

# **MEETING AT WALI** **Planting Ethics Together**

## **A New Paradigm for Palestinian-Israeli Consensus Building through Academic Freedom and Academic Cooperation**

### Introduction - Importance of Academia Freedom in Israel and Palestine

The Israeli-Palestinian conflict has inflicted???? immense damage to the right to higher education and status of academic freedom in Palestinian and Israeli societies. Rather than serving as a bridge between the two conflicting peoples or a platform for society's leading intellectuals to voice positions of reasons or ideas for redress and reconciliation, universities in Israel and Palestine have become isolated from their social and cultural surroundings and centers of chauvinistic nationalism. Furthermore, for countless Palestinians living under Israeli occupation in the West Bank and Gaza Strip, universities in many instances have become unobtainable due to restrictions on the freedom of movement within and outside the region. As a result of these barriers to academic freedom and access to higher education, Palestinian and Israeli students are often uninformed of their rights to pursue research on certain topics, how to organize peacefully for the purpose of expressing their rights to freedom of speech and thought, or how to counteract racist trends on campus and in society at large.

In order to bring about sustainable and far-reaching reform in Palestinian and Israeli academia, the Center for Democracy and Community Development (CDCD) and the Palestinian Center for Media Research and Development (PCMRD) seeks to create an empowering environment for members of academia in both societies to work toward academic freedom, assuming positions of social responsibility, and ultimately taking an active role in contributing toward the end of occupation and all forms of violence and injustice in the two countries. Moreover, we aspire to enable Palestinian and Israeli academia to work together for the purpose of designing and implementing a novel academic curriculum that speaks directly to the conflict and aspirations of both sides. By creating such a curriculum and engendering a new pedagogical tradition in the classrooms of Israeli and Palestinian universities, the two sides can work together in a symmetrical relation and set common goals to achieving academic freedom and addressing other lingering aspects of the conflict.

Freedom of academic thought, research pursuits, and movement constitute fundamental pillars of promoting democracy and the free flow of ideas among Palestinians, Israelis and the international area. For Palestinians unable to leave the West Bank or Gaza, the only options for higher education are domestic institutions where exposure to innovative ideas and modes of thought can be restricted. In Israel, moreover, lack of positive interactions with Palestinian society and members of Palestinian academia emboldens nationalist sentiment and the use of academia as a platform to reinforce state strategies rather than analyze the conflict from a critical standpoint or devise solutions premised upon reciprocity and mutual understanding. Building a

common curriculum for and by members of Palestinian and Israeli academia will create a positive Palestinian-Israeli interaction and the creation of collective worldview where common

activities, responsibilities, and values will engender a sense of belonging, solidarity, and loyalty among all of its members.

In Palestinian and Israeli societies, the lack of academic freedom can be felt in a number of different sociopolitical contexts. In the case of the former, interventions by state security forces (including informants monitoring deviant behavior or political viewpoints from students and professors alike) and political parties has created a climate of fear in universities. Certain topics related to the conflict with Israel or the Palestinian nationalist divide have been rendered virtually off limit, and a consequence, limited constructive debate takes place and few new ideas are injected into the mainstream. Similarly on the Israeli side, academia is being increasingly politicized due to intervention from political movements and the Israeli Council for Higher Education, both of which have an adverse impact on the wherewithal of professors to voice opinions critical of their state or its policies in the occupied Palestinian territories. Clearly, the “other” represents not only a significant source of tension but also the most prominent obstacle to academic freedom in Palestinian and Israeli campuses. Accordingly, academia on both sides of the divide must work together to arrive at a mutual understanding and consensus of the other and how dialogue can be a gateway to freedom of expression and association on the campuses. Continuing along the current path of acting separately, retrenchment on Palestinian and Israeli campuses will continue apace and only serve to produce scholars alienated from their counterparts on the other side rather than socially conscious members of society committed to utilizing academia for the promotion of human rights and justice.

### Objectives

- Increase the scope of discussion on and awareness of the issue of academic freedom and the social responsibility of academia within, and later between, Palestinian and Israeli colleges and universities (including students, faculty, university employees, and professional unions).
- Create a joint Palestinian-Israeli committee composed of students and professors representative of academic disciplines and demographic segments from both societies dedicated to working together and disseminating knowledge on the necessity of improving academic freedom in both societies through dialogue, reciprocity, and symmetry of values and responsibilities.
- Lobby both Palestinian and Israeli governments to enact legislation guaranteeing freedom of thought, expression, and organization on campuses. With Israeli government, this will be extended to the rights of Palestinians, particularly in the Gaza Strip, to access institutions of higher education in the West Bank and abroad.
- Disseminate information to Palestinian, Israeli, and international audiences through joint Palestinian-Israeli publications (journal articles, policy papers, guiding principles/ethics, curriculums, etc.) and joint activities (student exchanges in Palestine and Israel as well as lectures and training courses in the region and abroad).

