic freedom", providing new ground rules for working and staying together based on ethics rather than unconditional cooperation. The academic sector of civil society will need to embrace its social responsibility and play an increasingly important role in contributing to the end of occupation and re-instituting human rights for all citizens (final beneficiaries).

Given the new reality on the ground following the Gaza War, the relations between the two societies have reached an all-time low. Previous trust and mutual confidence have eroded the success of 'cross-border' dialogues in such a way that even among intellectuals/academics dialogue seems less obvious for the moment. As a consequence, the action foreseen by this proposal will focus not only on inter but also on intra-Palestinian and intra-Israeli dialogue over two years, to prepare the ground for a joint Israeli/Palestinian conference to be held at the end of the grant period.

The project takes into account the consolidation of different levels of cooperation, potentially faster among individual academics and intellectuals rather than institutional frameworks. The interrelation of all levels is planned through an interactive relation between track I (university authorities) and track II (voluntary team of academics and intellectuals).

Provide a detailed description of the target groups and final beneficiaries and estimated number.

In past efforts, the Proposed Guiding Principles for Israeli/Palestinian Cooperation were disseminated to several hundreds of Israeli and Palestinian academics and intellectuals; while in meetings and workshops, several hundreds Israeli and Palestinian academics and intellectuals were involved. By the end of the project, as many members of the academic community as possible will have received the Guiding Principles publication and will be requested to react [total population estimated at 9,000 Israelis and 4,843 Palestinians with Doctorate Certificates and 16073 M.A holders in Palestinian universities, colleges, think tanks according to Palestinian Central Bureau of Statistics (PCBS) of 2007, and additional intellectuals from both sides among writers, poets, novelists, publicists and columnists]. Students and administrative staff will be a secondary beneficiary group of the project.

The current proposal to the EU involves not only those who have been called "the usual suspects" and is aimed at widening the basis of interaction to the entire academic community. Furthermore, if academics and intellectuals can see a partnership based on shared professional ethics, then the same challenge could be widened in the future to all components of the vibrant Israeli and Palestinian civil societies that have not been challenged to work together for their common goals.

Identify clearly the specific problems to be addressed by the action and the perceived needs and constraints of the target groups.

The problems are a combination of practical consequences of occupation (lack of freedom of movement), psychological barriers (the sense of asymmetry in the relationship), societal (Israelis under the 'publish or perish' pressure to insulate themselves into the ivory tower or Palestinians not to depart from the set policy of 'no-normalization'), and ideological [denial of the equal existence of the "Other"]. Within this context, the specific problems to be addressed by this project within the area of lack of cooperation between Palestinian and Israeli academics and intellectuals and include: lack of institutional mechanisms for bilateral cooperation; the narrow interpretation or misinterpretation of academic freedom; failure to internalize the perceived reality and translate awareness into action (Moving from knowledge to act-knowledgement); the misunderstandings related to the issue of boycott as a legitimate non-violent action.

Demonstrate the relevance of the action to the needs and constraints of the target country(ies) or region(s) in general and to the target groups/final beneficiaries in particular and how the action will provide the desired solutions, in particular for the targeted beneficiaries.

Academic and intellectual cooperation is directly relevant to develop professionally both for Israelis and Palestinians, and indirectly to contribute towards the advancement of peace, by sharing knowledge, and reducing the asymmetrical situation.

In relation to the target groups, the project meets with the need of those who already cooperate with each other to expand the support for widening the circle in both societies. It also provides an opportunity to engage in dialogue with the blocking groups, and then perhaps to rethink their current position. In short, to transform the target groups from being part of the problem to becoming an instrumental part of the solution.

While focusing specifically on a vital part of the Israeli/Palestinian civil society, the lessons to be learnt from this project can provide concrete applications for similar situations in protracted communal conflicts worldwide. More specifically, it will contribute to rebuild the tenuous trust that accompanied the early start of academic ties and to transform the current low point to a constructive tool for conflict transformation. The expected concrete results are broadening the base of cooperation between individual academics and intellectuals within and across both societies; the strengthening of relations between them, based on a new approach, will lead to an expected tangible result: consensus around of a set of guidelines for institutional academic and intellectual cooperation. Academics and intellectuals play an important role in shaping public opinion, teaching new generations, influencing opinion makers in society, and developing new ideas and suggesting policies and orientations.

The current low level of academic and intellectual cooperation will require, in addition to the Palestinian and Israeli stakeholders, the involvement of third parties. Starting with UNESCO, as an intergovernmental organization and its Member States and National Commissions, it will lead to the involvement of civil society components within the EU, including universities and their organizations (i.e. International Association of Universities, other Universities from Europe and the Arab region, etc.), their teachers' trade unions, individual academics and intellectuals.

The project will address issues such as boycotts and violations of basic human rights, such as permits for movement to and from conferences. Because of the hardened psychological attitudes of some academics and intellectuals, the programme design concentrates on being assisted by "moderate" academics and intellectuals to work with "blocking groups" in intra-Palestinian and intra-Israeli settings. The planned activities are addressing both intra-group conflicts and across the divide, the issue of "academic freedom" has the power to generate in-depth discussions. Lessons learnt from other ethno-political conflicts (South Africa, Northern Ireland among others) can provide participants with a comparative perspective and improve potential best practices. Although the project may require in its initial stages confidentiality, it is expected that, as progress is being made, participants will appear in the local TV and radio, and write articles in the newspapers of their countries separately or together. Hence, the media can become a multiplier for the advancement of cooperation and involve additional potential participants.

The strength of this aspect of the proposal is that it does not force the two sides of the conflict to face each other at a time in their shared history when hostility and disillusionment is very high. It allows for enough flexibility for individuals and groups to move into other arrangements. If this can be achieved, one should take into account the important role of academics and intellectuals in society in directly shaping a younger generation as well as public opinion through the media. Their expanded impact can reach out civil society organizations, including charitable, professional, sectoral, unionized and other groups. Challenging all to include in their agendas the question: What can be done within our own profession or trade union to advance peace? Making this part of their mission statement is a realistic proposition that could follow the leading activities among academics and intellectuals as suggested below.

1.7. Description of the action and its effectiveness (max 14 pages)

Provide a description of the proposed action including, where relevant, background information that led to the formulation of the action. This should include:

- Expected results (max 5 pages). Indicate how the action will improve the situation of target groups/beneficiaries as well as the technical and management capacities of target groups and/or any local partners where applicable. Be specific and quantify results as much as possible. Indicate notably foreseen publications. Describe the possibilities for replication and extension of the action outcomes (multiplier effects).

- The proposed activities and their effectiveness (max 9 pages). Identify and describe in detail each activity to be undertaken to produce the results, justifying the choice of the activities, indicating their sequence and interrelation and specifying where applicable the role of each partner (or associates or subcontractors) in the activities. In this respect, the detailed description of activities must not repeat the action plan to be provided in section 1.9 below.

Taking into account the hardened political, human rights and psychological situation, the program design concentrates on using "moderate" academics and intellectuals to work with "blocking groups" in intra-Palestinian and intra-Israeli settings. The thrust of the actions will be designed to open up attitudes towards a new paradigm by introducing discussion around a professedly shared ethics grounded in the concept of 'academic freedom'. Respecting the intellectual strength of the contending views, it will endeavour addressing in particular the more articulated "blocking groups" and individuals among them as identified below. The strength of this aspect of the proposal is that it does not force the two sides of the conflict to face each other at a time in their shared history when hostility and disillusionment is very high. However, in the background research already conducted, it was found out that there is enough flexibility such that individuals and groups could evolve, moving into innovative arrangements with the following expected results: The assumption is that there is a universal definition of academic freedom, as "The freedom for members of the academic community, that is the scholars, teachers, and students, to follow their scholarly activities within a framework determined by that community in respect of ethical rules and international standards, and without any pressure" (International Association of Universities). The results are related to the adaptation and application to a conflictive context by both sides.

Expected result 1 - More flexible attitudes of the academic community towards academic freedom perceived

Activities:

a) The Palestinian and Israeli coordinators will engage in a process of persuasion and widening the ownership of the project, leading to the setting up of a **Project Committee** during the first planning meeting. Besides coordinating the project activities, its role will consist in supporting academic cooperation by providing advice on how to implement the Guiding Principles, devising strategies for increasing outreach of more and more academics and intellectuals, making concrete suggestions for the formulation of by-laws, etc.

The Project Committee, which will meet regularly throughout the project implementation, will be composed of five to ten Israeli and five to ten Palestinian academics and intellectuals, some with a long tradition of cooperation and some new participants ready to volunteer. The members of the Project Committee will come from as wide as possible list of institutions and will ensure a fair geographical representation (West Bank, East Jerusalem, Gaza, North, Centre and South Israel) and gender balance.

This independent body will be able to function regardless of the fact that the authorities may or may not join the project, thus providing an alternative tool for academic and intellectual cooperation in addition or in the absence of an institutionalized agreement. Its geographical distribution will allow for widespread dissemination of the relevance of the project. Gender balance will also ensure a more equal participation of women and men.

The effectiveness of its action will be measured by providing leadership and continuity during the project and eventually sustainability by transforming the Committee into two larger permanent independent National Committees for Academic Freedom and Cooperation, one in Israel and one the Palestinian Territories.

b) Following the round of workshops organized under the auspices of UNESCO in 2008-2009, this project will evolve towards the organization of some sixteen **academic encounters** (roughly on a monthly basis except holidays) in Israeli venues (universities, colleges, institutes, writers' associations, other cultural and intellectual institutions) for Israelis, and similar sixteen encounters in venues for Palestinian academics and intellectuals. The overall theme is: Academic freedom in the Israeli-Palestinian context: How to create a common understanding, symmetry, and action-oriented policies? Each encounter will aim to develop a common understanding to what academic freedom means in general, and in the Israeli-Palestinian context in specific; the issues related to asymmetry of understanding its contents and implementations will also be also discussed, leading to more understanding from each side to the concerns and constraints of the other, and then moving upon that understanding to the development of policies and actions aiming to deal with the concrete issues. In this direction the following questions might be used in order to facilitate the discussion:

What are the common interpretations of academic freedom in the international academic community? How this definition is understood and practiced in both Israel and the Palestinian Territories? What are the practices in Israel and in the Palestinian Territories towards the autonomy of the academic community? What to do as academic communities in the Palestinian Territories and in Israel towards the violations practiced by both the Israeli government and the Palestinian Authority against the autonomy of the Palestinian academic communities? Should the academics and intellectuals use the power of their knowledge in order to monitor, and challenge the governments in issues related to academic freedom among others?

Fracturing both Israeli and Palestinian academic sectors and increasing resistance to cooperation are differing attitudes toward the issues of "asymmetry," "normalization," and "reciprocity". The following groups will be targeted by different programmes; among Palestinians: 1) Palestinian academics and intellectuals willing now to unconditionally cooperate with Israeli colleagues in academic projects; 2) those interested only after the end of occupation; and 3) individuals who for ideological reasons will never cooperate on academic or other projects with their Israeli counterparts. Because of the evolution of the conflict, in particular since the recent Gaza War, new hardships have pushed the remaining Palestinian cooperating *institution*, Al-Quds University, into a more resistant stance. This university has declared a six-month moratorium on cooperation. Among Israeli academics and intellectuals are five discernable stances: 1) individuals and institutions that have always cooperated with their Palestinian counterparts in a significant way; 2) academics and intellectuals who identify exclusively with "Western" partners and do not see enough commonality to cooperate with their neighbours; 3) others who feel that all "cross-border" relations should remain academic only, i.e. political interference has no place; 4) individuals who are simply apathetic, having enough to worry about facing the "publish-or-perish" world of academia; 5) academicians who for ideological reasons would never collaborate with Palestinians.

The Palestinians of Israeli citizenship are a category that requires special treatment. Increasingly, when demanding and getting to be part and parcel of the higher education network in this country, their role as a potential link between Jewish Israeli and their brethren across the Green line has been rather minor. A particular effort should be undertaken to explore the possible conditions by which these valuable elements - familiarized with both sides across the divide - can advance the expected results.

Overall, participants in each separate society will include as much as possible individuals to be recruited from the "un-willing/blocking groups", as well as those already open to the possibility of working across the divide. During these meetings, participants will study, discuss and modify the Guiding Principles with an eye to final consensus for their adoption. Moderates will engage in in-depth exchanges with individuals holding more extreme views, towards reaching an understanding that while respecting the option of non-cooperation, the holders of the more radical views should as well understand those who have decided to search for a new equitable basis of work with their peers even at present conflictive times. The emphasis will not only focus on the principles and their relationship to protect academic freedom, but also on the process of communication.

At the academic encounters will also be invited intellectuals outside the academia (e.g. writers, poets and novelists) to participate, in order to begin the effort to extend beyond the academic segment of civil society, anticipating future benefits and enlisting more stakeholders to carry the banner of social responsibility.

Intensive follow-up to the academic encounters in the form of smaller periodic meetings will serve the need for ongoing contact and communication which is essential to changing attitudes in the long-term. Internet communication among the participants will be encouraged by the project coordinators. The encounters should both strengthen those already involved in collaborative activities, as well as widen the support for a consensual understanding of the social responsibility resulting from upholding the principle of academic freedom. Potentially, such intense level of activity can produce larger repercussion, and introduce the subject into the public agenda.

c) A publication will be prepared that will comprise:

- Chapter 1 including practices of academic freedom in other ethno-political conflict situations (i.e. South Africa, Northern Ireland);
- Chapter 2 on the previous work of UNESCO and other institutions (i.e. International Association of Universities) in the field of academic freedom;
- Chapter 3 including the revised Guiding Principles, which will take into account the feedback of all the academic encounters participants.

d) UNESCO will convene a **meeting of presidents and rectors of Israeli and Palestinian institutions of higher education**, in addition to some prominent intellectuals, for the purpose of translating the institutional support for academic freedom into a consensual process of reviewing and accepting Guiding Principles for effective action. This high-level gathering is expected to take place under the auspices of UNESCO in one of its Member State.

Engaging the official leadership of universities into the project will be probably the most effective way to formalize institutional cooperation. It is in fact hoped that institutional policies will reflect the new spirit of cooperation by facilitating and enhancing future cross-border cooperation.

e) As the thirty-two Palestinian and Israeli encounters over most of the two years are coming to an end, the Project Committee will convene an **International Conference in Jerusalem** to which all participants in the academic encounters and the universities authorities will be invited in addition to representatives from UNESCO and others interested international governmental and non-governmental organizations including the International Association of Universities. This well-planned gathering will have as its purpose to discuss the results of the intensive process of consultation and exchange over the two years. Included will be lessons learned and the final status of the underlying ethical rules to govern Israeli/Palestinian academic and intellectual cooperation. The conference will discuss any long-term government policy changes addressing issues of academic freedom and the relevance as an equalizing factor in the relationship. With an expected significant foreign participation, the event will help expanding the network of academic bilateral cooperation by inclusion of active third parties.

Expected result 2 - Freedom of movement for the academic community improved

Activities:

f) A standing **system/hotline for permits** will be created and cooperate with the local and international NGOs that are currently struggling for the respect of such human right. This action is based on the assumption that dialogue and research require sustainable and continuous efforts and suppose that freedom of movement is a fundamental pre-requisite to facilitate the cooperation between academics and intellectuals from both sides and the fulfilment of their professional duties.

g) Through a similar organizational process, in addition to working for individual cases, orientations for policy changes will be developed to allow Palestinian academics and intellectuals to go to Israel and Israeli academics and intellectuals to go to the Palestinian Territories to participate in activities. This will imply drawing national and government attention to the problem in different ways such as **lobbying, campaigning**, and through the involvement of public figures (to influence legislation and procedures). In past decades the free flow of communication between Palestinian and Israeli academics and intellectuals was a reality and it should be so in the future.

These activities will ensure a growing commitment to the project and generate a process moving from mere knowledge to "act-knowledgement" and empathy between the participants that will deepen the cooperation based more on equal terms.

Expected result 3 - Academic and intellectual cooperation circles widened through Information Technologies and media activities

Activities:

h) A **virtual clearing house** will be created through the setting up of a website page allowing all interested parties to discuss academic and intellectual cooperation issues, bilaterally and/or with third parties. It will allow interested Palestinian, Israeli and third parties to post their research interests and concrete requests for cooperation. The clearing house allows also for confidentiality, through passwords and, if required, by posting information on the research area without naming the interested individuals. The idea of the virtual clearing house came from the participants of the workshops organized under the auspices of UNESCO in 2008-2009.

i) **Articles** will be published in Israeli and Palestinian newspapers, magazines, interviews in the printed and electronic media, separately and together, and will also be posted on the website.

Expected result 4 - Concrete joint activities with the active support of neutral third parties initiated

Activities:

j) Establishment, within the framework of the UNITWIN/UNESCO Chairs Programme, of a UNITWIN Cooperation Programme in the field of Academic Freedom, between UNESCO, one Palestinian and one Israeli University (to start with), one university from the Arab Region, as well as European universities with an experience in conflict resolution and peace education.

Objective of the Network will be to promote exchange between Israeli and Palestinian universities, in cooperation with and with the support of the other universities of the Network, through joint research, joint publications, exchange of professors, common masters, etc. on issues and key research and training areas to be jointly identified within their fields of competence.

UNITWIN is the abbreviation for the UNIVERSITY TWINNING and networking scheme. The UNESCO Programme was established in 1992 following the relevant decision of the General Conference of UNESCO taken at its 26th session. Today 631 UNESCO Chairs and 60 UNITWIN Networks are established within the Programme, involving over 770 institutions in 126 countries, and covering 70 disciplines. The UNITWIN/UNESCO Chairs Programme was conceived as a way to advance research, training and programme development in higher education by building university networks and encouraging inter-university cooperation through transfer of knowledge across borders.

The roles of the applicant and each partner

UNESCO will provide international input about academic freedom on the basis of previous work done both within its Civil Societies in Dialogue programme (over the last 7 years) and within its action in the field of dialogue: Furthermore, UNESCO will coordinate, together with two local coordinators, all project activities.

The Centre for Democracy and Community Development (CDCD), representing the Palestinian Territories, has been a privileged UNESCO partner since 2002 when the UNESCO Civil Societies in Dialogue programme has been launched. Within the present project proposal, it will be responsible for the implementation of all the activities to be carried out on the Palestinian side, those to be executed jointly with the Israeli counterpart, and also those that will be organized together by the three partners in the project.

The Arava Institute for Environmental Studies (AIES), representing Israel, will be responsible for the implementation of all the activities to be carried out on the Israeli, those to be executed jointly with the Palestinian counterpart, and also those that will be organized together by the three partners in the project. Focus on the environment as a common pool resource has solidified the commitment of this institution to work across borders, having already established a tradition of involving in their programme Arab Palestinians and from the Middle East, Jewish Israelis and participants from other parts of the world.

1.8. Methodology (max 4 pages)

The methods of implementation and reasons for the proposed methodology;

In the preparatory stages of this proposal, "action research" was the main adopted methodology; as the term implies, this approach not only diagnoses the current situation and makes a prognosis for the future, it also suggests specific actions for creating a climate favourable for dialogue among academics and intellectuals. At this next stage, the element of action is to prevail, although the process itself will be thoroughly researched and evaluated for improving its implementation at real time as well as for sharing the lessons learnt in the future. A fundamental premise underlying our research was that a set of agreed principles, like a professional code of ethics, has the potential to promote sustained and constructive cooperation. It would anchor the legitimacy of cooperation in 'professional motives' and would appear less contrived by using 'professional' motives to bolster the legitimacy of cooperation. The value of academic freedom, universally acclaimed, could serve as one such platform for action and can be legitimized through a document accepted by the leadership of Palestinian and Israeli universities as well as by a majority of faculties.

An external, neutral party such as UNESCO can ensure that the focus remains on the implications of dialogue for academic freedom in the context of violent conflict, and differentiate such cooperative efforts from the broader political issues.

The methodology of this project is the fruit of in-depth analysis of the previously described UNESCO action research project among Israelis and Palestinians academics and intellectuals: looking for a bonding that transcends the limited life of the project, and some principles above the specific drive that get the parties together. These two considerations led to soul-searching into the area of professional ethics, borrowing from the medical profession the responsibility that emerges from its commitment. This project is hence based on a methodology including a critical diagnosis of the situation. Through the diagnosis, it was found that in many other projects, funding may inadvertently provide several pitfalls for meaningful cooperation. First, the availability of money for joint projects can lead to instrumental collaboration, whereby dialogue is seen as a means of obtaining research funds, rather than improving the Israeli–Palestinian relationship. In some instances, Israelis or Palestinians are forced to find a 'partner' from the other side in order to receive much-needed operational funds. They embark on collaborative ventures, not out of a desire to cooperate but out of a desire to survive (or in some cases, profit) in an increasingly difficult economic situation. 'Partnerships' such as these can sometimes even increase hostilities and distrust between the parties, because when the working relationship encounters difficulties, it is easy to fall back on stereotypes.

Many of the joint ventures that mushroomed during the Oslo peace process in the early 1990s fell into this trap, and quickly disappeared when the peace process collapsed and the money dried up. A related issue vis-à-vis funding is the frequent lack of connection between the donors' agenda and the needs, interests and goals of the recipients. As a result, sometimes cooperative efforts were structured to meet the requirements of international funders rather than the requirements of the Israelis and Palestinians involved, and therefore face limited chances of success. Others have noted that there is a greater interest in conflict resolution projects from international organizations than from local ones, especially after the rapid dissolution of joint ventures at the end of the Oslo peace process left many disillusioned. Some Israeli academics and intellectuals think that due to the social and political climate, cooperation with Palestinians may negatively affect their chances of academic promotion. At the same time, however, Palestinians expect that Israeli academics and intellectuals have the power to make significant social and political changes leading to the end of occupation. Such conflicting expectations of the goal of joint research, compounded with the very arduous work of deciding on a common research strategy and writing process, leaves many disillusioned with the prospect of collaboration, even if it is funded. For all the above, the partners involved in this project came up with suggestions for concrete action based on a paradigm shift, namely, setting a code of principles for a more equalitarian cooperation built on the understanding of the role and social responsibility of academics and intellectuals.

The final conclusions of previous research point to the following:

1) Israelis are broadly divided between those who felt the role of the academic in society is to be objective and to conduct (apolitical) research, and those who saw it as one of social and political responsibility, providing a unique position from which they can disseminate ideas and help to influence public opinion. Within the Israeli academic community, many who supported the idea of a set of guiding principles for dialogue and cooperation emphasized that the document should not be a political statement, but should point specifically to prerequisites for cooperation, such as freedom of movement, access to laboratories, etc. The proposed guiding principles thus pointed to the specifics of the situation rather than copy existing international principles. That said, there was also the sentiment in the Israeli focus groups that the guiding principles should reflect universal principles that cross dividing lines, and that do not leave room for conflicting interpretations. Some Israelis also felt that the guiding principles should not be compulsory for cooperative projects, but should be a basis for voluntary adherence, perhaps consisting of a series of clauses that academics and intellectuals, who tend to be individualists, can feel more or less committed to and endorse at will. Those Israelis who were against the idea of guiding principles for dialogue and cooperation stated that they were concerned with the politicization of cooperation that could result. They suggested that practical projects might be more important than a declaratory document, and that the process of creating such a document might lead to a negative reaction that could harm the few meaningful Israeli–Palestinian ties still in existence. Others argued that academic and intellectual cooperation should grow naturally rather than be artificially stimulated, and that if violence is one of the constraints on cooperation, the real issue is to fight against terror.

2) Palestinian academics and intellectuals, since the outbreak of the first Intifada, have split into those remaining at universities, those who have left to work for professional NGOs, those who have joined Palestinian political parties as ideologues, and those working for the Palestinian Authority. While some of these academics and intellectuals continue to work on Track II activities and proposals for final-status

issues, others have resigned from public service out of frustration. Like their Israeli counterparts, Palestinian academics and intellectuals are divided between those who believe it is enough for academics and intellectuals to teach and influence their societies through their research and influence on the young, and those who believe that academics and intellectuals have a social and political responsibility to be the vanguards of their people. A large number of participants, however, were against the creation of a set of guiding principles as long as the current political situation persists. Many of these same academics and intellectuals and intellectuals expressed a willingness to explore such a possibility if a Palestinian State were to be established alongside Israel, thereby ending the current asymmetry. Palestinian participants mentioned many obstacles to dialogue and cooperation stemming from the current political and social situation in the Palestinian territories. In addition to the Israeli occupation, these obstacles include the crisis of Palestinian identity, the lack of freedom of thought, and the power of militant groups that threatens the personal and professional safety of academics and intellectuals. The university structure itself provides another obstacle, as many Palestinian academics and intellectuals must take up additional employment in order to augment their low salaries, and extreme competition for positions exists between those who have foreign degrees and those educated locally.

Issues of asymmetry, normalization and reciprocity pose major obstacles to Israeli–Palestinian cooperation at all levels, including the development and application of a code of ethics for academic and intellectual cooperation across the divide. *Asymmetry*, which is inherent in most violent conflicts, is interpreted differently within the Israeli and Palestinian contexts. Palestinians emphasize the unevenness between the occupied (Palestinians) and the occupier (Israel) and seek solidarity and efforts to redress the power imbalance. Israelis, however, point to rising anti-Semitism and the fact that Israel is a small country surrounded by what are perceived to be hostile neighbours.⁹ *Normalization* has been defined among Palestinians as ‘the process of building open and reciprocal relations with Israel in all fields, including the political, economic, social, cultural and educational fields’.¹⁰ Palestinians are divided in their stances vis-à-vis normalization. Supporters see it as a process to integrate Israel into the Middle East and thereby change the abnormal, damaging relationship. Others, however, are against normalization as it implies a willingness to accept, and perhaps legitimize, the injustice they have experienced at the expense of Israel’s creation and expansion. This anti-normalization stance leads to Palestinian initiatives such as the boycott of Israeli academics and intellectuals, and also creates a great deal of pressure on those Palestinians willing to cooperate across the divide. *Reciprocity*, the idea of holding both sides of the conflict responsible and accountable for their actions, is frequently the focus of Israeli liberals who are critical of unconditional solidarity efforts with Palestinians. However, reciprocity is often most evident in its negative form, as each side blames the other for beginning the cycle of violence.

Where the action is the prolongation of a previous action, explain how the action is intended to build on the results of this previous action. Give the main conclusions and recommendations of evaluations that might have been carried out.

The project on Civil Societies in Dialogue, launched in 2002 within the framework of UNESCO programme, included an extensive action research in nearly all universities, colleges and think tanks from both sides. With more than a hundred interviewees and fourteen focus groups, a consensual document was developed, trying to meet the aspirations and needs of both sides. This feedback was essential to understand the limits and prospects of the suggested Israeli and Palestinian action.

The project on Civil Societies in Dialogue produced the following three publications:

1) - *The Evaluation of Cooperation between Palestinian and Israeli NGOs: An Assessment*, which provides an overview of the evaluation of collaboration between Israeli and Palestinian NGOs made by the NGOs themselves. This assessment examines in a specific manner the past and potential contributions that NGOs can make in building peace in Israel and in the Palestinian Territories.

English: <http://unesdoc.unesco.org/images/0015/001561/156120E.pdf>

Hebrew: <http://unesdoc.unesco.org/images/0015/001561/156120HEB.pdf>

2) - *Mapping of Mainstream Israeli and Palestinian Organizations Willing to Engage in Dialogue*, which provides a systematic identification of the mainstream civil society organizations that contributed to shaping public opinion in both civil societies.

<http://unesdoc.unesco.org/images/0015/001575/157520E.pdf>

⁹ E. Kaufman, ‘The quest for reciprocity in an asymmetric conflict: problems and prospects of Israeli/Palestinian academics’ engagement in peacebuilding’, in Ramoneda, Josep et al., *Breaking the Wall – The Social Responsibility of Palestinian and Israeli Academics and Intellectuals at Times of Violent Conflict: An Introspective Search*, Barcelona, Centre de Cultura Contemporània de Barcelona, 2005, pp 59-86.

¹⁰ W. Salem, ‘The anti-normalization discourse in the context of Israeli-Palestinian peacebuilding’, *Breaking the Walls*, in Ramoneda, Josep et al., op. cit., pp. 87-106.

3) *Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation: Translating the Shared Adherence to Academic Freedom into Action.*

More in detail, this key previous action came up with a *short document* that was drafted and published in a short booklet in English, Arabic and Hebrew. The document included a draft professional and ethical set of guidelines for joint work based on the shared adherence to the universal principle of academic freedom, and its concrete translation to the current situation on the terrain. After a preamble, shared values and general principles [See <http://unesdoc.unesco.org/images/0015/001564/156437E.pdf>], it includes proposed principles that relate to daily life, and should be upheld and defended.

The project of proposed Guiding Principles included several phases:

- (a) A systematic review of the literature, which revealed that the bulk of ethical writings deal with behavioural guidelines *within* a community and in processes of democratization or social cleavages, and do not address ethical mandates for dealing with the other side *across* the ethno-political national divide.
- (b) Drafting two short documents: (1) an explanatory note and set of principles for Israeli/Palestinian academic cooperation based on the ethics of academic freedom; and (2) a list of shared values for the promotion of civil society dialogue for peace, and their dissemination.
- (c) Upon the evaluation of the limitations, promises and achievements identified, it was deemed necessary to move into the participatory stage, involving those academics and intellectuals that expressed interest in further exploring a new basis of cooperation and in searching common ground within the academic community as a whole, based on their individual and collective social responsibility. This bottom-up approach aimed at moving from diagnosis and potential consensus to dissemination of ideas, promoting active discussion within and among academic and research institutions as well as expanding the dialogue to intellectuals and NGOs in search of common denominators in the advancement of peace.
- (d) Consequently, this process sought to explore how the 'separate' topics of professional ethics and cooperation at times of conflict could be bridged through interviewing Israeli and Palestinian academics and intellectuals. Those involved in the focus groups and interviews included Palestinians and Israelis who had previously been involved in cooperative efforts, as well as those who had not. Although an effort was made to speak with academics and intellectuals from diverse geographical, professional and political perspectives, the pool was restricted to those who were willing to even discuss the prospect of cooperation. In a preliminary phase, sixteen Palestinians and nine Israelis used a questionnaire that was drafted jointly in English and then translated into Hebrew and Arabic.
- (e) In addition, uninational focus groups were held in most Israeli and Palestinian universities, several colleges and think tanks, and a questionnaire was circulated among individual academics and intellectuals, and electronically mailed to all the faculties of the Hebrew University of Jerusalem. The personal participation varied from five through more than thirty participants and the e-mail feedback to the questionnaire was less than 10%.
- (f) A unique component of the research methodology was the participation of an external team of evaluators, who met with the research team and continually monitored progress and findings. The presence of this evaluation team allowed the researchers to modify and respond to feedback. Their findings, which served to increase the value of this research, are included in the latter part of the full report (available electronically).
- (g) The proposed guiding principles were submitted to members of the Palestinian Council, the Israeli Ministry of Education and the members of the Education Committee of the Knesset, with very scarce feedback.
- (h) In 2009, testing of the acceptance of the text was conducted in the Israeli and Palestinian academic and intellectual communities separately, through twelve workshops in each. Lessons learnt and obstacles identified, an additional level of consensus building is now needed, by negotiating at multiple levels and with the assistance of third parties a new basis of academic and intellectual cooperation.

Where the action is part of a larger programme, explain how it fits or is coordinated with this programme or any other possibly planned project. Please specify the potential synergies with other initiatives, in particular from the European Commission;

UNESCO has a long-standing experience in encouraging dialogue. Among its main activities in the field, mention is to be made to the Interregional Philosophical Dialogue [Asia–Arab World; Africa–Americas]; dialogue through its International Network of Women Philosophers; Dialogue in civil societies [Israel–Palestinian Territories; Horn of Africa: Greater Horn Horizon Forum (GHHF)]; the Arab-African Permanent Forum on Democracy and Human Rights; as well as the dialogue among civilizations within the framework of the Intersectoral Platform "Contributing to dialogue among civilizations and cultures and a culture of peace".

The role of third parties is essential for the success of this project. UNESCO is to take a leading role not only through its staff involvement but also by encouraging its National Commissions and Member States to

become the conveners and facilitators for the testing and implementation of the new paradigm, from theory into practice.

The procedures for follow-up and internal/external evaluation;

The International Association of Universities will be approached to discuss the most appropriate evaluation methodology. At this stage, it is suggested that the project be accompanied with an "action-evaluation process".¹¹ This state-of-the-art process facilitates the integration of research and independent evaluation into the work itself in ways that support rather than limit the work. The process includes a *baseline stage* that involves cooperative goal setting, team building, and participatory decision making within and among project stakeholder groups; a *formative stage*, during which participants review and refine their goals in light of experience and the evolving political context, to make them more actionable; and a *summative stage*, when participants take stock of their overall progress, using their evolved goals to establish criteria for retrospective assessment.

The baseline evaluation will be made in the first two months as part of orientation and planning after all key project personnel are in place. Formative evaluations will occur every 6 months (three consecutive times) allowing for corrections and changes real time during the duration of the project; a final summative evaluation as needed for end-of-project evaluation and follow-up planning will take into account the following elements:

a) Monitoring Project Outputs:

Comparing performance with projected deliverables to be agreed upon by the participants at the early stages of the project.

- i. Planning and fundraising efforts to ensure the implementation of the planned development project and the continuity of activities beyond the grant period;
- ii. Completion of evaluation process and required reports.

b) Evaluating Project Outcomes:

Outcomes address the impact of the project on participants and their institutions and communities. They should be specified as far as practical in advance; measurable; attainable within a reasonable timeframe; and results-oriented. There are four levels of outcome for this project, broadly specified as follows:

1. Participant satisfaction with program;
2. Participant learning, including new knowledge and skills, improved mutual understanding, changed perceptions and attitudes toward other groups/sects in the region and in the US;
3. Participant behaviour, including actions to apply new knowledge & skills in institutions or communities, greater civic participation, and continued contacts among participants;
4. Institutional or community changes, including new collaboration and partnerships, new programming, organizational improvements, expanding contacts and networking.

It is suggested that the internal monitoring progress reports, as well as the overall evaluation report prepared by the International Association of Universities, will be posted on the website so as to provide all relevant details on the challenges encountered during the implementation of the project.

Organizational structure and roles of various actors and stakeholders

A Project Committee will be set up, composed of approximately five to ten Palestinian and five to ten Israeli academics and intellectuals, including the two coordinators (one Palestinian and one Israeli) and two project officers (one Palestinian and one Israeli). The Members of the Committee will act separately (i.e. academic encounters) or together (High-level Meeting and International Conference; publication, etc.), as required. The members may widen the participation through thematic sub-groupings.

¹¹ Jay Rothman and Victor J. Friedman, "Action Evaluation for Conflict Management Organizations and Projects", in John Davies and Edward (Edy) Kaufman, (eds), Second Track/Citizens Diplomacy: Concepts and Techniques for Conflict Transformation, (Lanham, Rowman and Littlefield, 2003), pp 285- 298).

1.9. Duration and indicative action plan for implementing the action

The duration of the action will be 18 months.

Applicants should not indicate a specific start up date for the implementation of the action but simply show "month 1", "month 2", etc.

Applicants are recommended to base the estimated duration for each activity and total period on the **most probable duration** and not on the shortest possible duration by taking into consideration all relevant factors that may affect the implementation timetable.

The activities stated in the action plan should correspond to the activities described in detail in section 1.7. The implementing body shall be either the applicant or any of the partners, associates or subcontractors. Any months or interim periods without activities must be included in the action plan and count toward the calculation of the total estimated duration of the action.

The action plan for the first 12 months of implementation should be sufficiently detailed to give an overview of the preparation and implementation of each activity. The action plan for each of the subsequent years may be more general and should only list the main activities foreseen for those years. To this end, it shall be divided into six-month interim periods (NB: A more detailed action plan for each subsequent year will have to be submitted before receipt of new pre-financing payments, pursuant to Article 2.1 of the General Conditions of the grant contract).

The action plan will be drawn up using the following format:

Year 1													
Activity	Semester 1						Semester 2						Implementing body
	Month 1	2	3	4	5	6	7	8	9	10	11	12	
Preparation Activity a Project Committee Setting up													UNESCO and local partner 1 & 2
Execution Activity a Project Committee Meetings													Local partner 1 & 2 and UNESCO
Preparation Activity f Hotline for Permits													UNESCO and local partner 1 & 2
Execution Activity f Hotline for Permits													Local partner 1 & 2 under the supervision of UNESCO
Preparation Activity g Lobbying and Campaigning													UNESCO and local partner 1 & 2
Execution Activity g Lobbying and Campaigning													Local partner 1 & 2 under the supervision of UNESCO
Preparation Activity b 16 Academic Encounters													UNESCO and local partner 1 & 2

Year 1													
Activity	Semester 1						Semester 2						Implementing body
	Month 1	2	3	4	5	6	7	8	9	10	11	12	
Execution Activity b 16 Academic Encounters													Local partner 1 & 2 under the supervision of UNESCO
Preparation Activity h Virtual Clearing House													UNESCO and local partner 1 & 2
Execution Activity h Virtual Clearing House													Local partner 1 & 2 in cooperation with UNESCO
Preparation Activity i Articles													Local partner 1 & 2 under the supervision of UNESCO
Execution Activity i Articles													Local partner 1 & 2 under the supervision of UNESCO
Preparation Activity j UNITWIN (...) the field of Academic Freedom													UNESCO, local partner 1 & 2 and relevant universities
Preparation Activity d Meeting of Presidents and Rectors													UNESCO with local partner 1 & 2
Preparation Activity c Publication													UNESCO and local partner 1 & 2

Year 2													
Activity	Semester 1												Implementing body
	Month 1	2	3	4	5	6							
Execution Activity b 4 Academic Encounters													Local partner 1 & 2 under the supervision of UNESCO
Execution Activity a Project Committee Meetings													UNESCO and local partner 1 & 2
Execution Activity f Hotline for Permits													Local partner 1 & 2 under the supervision of UNESCO
Execution Activity g Lobbying and Campaigning													Local partner 1 & 2 under the supervision of UNESCO

Year 2													
Activity	Semester 1												Implementing body
	Month 1	2	3	4	5	6							
Execution Activity h Virtual Clearing House													Local partner 1 & 2 in cooperation with UNESCO
Execution Activity i Articles													Local partner 1 & 2 under the supervision of UNESCO
Preparation Activity d Meeting of Presidents and Rectors													UNESCO with local partner 1 & 2
Execution Activity d Meeting of Presidents and Rectors													UNESCO with local partner 1 & 2
Preparation Activity c Publication													UNESCO with local partner 1 & 2
Execution Activity c Publication													UNESCO with local partner 1 & 2
Preparation Activity e International Conference													UNESCO with local partner 1 & 2 and
Execution Activity e International Conference													Local partner 1 & 2 and UNESCO
Preparation Activity j UNITWIN (...) the field of Academic Freedom													UNESCO, local partner 1 & 2 and relevant universities
Execution Activity j UNITWIN (...) the field of Academic Freedom													UNESCO, local partner 1 & 2 and relevant universities

1.10. Sustainability (max 3 pages)

- † Describe the main preconditions and assumptions during and after the implementation phase.
- † Provide a detailed risk analysis and possible contingency plans. This should include at least a list of risks associated with each activity proposed accompanied by relevant corrective measures to mitigate such risks.. A good risk analysis would include a range of risk types including physical, environmental, political, economic and social risks.

- † Explain how sustainability will be secured after completion of the action. This can include aspects of necessary measures and strategies built into the action, follow-up activities, ownership by target groups etc.

In doing so, please make a distinction between the following dimensions of sustainability:

- † Financial sustainability (financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs, etc.);
- † Institutional level (which structures would allow, and how, the results of the action to continue be in place after the end of the action? Address issues about the local "ownership" of action outcomes);
- † Policy level where applicable (What structural impact will the action have - e.g. will it lead to improved legislation, codes of conduct, methods, etc.);
- † Environmental sustainability (what impact will the action have on the environment – have conditions put in place to avoid negative effects on natural resources on which the action depends and on the broader natural environment).

The expected results of the project are based on the assumption that the project is providing a shared solution to the current failed dichotomy between boycotting and working unconditionally across the divide. This new paradigm can provide the existing institutions (universities, colleges, think tanks, research oriented NGOs) with new avenues for the sustainability of the cooperation.

The proponents are aware that the challenges facing this project are huge. Therefore, they have sought to place its objectives within the limits of testing the realm of possible - often a thin lane separates from the impossible. Furthermore, the increased spreading of violence or political domestic crises may affect the timetable of the project implementation. Yet, the building up of consensual support to a shared principle is expected to endure even through adverse circumstances. The project will continue to pose the question: what have we done for peace and justice? How can the principle of academic freedom be faced and translated into reality? The outcome will bring some bonds renewed and/or other established; and Track II will strengthen the tenuous Track I efforts to break the psychological and political wall that has inhibited the parties to take a leading role. We can safely say that a small core group of people involved in cooperation in the past has demonstrated by its perseverance, that the dedication and the persuasion can eventually become the norm for the future.

More specifically:

EXPECTED RESULT 1 - More flexible attitudes of the academic community towards academic freedom perceived

Activity a) has minor risks since **Project Committee** can be set up to include academics and intellectuals willing to cooperate.

In terms of sustainability the Project Committee might evolve into two interacting independent National Committees for Academic Freedom and Cooperation, one in Israel and one the Palestinian Territories.

Activity b) Uni-national **academic encounters** in each society have low risk since the organizers have already experimented positively such working tool. The organizers may be attacked by extreme elements opposed to Palestinian "normalization" or monitoring Israeli academics and intellectuals.

Furthermore, the intransigence of the security forces and policies in Israel may create obstacles to the freedom of movement. In such a case, the gatherings could then be organized by videoconferencing or in a third country.

Activity c) the preparation of the **publication** does not imply any risks.

In terms of sustainability, the publication will be widely disseminated to all the academic community, decision-makers, NGOs, and beyond, with a view to raising awareness around the topic of academic cooperation and eventually building consensus.

Activity d) Although the meeting of **presidents and rectors of Israeli and Palestinian institutions of higher education** will be organized by UNESCO and hosted by one of its Member States, there is always a risk that some high-ranking officials of Israeli or Palestinian universities may decide not to attend. In such case, alternative candidates can be identified.

Activity e) the **international conference** can generate high expectations, involve international participants and be widely publicized thus pushing blocking groups call for boycott and organize demonstrations or parallel meetings. Such risk can be anticipated and reactions planned accordingly.

EXPECTED RESULT 2 - Freedom of movement for the academic community improved**Activity f) Hotline for permits**

The commitment for freedom of movement of the participants in joint projects must be very high. The work for the permits will be negotiated at early stages, and in case of rejection there should be enough time to engage public and international support for a revision of such decision. The project staff will work in coordination with human rights organizations requesting their intervention and support

Activity g) Lobbying and campaigning

This endeavour will be shared with the existing human rights and peace organizations already involved in the defence of freedom of movement. The added dimension of academics and intellectuals in such actions may increase visibility and prestige to the current efforts.

In terms of sustainability, the project should encourage academics and intellectuals involved in cooperative projects in the future to look into the issue of freedom of movement at the early stages of the preparation of proposals, building a commitment to invest efforts in this direction.

EXPECTED RESULT 3 - Academic and intellectual cooperation circles widened through Information Technologies and media activities

Activity h) The technical side of the setting up of a **virtual clearing house** does not imply any risks, especially given the fact that it will ensure confidentiality, if required.

Activity i) Articles

It is expected that the wide publicity of the project objectives be spread to the entire academic community and the general public via the Israeli and Palestinian media, through joint and separate articles, interviews and announcements. Yet, in case of indifference or reluctance of the media, the posting of all documents on the website will represent an alternative way of communication.

EXPECTED RESULT 4 - Concrete joint activities with the active support of neutral third parties initiated

Activity j) No major risks are foreseen for the setting up of a **UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom**.

In terms of sustainability, UNESCO is committed to continue to support the work of Palestinian/Israeli fair cooperation based on academic freedom.

In short, the political limitations have played and play a role in diminishing the already low level of joint work across the divide and may continue to do so. Furthermore, the eruption of waves of war, terror, state terror and sporadic acts of violence make a priority for the leadership to seek to stop violence rather than to make peace. The physical limitations to face-to-face contacts compound with the sense of isolation of the Palestinians have no doubt an impact. The will to collaborate, even if technically facilitated by technological devices, is drastically reduced. Socially, those few Palestinians who have continued to work with Israelis have often found themselves ostracized and criticized within their own society. On the Israeli side, the hardening economic situation has made academics and intellectuals concentrate more on their personal pursuits than on the situation next door.

Such risks compounded with the psychological risk of avoidance of a new disappointment and further frustration make initially more difficult the presentation of an 'out of the box' idea. Hence, the suggested set of principles can be considered as a middle-of-the-road option, in-between boycotts and full unconditional collaboration, as it is of equal importance for both sides, since it is based on a shared priority - academic freedom.

1.11. Logical framework

Please fill in Annex C¹² to the Guidelines for applicants.

SEE ANNEX C ENCLOSED

2. BUDGET FOR THE ACTION

Fill in Annex B (worksheet 1) to the Guidelines for applicants for the total duration of the action and for its first 12 months. For further information see the Guidelines for grant applicants (Sections 1.3, 2.1.4 and 2.2.5). SEE ANNEX B ENCLOSED

3. EXPECTED SOURCES OF FUNDING

Fill in Annex B (worksheet 2) to the Guidelines for applicants to provide information on the expected sources of funding for the action.

Please note that there are two different sheets to be completed

[Please mention here below the contributions in kind to be provided (please specify), if any (maximum 1 page).]

¹² Explanations can be found at the following address:
http://ec.europa.eu/europeaid/reports//index_en.pdf

4. EXPERIENCE OF SIMILAR ACTIONS

Maximum 1 page per action. Please provide a detailed description of actions managed by your organisation over the past three years. This information will be used to assess whether you have sufficient and stable experience of managing actions in the same sector and of a comparable scale to the one for which a grant is being requested.

Sector (see section 2.2 of section II): Conflict prevention and resolution, peace and security						
Project title: Human Security in the Arab Region	Location of the action	Cost of the action (EUR)	lead manager or partner	Donors to the action (name) ¹³	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
The Arab Region		329,000 USD (~241,815€)	UNESCO Social and Human Sciences Sector, in cooperation with the League of Arab States and the Human Security Unit (HSU-OCHA)	United Nations Trust Fund for Human Security (UNTFHS)	214,500 USD (~157,658€)	31.07.2007-30.06.2010
Objectives and results of the action		<p>The overall project goals are to:</p> <p>A. Deepen the understanding and acceptance of the Human Security concept at the policy and the academic level in the region, as well as among civil society actors;</p> <p>B. Improve Human Security in the Arab region through appropriate policy, analysis, and strategic cooperation;</p> <p>C. Disseminate the Human Security concept in the Arab region.</p> <p>Results achieved so far:</p> <p>Phase I: Theoretical preparation</p> <p>A background paper and four thematic studies were prepared by the identified and agreed upon regional experts, as follows:</p> <ul style="list-style-type: none"> ▪ Human Security in the Arab Region by Mr Antoine Sfeir ▪ Poverty Eradication in the Arab region from a Human Security Perspective by Mr Atif Kubursi ▪ Environment in the Arab region from a Human Security Perspective by Ms Badria Al-Awadhi ▪ Managing Conflict and Post-Conflict Situations in the Arab region from a Human Security Perspective by Mr Mohamed Abdel Salam ▪ Democracy and Human Rights in the Arab region from a Human Security Perspective by Mr Abdallah Saaf <p>These papers, presented at the Cairo Conference in December 2008, will be published in English, Arabic and French.</p> <p>Phase II:</p> <p>A "Human Security Unit" has been created at the General Secretariat of the League of Arab States (LAS) which has been and is in charge of the implementation of the project, jointly with UNESCO and HSU-OCHA. A three-week internship, financed by UNESCO, was provided to the LAS Focal Point by both UNESCO and the HSU-OCHA in November 2007.</p> <p>Phase III:</p> <p>A 2-day Conference on Human Security in the Arab region took place at LAS Headquarters, in Cairo, Egypt, on 15 and 16 December 2008, jointly organized by LAS-HSU-OCHA and UNESCO.</p>				

¹³ If the Donor is the European Commission or an EU Member State, please specify the EC budget line, EDF or EU Member State.

Reference no:	Project title: Sustaining Palestinian Women's Research and Documentation Center				Sector (see section 2.2 of section II): Conflict prevention an resolution, peace and security Women's equality organisations and institutions		
Name of organisation	Location of the action	Cost of the action (EUR)	lead manager or partner	Donors to the action (name) ¹⁴	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)	
UNESCO	Palestinian Territories	1,335,668 USD (~981,716€)	UNESCO Ramallah Office	NORWAY	1,136,364 USD (~835,228€)	(From 1/02/2007 to - 31/01/2010)	
Object and results of the action							
<p>Main objectives</p> <ul style="list-style-type: none"> - Support the advancement of gender equality and women's empowerment in the Palestinian Occupied Territories through the Palestinian Women's Research and Documentation Center (PWRDC) - Raising awareness about women concerns and issues - Support research initiatives in areas where there are proven gaps, as well as facilitate the development of gender-sensitive policies based on well-researched analysis The Center will consult with local related institutions and organizations in planning research projects and programmes in order to ensure that they meet the needs of local women's institutions. <p>Main results</p> <ul style="list-style-type: none"> -Better consolidation of research on Palestinian women -Strengthening women capacity-building for post-conflict reconstruction and governance -Collection of data on Palestinian women 							

¹⁴ If the Donor is the EU Commission or an EU Member States, please specify the EC budget line, EDF or EU Member State.

Reference no:	Project title: Educacion para la convivencia y una cultura de la paz en América Latina					Sector (see section 2.2 of section II): Civilian peace-building, conflict prevention and resolution		
Name of organisation	Location of the action	Cost of the action (EUR)	lead manager or partner	Donors to the action (name)¹⁵	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)		
UNESCO	Latin America and the Caribbean	341,703.23€	UNESCO Santiago Office	Spanish Ministry of Education	341,703.23€	(From 01/08/2007 to - 03/04/2009)		
Object and results of the action								
<p>This project is aimed at implementing educational policies by providing information in the area of education for peace especially in schools since they are going through social fragmentation due to the high level of violence and exclusion perceived in the Latin America and the Caribbean societies. Poverty, inequalities, corruption and conflicts have contributed to increase this violence. This is the reason why this project focuses more on raising awareness on the necessity of education for peace among students so that there can be a change in their mind and in the importance they give to non violent coexistence as a positive value.</p> <p>The main results of the project are the following:</p> <ul style="list-style-type: none"> -General knowledge and information on peace education transmitted -Building and strengthening of local capacities reinforced - Awareness raised on local actors (schools supervisors) and students on the necessity of democratic coexistence in the community and schools achieved through exchanges and training on democratic coexistence and culture of peace. 								

¹⁵ If the Donor is the EU Commission or an EU Member States, please specify the EC budget line, EDF or EU Member State.

Reference no: B7-701/2002/3038	Project title: Radio station at the National University of Rwanda					Sector (see section 2.2 of section II): Radio/Television/Print Media; Civilian peace-building, conflict prevention and resolution; Strengthening civil society; Human Rights;		
Name of organisation	Location of the action	Cost of the action (EUR)	lead manager or partner	Donors to the action (name)¹⁶	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)		
UNESCO	RWANDA	350,000	UNESCO	European Commission	350,000	(from 10/02/2004 to 10/08/2008)		
Object and results of the action								
<p>UNESCO and the National University of Rwanda (NUR), supported by the European Commission, agreed to cooperate on the establishment of the first university/community radio station in Rwanda. The hardware component of this project is EC funded, while the training is supported by a Japanese Fund-In-Trust project.</p> <p>The objectives of this radio station are twofold. First, through its broadcast function, to serve Rwanda with quality programming. Secondly, to offer students an outstanding training and educational opportunity, supporting the development of professional journalism and media management. In addition, this radio station is also a powerful instrument for enhancing democracy and restoring people's confidence by presenting private radio as a viable and responsive means of mass media.</p> <p>The radio station was officially inaugurated in November 2005 in Butare, at the campus site of the NUR. Radio Salus, which is based on a student naming competition, currently broadcast 16 hours a day, primarily in the Kinyarwanda language and covering about 70 per cent of the Rwandan territory and population. The station offers listeners a variety of programming including local and national news, public affairs, music, historical, educational and cultural programming. After less than one year of operations Radio Salus was already ranked as the third most popular station in the country.</p>								

¹⁶ If the Donor is the EU Commission or an EU Member States, please specify the EC budget line, EDF or EU Member State.

II. THE APPLICANT

EuropeAid ID number¹⁷	FR-2008-BXT-2602936115
Name of the organisation	United Nations Educational, Scientific and Cultural Organization (UNESCO)

Information requested under this point need only be given in cases where there have been modifications or additions as compared to the information given in the Concept note form.

1. IDENTITY

Legal Entity File number¹⁸	6000055551
Abbreviation	UNESCO
Registration Number (or equivalent)	N/A
Date of Registration	N/A – UNESCO was founded on 16 November 1945
Place of Registration	N/A – Intergovernmental Organization with Headquarters located in Paris, France
Official address of Registration	N/A
Country of Registration¹⁹ / Nationality²⁰	N/A – Intergovernmental Organization with Headquarters located in Paris, France
E-mail address of the Organisation	p.sane@unesco.org / g.haddad@unesco.org / a.arata@unesco.org
Telephone number: Country code + city code + number	+33 1 45 68 39 21 / +33 1 45 68 11 48 / + 33 1 45 68 14 14
Fax number: Country code + city code + number	+33 1 45 68 55 52 / + 33 1 45 68 55 07
Website of the Organisation	www.unesco.org

¹⁷ This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit http://ec.europa.eu/europeaid/work/onlineservices/pador/index_en.htm

¹⁸ If the applicant has already signed a contract with the European Commission

¹⁹ For organisations. If not in one of the countries listed in section 2.1.1 of the Guidelines, please justify its location

²⁰ For individuals. If not in one of the countries listed in section 2.1.1 of the Guidelines, please justify its location

Point 2, 3 and 4 of section II below must only be filled in by applicants who have been granted derogations from registration in PADOR. ✓

~~All other applicants must encode this information under their PADOR registration.~~

2. PROFILE

Legal status	
Profit-Making	<input type="checkbox"/> Yes <input type="checkbox"/> No
NGO	<input type="checkbox"/> Yes <input type="checkbox"/> No
Value based²¹	<input type="checkbox"/> Political <input type="checkbox"/> Religious <input type="checkbox"/> Humanistic <input type="checkbox"/> Neutral
Is your organisation linked with another entity?	<input type="checkbox"/> Yes, parent entity: (please specify its EuropeAid ID:.....) <input type="checkbox"/> Yes, controlled entity(ies) <input type="checkbox"/> Yes, family organization / network entity ²² <input type="checkbox"/> No, independent

2.1. Category

Category ²³	Public	Private
	<input type="checkbox"/> Public Administration <input type="checkbox"/> Decentralised representatives of Sovereign States <input type="checkbox"/> International Organisation <input type="checkbox"/> Judicial Institution <input type="checkbox"/> Local Authority <input type="checkbox"/> Implementation Agency <input type="checkbox"/> University/Education <input type="checkbox"/> Research Institute <input type="checkbox"/> Think Tank <input type="checkbox"/> Foundation <input type="checkbox"/> Association <input type="checkbox"/> Media <input type="checkbox"/> Network/Federation <input type="checkbox"/> Professional and/or Industrial Organisation <input type="checkbox"/> Trade Union <input type="checkbox"/> Cultural Organisation <input type="checkbox"/> Commercial Organisation	<input type="checkbox"/> Implementation Agency <input type="checkbox"/> University/Education <input type="checkbox"/> Research Institute <input type="checkbox"/> Think Tank <input type="checkbox"/> Foundation <input type="checkbox"/> Association <input type="checkbox"/> Media <input type="checkbox"/> Network/Federation <input type="checkbox"/> Professional and/or Industrial Organisation <input type="checkbox"/> Trade Union <input type="checkbox"/> Cultural Organisation <input type="checkbox"/> Commercial Organisation <input type="checkbox"/> Other Non State Actor

²¹ Please choose only one set of values.

²² E.g. confederation / federation /alliance

²³ Please specify 1) the Sector to which your organisation belongs, as defined in its statutes (or equivalent document): Public (established and/or funded by a public body) OR Private (established and/or funded by a private entity); 2) in the appropriate column, the Category to which your organisation belongs (ONE CHOICE ONLY).

III. PARTNERS OF THE APPLICANT PARTICIPATING IN THE ACTION

1. DESCRIPTION OF THE PARTNERS

This section must be completed **for each partner organisation** within the meaning of section 2.1.2 of the Guidelines for Applicants. Any associates as defined in the same section need not be mentioned. You must make as many copies of this table as necessary to create entries for more partners.

	Partner 1
EuropeAid ID number ²⁶	IL-2009-BDE-0703434755
Full legal name	The Center for Democracy and Community Development (CDCD)
	Partner 2
EuropeAid ID number ²⁷	IL-2007-ECB-2711568992
Full legal name	Arava Institute for Environmental Studies (AIES)

Partners that are registered in PADOR do not need to fill in the rest of this section which is **marked in grey**.

Date of Registration	
Place of Registration	
Legal status ²⁸	
Official address of Registration ²⁹	
Country of Registration ^{30/} Nationality ³¹	

²⁶ This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit http://ec.europa.eu/work/europeaid/onlineservices/pador/index_en.htm

²⁷ This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit http://ec.europa.eu/work/europeaid/onlineservices/pador/index_en.htm

²⁸ E.g. non profit making, governmental body, international organisation

²⁹ If not in one of the countries listed in section 2.1.1 of the Guidelines, please justify its location

³⁰ For organisations

³¹ For individuals

Contact person	
Telephone number: country code + city code + number	
Fax number: country code + city code + number	
E-mail address	
Number of employees	
Other relevant resources	
Experience of similar actions, in relation to the role in the implementation of the proposed action	
History of cooperation with the applicant	
Role and involvement in preparing the proposed action	
Role and involvement in implementing the proposed action	

Important: This application form must be accompanied by a signed and dated partnership statement from each partner, in accordance with the model provided.

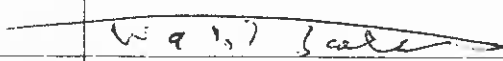
2. PARTNERSHIP STATEMENT SEE ENCLOSED SIGNED VERSIONS

1. PARTNERSHIP STATEMENT

A partnership is a relationship of substance between two or more organisations involving shared responsibilities in undertaking the action funded by the European Commission (Contracting Authority). To ensure that the action runs smoothly, the Contracting Authority requires all partners to acknowledge this by agreeing to the principles of good partnership practice set out below.

1. All partners must have read the application form and understood what their role in the action will be before the application is submitted to the Contracting Authority.
2. All partners must have read the standard grant contract and understood what their respective obligations under the contract will be if the grant is awarded. They authorise the lead applicant to sign the contract with the Contracting Authority and represent them in all dealings with the Contracting Authority in the context of the action's implementation.
3. The applicant must consult with its partners regularly and keep them fully informed of the progress of the action.
4. All partners must receive copies of the reports - narrative and financial - made to the Contracting Authority.
5. Proposals for substantial changes to the action (e.g. activities, partners, etc.) should be agreed by the partners before being submitted to the Contracting Authority. Where no such agreement can be reached, the applicant must indicate this when submitting changes for approval to the Contracting Authority.
6. Where the Beneficiary does not have its headquarters in the country where the action is implemented, the partners must agree before the end of the action, on an equitable distribution of equipment, vehicles and supplies for the action purchased with the EU grant among local partners or the final beneficiaries of the action.

I have read and approved the contents of the proposal submitted to the Contracting Authority. I undertake to comply with the principles of good partnership practice.

Name:	Walid Salem
Organisation:	The Centre for Democracy and Community Development
Position:	Director
Signature:	
Date and place:	Saturday 16/5/2009 , Jerusalem-14Ibn Batuta St. Kamal Bldg. 2 nd Flr.

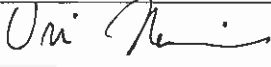
The Center For Democracy
& Community
Development
مركز الديمقراطية والتنمية المجتمعية

1. PARTNERSHIP STATEMENT

A partnership is a relationship of substance between two or more organisations involving shared responsibilities in undertaking the action funded by the European Commission (Contracting Authority). To ensure that the action runs smoothly, the Contracting Authority requires all partners to acknowledge this by agreeing to the principles of good partnership practice set out below.

1. All partners must have read the application form and understood what their role in the action will be before the application is submitted to the Contracting Authority.
2. All partners must have read the standard grant contract and understood what their respective obligations under the contract will be if the grant is awarded. They authorise the lead applicant to sign the contract with the Contracting Authority and represent them in all dealings with the Contracting Authority in the context of the action's implementation.
3. The applicant must consult with its partners regularly and keep them fully informed of the progress of the action.
4. All partners must receive copies of the reports - narrative and financial - made to the Contracting Authority.
5. Proposals for substantial changes to the action (e.g. activities, partners, etc.) should be agreed by the partners before being submitted to the Contracting Authority. Where no such agreement can be reached, the applicant must indicate this when submitting changes for approval to the Contracting Authority.
6. Where the Beneficiary does not have its headquarters in the country where the action is implemented, the partners must agree before the end of the action, on an equitable distribution of equipment, vehicles and supplies for the action purchased with the EU grant among local partners or the final beneficiaries of the action.

I have read and approved the contents of the proposal submitted to the Contracting Authority. I undertake to comply with the principles of good partnership practice.

Name:	Mr. Uri Nusinow
Organisation:	Arava Institute for Environmental Studies
Position:	Financial Director The Arava Institute for Environmental Studies
Signature:	 Kibbutz Ketura D.N. Eilat 88840
Date and place:	May 15 th , 2009 Israel

IV. ASSOCIATES OF THE APPLICANT PARTICIPATING IN THE ACTION

This section must be completed for each associated organisation within the meaning of section 2.1.2 of the Guidelines for Applicants. You must make as many copies of this table as necessary to create entries for more associates.

	Associate 1
Full legal name	
EuropeAid ID number³²	
Country of Registration	
Legal status³³	
Official address	
Contact person	
Telephone number: country code + city code + number	
Fax number: country code + city code + number	
E-mail address	
Number of employees	
Other relevant resources	
Experience of similar actions, in relation to role in the implementation of the proposed action	
History of cooperation with the applicant	
Role and involvement in preparing the proposed action	
Role and involvement in implementing the proposed action	

³² This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit http://ec.europa.eu/europeaid/work/onlineservices/pador/index_en.htm

³³ E.g. non profit making, governmental body, international organisation

V. CHECKLIST

EUROPAID/127910/L/ACT/PS EU PARTNERSHIP FOR PEACE

BUDGET LINE 19.080101

ADMINISTRATIVE DATA	To be filled in by the applicant
Name of the Applicant	United Nations Educational, Scientific and Cultural Organization (UNESCO)
EuropeAid ID number	FR-2008-BXT-2602936115
Nationality³⁴/Country³⁵ and date of registration	N/A – Intergovernmental Organization
Legal Entity File number³⁶	6000055551
Legal status³⁷	International Organization – United Nations Specialized Agency
Partner 1	The Center for Democracy and Community Development (CDCD) EuropeAid ID: IL – 2009 – BDE - 0703434755 Nationality/Country of registration: Palestinian Territories Legal status: Palestinian Organization
Partner 2	Name: Arava Institute for Environmental Studies (AIES) EuropeAid ID: IL-2007-ECB-2711568992 Nationality/Country of registration: Israel Legal status: NGO
NB: Add as many rows as partners	

³⁴ For individuals

³⁵ For organisations

³⁶ If the applicant has already signed a contract with the European Commission

³⁷ E.g. non profit making, governmental body, international organisation...

BEFORE SENDING YOUR PROPOSAL, PLEASE CHECK THAT EACH OF THE FOLLOWING COMPONENTS IS COMPLETE AND RESPECTS THE FOLLOWING CRITERIA:		To be filled in by the applicant	
		Yes	No
Title of the Proposal: EU PARTNERSHIP FOR PEACE		X	
PART 1 (ADMINISTRATIVE)			
1. The correct grant application form, published for this call for proposals, has been used		X	
2. The Declaration by the applicant has been filled in and has been signed		X	
3. The proposal is typed and is in English		X	
4. One original and 3 copies are included		X	
5. An electronic version of the proposal (CD-Rom) is enclosed		X	
6. Each partner has completed and signed a partnership statement and the statements are included. Please indicate "Not applicable" (NA) if you have no partner		X	
7. The budget is presented in the format requested, is expressed in € and is enclosed		X	
8. The logical framework has been completed and is enclosed		X	
PART 2 (ELIGIBILITY)		in Word	
9. The duration of the action is equal to or lower than 36 months (the maximum allowed)		X	
10. The duration of the action is equal to or higher than 12 months (the minimum allowed)		X	
11. The requested contribution is equal to or higher than 50,000 EURO (the minimum allowed)		X	
12. The requested contribution is equal to or lower than 400,000 EURO (the maximum allowed)		X	
13. The requested contribution is equal to or higher than 50% of the total eligible costs (minimum percentage required)		X	
14. The requested contribution is equal to or lower than 80% of the total eligible costs (maximum percentage allowed)		X	

VI. DECLARATION BY THE APPLICANT

The applicant, represented by the undersigned, being the authorised signatory of the applicant, in the context of the present call for proposals, representing any partners in the proposed action, hereby declares that

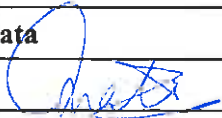
- ✓ the applicant has the sources of financing and professional competence and qualifications specified in section 2 of the Guidelines for Applicants;
- ✓ the applicant undertakes to comply with the obligations foreseen in the partnership statement of the grant application form and with the principles of good partnership practice;
- ✓ the applicant is directly responsible for the preparation, management and implementation of the action with its partners, if any, and is not acting as an intermediary;
- ✓ the applicant and its partners are not in any of the situations excluding them from participating in contracts which are listed in Section 2.3.3 of the Practical Guide to contract procedures for EC external actions (available from the following Internet address: http://ec.europa.eu/europeaid/work/procedures/implementation/index_en.htm). Furthermore, it is recognised and accepted that if we participate in spite of being in any of these situations, we may be excluded from other procedures in accordance with section 2.3.5 of the Practical Guide;
- ✓ the applicant and each partner (if any) is in a position to deliver immediately, upon request, the supporting documents stipulated under section 2.4 of the Guidelines for Applicants.;
- ✓ the applicant and each partner (if any) are eligible in accordance with the criteria set out under sections 2.1.1 and 2.1.2 of the Guidelines for Applicants;
- ✓ if recommended to be awarded a grant, the applicant accepts the contractual conditions as laid down in the Standard Contract annexed to the Guidelines for Applicants (annex F);
- ✓ the applicant and its partners are aware that, for the purposes of safeguarding the financial interests of the Communities, their personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office.

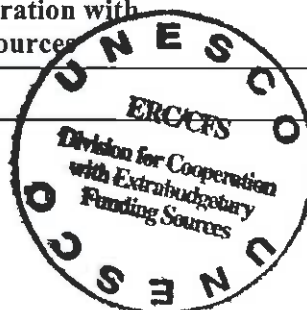
The following grant applications have been submitted (or are about to be submitted) to the European Institutions, the European Development Fund and the EU Member States in the last 12 months:

No other Actions in the same field as this proposal.

The applicant is fully aware of the obligation to inform without delay the Contracting Authority to which this application is submitted if the same application for funding made to other European Commission departments or Community institutions has been approved by them after the submission of this grant application.

Signed on behalf of the applicant

Name	Mr Akio Arata
Signature	
Position	Director, Division of Cooperation with Extrabudgetary Funding Sources
Date	26 May 2009



VII.ASSESSMENT GRID
(TO BE USED BY THE CONTRACTING AUTHORITY)

	YES	NO
STEP 1: OPENING SESSION AND ADMINISTRATIVE CHECK		
1. The submission deadline has been respected		
2. The Application form satisfied all the criteria specified in part 1 of the Checklist (Section V of Part B of the Grant application form).		
The administrative verification has been conducted by: Date:		
DECISION 1: The Committee has recommended the Concept Note for Evaluation after having passed the Administrative check.		
STEP 2 : EVALUATION OF THE CONCEPT NOTE		
DECISION 2: The Committee has approved the Concept Note and decided to proceed with the evaluation of the full proposal after having pre-selected the best Concept Notes.		
The evaluation of the Concept Note has been conducted by: Date:		
STEP 3: EVALUATION OF THE FULL APPLICATION FORM		
DECISION 3: A. The Committee has recommended the proposal for Eligibility verification after having been provisionally selected within the top ranked scored proposals within the available financial envelope.		
B. The Committee has recommended the proposal for Eligibility verification after having been put on the reserve list according to the top ranked scored proposals		
The verification of the proposal has been conducted by: Date:		
STEP 4: ELIGIBILITY VERIFICATION		
3. The Application form satisfied all the criteria specified in part 2 of the Checklist (Section V of Part B of the Grant application form).		
4. The supporting documents listed hereunder, submitted according to the Guidelines (Section 2.4), satisfied all the eligibility criteria of the applicant and its partner(s) (if any)		
a. The applicant's statutes		
b. The statutes or articles of association of <u>all partners</u>		
c. The applicant's external audit report (if applicable)		
<to be inserted when the Contracting Authority is the European Commission> d. The Legal Entity File (see annex D of the Guidelines for Applicants) is duly completed and signed by the applicant and is accompanied by the justifying documents requested.		
<to be inserted when the Contracting Authority is the European Commission> e. A Financial Identification form (see annex E of the Guidelines for Applicants).		
f. Copy of the applicant's latest accounts.		
The assessment of the eligibility has been conducted by: Date:		
DECISION 4: The Committee has selected the proposal for funding after having verified its eligibility according to the criteria stipulated in the Guidelines.		

Annex III. Budget for the Action¹

Costs	All Years				Year 1 ²			
	Unit	# of units	Unit rate (in EUR)	Costs (in EUR) ³	Unit	# of units	Unit rate (in EUR)	Costs (in EUR)
DRAFT AS OF 18.05.09 - 11 am								
1. Human Resources								
1.1 Salaries (gross salaries including social security charges and other related costs, local staff) ⁴								
1.1.1 Technical (two local coordinators)	Month	18 months	1000	36000	Month	12 months	1000	24000
1.1.2 Administrative/ support staff (two local project officers)	Month	18 months	1000	36000	Month	12 months	1000	24000
1.2 Salaries (gross salaries including social security charges and other related costs, expat/int. staff)								
1.3 Per diems for missions/travel ⁵								
1.3.1 Abroad (staff assigned to the Action)								
1.3.2 Local								
1.3.3 Seminar/conference participants								
Subtotal Human Resources				72000				48000
2. Travel⁶								
2.1. International travel	Per flight	40 flights	1000	40000				2000
2.2 Local transportation	Per month	18 months	600	10800	Per month	12 months	600	7200
Subtotal Travel				50800				9200
3. Equipment and supplies⁷								
3.1 Purchase or rent of vehicles								
3.2 Furniture, computer equipment	1 computer	2 computers	865	1730				1730
3.3 Machines, tools...								
3.4 Spare parts/equipment for machines, tools				2000				1300
3.5 Other (please specify)								
Subtotal Equipment and supplies				3730				3030
4. Local office								
4.1 Vehicle costs								
4.2 Office rent								
4.3 Consumables - office supplies	Per month	18 months	200	3600	Per month	12 months	200	2400
4.4 Other services (tel/fax, electricity/heating, maintenance)	Per month	18 months	400	7200	Per month	12 months	400	4800
Subtotal Local office				10800				7200
5. Other costs, services⁸								
5.1 Publications ⁹ (in English, Arabic and Hebrew)	Piece	1		11000				
5.2 Studies, research ⁹								
5.3 Expenditure verification								
5.4 Evaluation costs				8000				
5.5 Translation, interpreters				2000				
5.6 Financial services (bank guarantee costs etc.)								

5.7 Costs of conferences/seminars ⁹ (excluding travel)	20 academic encounters + 1 high-level meeting (abroad) + 1 major conference				Per academic encounter + preparation of high-level meeting	16 academic encounters + preparation of the high-level meeting	22800
5.8. Visibility actions ¹⁰				75700			
Subtotal Other costs, services				96700			22800

Expenses	All Years			Year 1				
	Unit	# of units	Unit rate (In EUR)	Costs (In EUR)	Unit	# of units	Unit rate (In EUR)	Costs (In EUR)
6. Other								
Project Committee meetings (3 main)	Meeting	6	3000	18000	Meeting	3	3000	9000
Lobbying and campaigning				6000				
Website page (creation and maintenance)				7000				6000
Hotline for permits				4000				2500
Articles	Article			7000				4000
UNITWIN Network (UNESCO's CONTRIBUTION FROM REGULAR BUDGET)	Network	1		20000				
Staff time for overall coordination + meeting organization	Month			60000				
UNESCO's CONTRIBUTION				122000				21500
Subtotal Other				356030				
7. Subtotal direct eligible costs of the Action (1-6)				373832				
8. Provision for contingency reserve (maximum 5% of 7, subtotal of direct eligible costs of the Action)				17802				
9. Total direct eligible costs of the Action (7+ 8)				373832				
10. Administrative costs (maximum 7% of 9, total direct eligible costs of the Action)				26168				
11. Total eligible costs (9+10)				400000				

- The Budget must cover all eligible costs of the Action, not just the Contracting Authority's contribution. The description of items must be sufficiently detailed and all items broken down into their main components. The number of units and unit rate must be specified for each component depending on the indications provided.
- This section must be completed if the Action is to be implemented over a period of more than 12 months.
- If the Contracting Authority is not the European Commission, the budget may be established in euro or in the currency of the country of the Contracting Authority. Costs and unit rates are rounded to the nearest euro cent.
- If staff are not working full time on the Action, the percentage should be indicated alongside the description of the item and reflected in the number of units (not the unit rate).
- Indicate the country where the per diems are incurred and the applicable rates (which must not exceed the scales published by the E.C. at the time of contract signature http://ec.europa.eu/europeaid/work/procedures/index_en.htm). If information is not available, enter a global amount. Per diems cover accommodation, meals and local travel within the place of the mission and sundry expenses.
- Costs for CO2 offsetting of air travel may be included. CO2 offsetting shall in that case be achieved by supporting CDM/Gold Standard projects (evidence must be included as part of the supporting documents) or through airplane company programmes when available. Indicate the place of departure and the destination. If information is not available, enter a global amount.
- Costs of purchase or rental.
- Specify. Lump sums will not be accepted.
- Only indicate here when fully subcontracted.

10. Communication and visibility activities should be properly planned and budgeted at each stage of the project implementation. These activities should not only focus on publicising the EU support for the action but also on its outcome and impact. Please note that the Communication and Visibility Manual for EU External Actions is available on the following website: http://ec.europa.eu/europeaid/work/visibility/index_en.htm

NOTA BENE: The beneficiary alone is responsible for the correctness of the financial information provided in these tables.

Sources of funding

			Amount	Percentage
			EUR	of total
				%
Applicant's financial contribution			80000	20
Commission/EDF contribution sought in this application			320000	80
Contribution(s) from other European Institutions or EU Member States				
Name	Conditions			
Contributions from other organisations:				
Name	Conditions			
TOTAL CONTRIBUTIONS			400000	100
Direct revenue from the Action				
OVERALL TOTAL			400000	100

LOGICAL FRAMEWORK FOR THE PROJECT

	Intervention logic	Objectively verifiable Indicators of achievement	Sources and means of verification	Assumptions
Overall objective	Prepare the ground for a fruitful and sustained Israeli and Palestinian academic and intellectual cooperation	Number of engagements for joint initiatives. Discussion on a shared understanding of the relevance of the principles of academic freedom Adoption of the revised <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i>	Revision and approval of a joint set of guidelines either by university authorities, or/and individual academics and intellectuals	Risks: Current situation where institutional ties are nearly inexistent Favourable condition: Experience acquired through previous work carried out under the auspices of UNESCO in the past 7 years can be instrumental for change
Specific objectives	<ul style="list-style-type: none"> - Building consensus and respect of academic freedom - Promotion of academic cooperation through IT communication and media activities, and through the establishment of a UNITWIN Cooperation Programme in the field of Academic Freedom 	- Enhanced un-national and binational exchanges	<ul style="list-style-type: none"> - Reduced number of blocking groups - Number of academic exchanges through IT communication 	Risks: <ul style="list-style-type: none"> -Veto and blocking groups unwilling to engage in dialogue Favourable condition: <ul style="list-style-type: none"> - Previous work carried out under the auspices of UNESCO in the past 7 years - New paradigm can trigger dialogue with veto and blocking groups among academics and intellectuals. Opening up new avenues for non-active majorities in both sides - Partners are grassroots organizations with good knowledge of the field situation and of academics and intellectuals on both sides;

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	Intervention logic	Objectively verifiable Indicators of achievement	Sources and means of verification	Assumptions
Expected results	<ol style="list-style-type: none"> 1. More flexible attitudes of the academic community towards academic freedom perceived 2. Freedom of movement for the academic community improved 3. Academic and intellectual cooperation circles widened through Information Technologies and media activities 4. Concrete joint activities with the active support of neutral third parties initiated 	<ol style="list-style-type: none"> 1. Active involvement in the project activities 2. Facilitated access to the meetings venues 3. Number of academics and intellectuals from both sides showing interest in cooperation 4. Project proposals for joint activities 	<ol style="list-style-type: none"> 1. Number of participants in the project activities 2. Increased number of academic exchanges and eventually joint projects 3. Detailed report on activities carried out through ITs 4. Establishment of the UNITWIN/UNESCO Cooperation Programme in the field of Academic Freedom 	<p>Risks:</p> <ul style="list-style-type: none"> -Veto and blocking groups unwilling to engage in dialogue - Lack of IT equipments and access - Authorities reluctant to allow academics' trips <p>Favourable condition:</p> <ul style="list-style-type: none"> - Previous work carried out under the auspices of UNESCO in the past 7 years - Generating a new momentum for the discussion on social responsibility of academics at times of violent conflict, bringing the issue up to the fore - Partners are grassroots organizations with good knowledge of the field situation and of academics and intellectuals on both sides - UNESCO's well established system of academic exchanges and cooperation through the UNITWIN/UNESCO Chairs Programme

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	Intervention logic	Objectively verifiable Indicators of achievement	Sources and means of verification	Assumptions
Expected result 1				
Activity a	Setting up of a Project Committee	<ul style="list-style-type: none"> - Committee and subcommittees set up - Members selected and nominated (at least 5 academics and intellectuals from each side) - Possible evolving of the Project committee into Two interacting independent national Committees for Academic Freedom and Cooperation, one in Israel and one in the Palestinian Territories <p>Means: HR; TV (local transportation); ES; LO</p>	<ul style="list-style-type: none"> - Committee Rules and Regulations - List of members - Minutes of meetings - Action evaluation progress reports <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities - The total amount for TV (local transportation) covers this activity, the academic encounters, and the International Conference</p>	<p>Risks: Minor risks since the Project Committee will be set up to include only academics and intellectuals willing to cooperate. Favourable condition: - This independent body will be able to function regardless of the fact that the authorities may or may not join the project, thus providing an alternative tool for academic and intellectual cooperation in addition or in the absence of an institutionalized agreement. - Partners are grassroots organizations with good knowledge of the field situation and of academics and intellectuals on both sides</p>
Activity b	Academic encounters	<ul style="list-style-type: none"> - Sixteen uni-national encounters held - Important number of participations - Debates and revision of the <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i> - Adoption of new common line of action to 	<ul style="list-style-type: none"> - Minutes of meetings - List of participants - Revised <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i> After discussions - Publication of articles - Feedback 	<p>Risks: -Low risk since the organizers have already experimented positively such working tool. * - The organizers may be attacked by extreme elements opposed to Palestinian "normalization" or monitoring Israeli academics. -The</p>

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		<p>improve academic freedom - Participants' motivation in organising smaller periodic meetings as follow-up</p> <p>Means: HR; TV (local transportation); ES; LO</p>	<p>from action evaluation - Media coverage of these encounters</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities - The total amount for TV (local transportation) covers this activity, the Project Committee meetings, and the International Conference</p>	<p>intransigence of the security forces and policies in Israel may create obstacles to the freedom of movement. In such a case, the gatherings could then be organized by video-conferencing or in a third country.</p> <p>Favourable condition: - The <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i> have been already developed by UNESCO and its partners; - Different types of setting may attract new participants, mostly non-committed as well as reduce the impact of those opposed to cooperation even on the basis of equality and mutual responsibility; - Possibility for moderates to engage in in-depth exchanges with individuals holding more extreme views; - Partners are grassroots organizations with good knowledge of the field situation and of academics in both sides;</p>
Activity c	Preparation of a publication	<p>- Table of contents agreed upon; - Foreseen</p>	The printed and electronic version of the	<p>Risks: No risks. Favourable condition:</p>

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		<p>chapters drafted by experts and agreed upon</p> <p>Means: HR; ES; LO; OCS (publication and translation)</p>	<p>publication</p> <p>Action costs: - The total budget of HR, ES; LO; OCS is to be split by all the project activities - Costs for the publication includes 11,000€ +2,000€</p>	<p>- Will benefit from the debates and discussions during the Encounters; -Will be a tool for wider dissemination to all the academic community, decision-makers, NGOs, and beyond, with a view to raising awareness around the topic of academic cooperation and eventually building consensus.</p>
<p>Activity d</p>	<p>Meeting of presidents and rectors of Israeli and Palestinian institutions of higher education</p>	<p>- Meeting held with high level of participation; - Discussion upon and approval of the revised <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i>; - Commitment of Presidents and Rectors from both sides to facilitate and enhance future cross-border cooperation.</p> <p>Means: HR; TV (local transportation); ES; LO</p>	<p>- List of participants; - Minutes of the meeting; - Document testifying agreement on a set of principles; - Signed commitment of some Presidents/Rectors on the principle of Cross-border cooperation. - Media coverage</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities - The total amount for TV (international travel) covers this activity, the International Conference</p>	<p>Risks: High-ranking officials of Israeli or Palestinian universities may decide not to attend. In such case, alternative candidates can be identified Favourable condition: - Benefit from UNESCO's well established UNITWIN/UNESCO Chairs Programme; - Partners are grassroots organizations with good knowledge of the field situation and of academics in both sides; - Benefit from the outcomes of debates during the Encounters;</p>

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			and the main meetings of the Project Committee	
Activity e	<p>International conference to discuss any long-term government and university policy changes addressing issues of academic freedom and its relevance as an equalizing factor in the relationship.</p>	<ul style="list-style-type: none"> - High level of participation of high-ranking officials from both sides; - Participations of third parties interested in the project, including international institutions; - Amendment and adoption of the revised <i>Proposed Guiding Principles for Israeli/Palestinian Academic Cooperation</i>; - Official and formal commitment to engage in long-term government policy changes addressing issues of academic freedom; - Launching of agreed joint-projects - Third parties involvement in sustaining the project <p>Means: HR; TV (local transportation and international travel); ES; LO; OCS</p>	<ul style="list-style-type: none"> - The spectrum of opinions and number of participants; - Minutes of the meeting - Adopted Guiding principles; - Official document testifying the agreement on commitment to engage in long-term government policy changes addressing issues of academic freedom; - Joint projects launched; - Identification of new third parties interested in funding joint projects; - Media coverage <p>Action costs:</p> <ul style="list-style-type: none"> - The total budget of HR, ES; LO; OCS is to be split by all the project activities - The total amount for TV (local transportation and international travel) covers this activity, the hotline for 	<p>Risk: High-ranking officials of Israeli or Palestinian universities may decide not to attend. In such case, alternative candidates can be identified</p> <ul style="list-style-type: none"> - The international conference can generate high expectations, involve international participants and be widely publicized, thus pushing blocking groups call for boycott and organize demonstrations or parallel meetings. Such risk can be anticipated and reactions planned accordingly. <p>Favourable condition:</p> <ul style="list-style-type: none"> - UNESCO's good official relations with Member countries; - Mobilisation of academics and decision-makers by partners, through the preceding activities; - Benefit from the outcomes of the Encounters and the Meeting of presidents and rectors of Israeli and Palestinian institutions of higher education;

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			permits, the academic encounters, and the meetings of the Project Committee	
Expected result 2				
Activity f	Hotline for permits and freedom of movement	<ul style="list-style-type: none"> - Adequate mechanism developed in cooperation with the human rights NGOs dedicated to the freedom of movement ; - Improvement of the numbers of Palestinian academics coming to Israel and vice versa. <p>Means: HR; ES; LO; Other (Hotline for permits)</p>	<ul style="list-style-type: none"> - Number of visas/permits issued; - Official document agreed upon by authorities, facilitating academics' movements. <p>Action costs:</p> <ul style="list-style-type: none"> - The total budget of HR, ES; LO; is to be split by all the project activities - Other (hotline for permits - 4,000€) 	<p>Risks: Authorities unwilling to cooperate. In case of rejection public and international support for a revision of such decision will be engaged;</p> <p>Favourable condition: Mobilisation of decision-makers by grassroots partners, through the promotion of the programme activities.</p>
Activity g	Lobbying and campaigning	<ul style="list-style-type: none"> - Policy change in favour of the protection of the right of education; - NGOs involved in this campaign associated to the programme. <p>Means: HR; ES; LO; Other (Lobbying and campaigning)</p>	<ul style="list-style-type: none"> -Sensitization campaigns organised; - Number of visas/permits issued; - Official document agreed upon by authorities, facilitating academics' movements - Free flow of communication between Palestinian and Israeli academics re-established; - In addition to a case by case approach, internal and 	<p>Risk: Authorities unwilling to cooperate. In case of rejection public and international support for a revision of such decision will be engaged;</p> <p>Favourable condition: In the 1980's and early 1990's there were no problems of freedom of movement, and also most academics are on an age group that they are not perceived as a security threat</p>

18.05.2009

			<p>public report on results from such concerted efforts</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities -Other (Lobbying and campaigning 6,000€)</p>	
Expected result 3				
Activity h	Virtual clearing house	<p>- Virtual clearing house created; - Dialogue and cooperation between academics increased.</p> <p>Means: HR; ES; LO; Other (website and maintenance)</p>	<p>- Website set up; - Number of users and visitors of the website; - Detailed report on activities carried out through its</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities -Other (website and maintenance 7,000€)</p>	<p>Risks: No risk on the technical side. Favourable condition: - A larger number of academics may be interested to explore discretely common areas of interest; - This proposal came from the participants of the workshops organized under the auspices of UNESCO in 2008-2009.</p>
Activity i	Articles	<p>Articles published in Israeli and Palestinian newspapers, magazines, interviews in the printed and electronic media, separately and together, and posted on the website.</p>	<p>The articles/interviews in the media will be available</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project</p>	<p>Risks: No risk. In case of indifference or reluctance of the media, the posting of all documents on the website will represent an alternative way of communication. Favourable condition: - Encounters and</p>

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		<p>Means: HR; ES; LO; Other (articles)</p>	<p>activities -Other (articles 7,000€)</p>	<p>meetings will facilitate relations between academics, stimulating desire deepen themes discussed, and to exchanges analysis; - Dissemination of information on clearing house and discussions on academic freedom through the media can widen the circle of potential interested parties.</p>
Expected result 4				
Activity j	<p>Establishment, within the framework of the UNITWIN/UNESCO Chairs Programme, of a UNITWIN Cooperation Programme in the field of Academic Freedom</p>	<p>- Universities from both sides becoming member of the UNITWIN/UNESCO Chairs Programme, in the field of Academic Freedom; - Universities from the Arab Region and in Israel, establishing cooperation programme with third party university in Europe - Students and visiting professors participating in exchange programme.</p> <p>Means: UNESCO's contribution; HR; ES; LO; Other (UNITWIN Network)</p>	<p>- UNITWIN Progress reports; - Launching of UNITWIN/UNESCO Chairs Programme in the region; - Number of cooperation programmes established between universities of the regions and with third party universities.</p> <p>Action costs: - The total budget of HR, ES; LO; is to be split by all the project activities -Other (UNITWIN Network 20,000€ - UNESCO's contribution from regular budget)</p>	<p>Risks: Universities unwilling to engage in UNITWIN/UNESCO Chairs Programme Favourable condition: - The initial role of European Universities as a third party will encourage trilateral and eventually bilateral cooperation; - Benefit from the revised and adopted Guiding Principles; - Benefit from the Meeting of Presidents and Rectors of Higher Education Institutions from both sides; - Partners are grassroots organizations with good knowledge of the field situation and of academics in both sides.</p>

N.B. Human resources (HR); Travel (TV); Equipment and supplies (ES); Local Office (LO); Other Cost, Services (OCS)
UNESCO's staff time is to be considered contributing to all activities.