- Devise means in which members of Israeli academia can take on a more proactive role in assisting Palestinian students and professors unable to achieve their full education rights because of the restriction on internal and external freedom of movement in the West Bank and Gaza Strip.

### Methodology

- Conferences, workshops, and seminars, open forums, and in depth roundtable discussion within and between Palestinian and Israeli academia (see below for specific target groups at each college/university).
- Consultation of academics with decision-makers to introduce and reform legislation.
- Publication and dissemination of documents (policy papers, guiding principles, meeting reports, training manuals, journal entries, etc.).
- Academic networking through online platforms and joint scholarly endeavors.

### Proposed Summary

This project aims at laying the foundations for progressive and modern academic freedoms in Palestine and Israel. We intend to propose practical solutions to overcome the challenges and obstacles facing academia in both countries by developing an academic freedom “road map” on how Palestinian and Israeli academics can work together for the advancement of peace in the region. This will be achieved by, among other tactics, clearly identifying positive roles that Palestinian and Israeli intellectuals and campuses in general can assume to foster dialogue and a new discourse on human rights and freedom of expression. To date, the roles of Palestinian and Israeli universities and each of their constituent elements (students, professors, administrators, unions, etc.) in guaranteeing academic freedom on sensitive political topic and as stakeholders in the conflict resolution process have not yet been properly delineated. Additionally, the concepts of “academic freedom” and “social responsibility” remain ill-defined and ambiguous, particularly in light of the boycott movements prevalent on campuses on both sides of the divide as well as the overall breakdown in the political situation. Accordingly, the first task of the CDCD and PCMRD will be to convene a series of workshops and seminars with the three main groups of Palestinian and Israeli academia: professors, students (including student unions and political blocs), and administrators (including professional unions) at 20 universities/colleges: 10 in Palestine (the West Bank, East Jerusalem, and Gaza Strip) and 10 in Israel. For the first year of the project, we will conduct four sessions with each of the three groups at the select Palestinian and Israeli universities in order to work toward defining the concepts of social responsibility as well as academic freedom and all of the associated rights regarding freedom of speech and assembly. We will also discuss and record what each group views as the key challenges and constraints in addressing these issues and how they envision a proper relationship with the “other” can serve to advance the cause of academic freedom across the region. Upon convening all the requisite meetings with the different groups (see budget for the precise number

of meetings in each country), we will hold two final conferences (one in Israel and one in Palestine) to bring together all of the groups in order draft a final report that discusses and analyzes the requirements and conditions that each side views as essential to ensuring academic freedom, access to education, how the other side should be a part of this endeavor. This final report will be written and distributed by researchers from the two partnering organizations and utilized during the second stage of the project for the purpose of lobbying decision makers in the Israeli Knesset and Palestinian Legislative Council to ratifying appropriate legislation guaranteeing academic freedom in the Basic Laws of each country.

During the second stage of our project, which will last approximately six months, we will build upon the momentum of our work with the Palestinian and Israeli groups and convene a total of five joint sessions of Palestinians and Israelis to work together on the topics discussed the previous year in each of the respective unilateral meetings. Copies of the final reports from the two conferences of the first stage will be distributed to participants from the other side (translated into the appropriate language) so that the two sides can adopt a common frame of reference and identify key themes that they can work together toward reforming. A Joint Sessions Task Force composed of dedicated Palestinian and Israeli members from each of the three participating segments (two teachers, students, and administrators from side) will also be formed to guarantee impartiality and work in union toward the creation of a code of conduct for universities and their staff to guarantee and fight for academic freedom. The second stage of the project will culminate in a two-day conference that will bring members of Palestinian and Israeli academia together for the production of a final report, guiding set of Principles for Academic Freedom, and framework for academic cooperation toward the purpose of ending occupation practices and injustices.

For the third and final stage of the project, also to last around six months, will be dedicated to meeting with and lobbying decision makers to formally adopt provisions of the code of ethics and Guiding Principles for Academic Freedom as well as disseminating the outputs (see section below) to the general public, particular Palestinian and Israeli universities, research centers, and NGOs, and the international donor community. Furthermore, the CDCD and PCMRD, in cooperation with the Joint Sessions Task Force will also assemble a joint Palestinian-Israeli delegation to conduct workshops and lectures in the region and abroad. Part of the mission of the joint delegation will include working with professors and faculty from both Palestinian and Israeli academia in devising a curriculum geared toward local students studying the field of Peace and Conflict Studies in the Middle East. This curriculum will be the result of equal input from both sides and will thus reflect how members from Palestinian and Israeli academia view the conflict and its impact on education as well as how they envision overcoming the injustices that emanate from occupation. Lastly, as a means of providing Israeli academics with the opportunity to assume a more proactive role consistent with their social responsibility during times of conflict, we will create an Israeli “Visa Committee” whose members will be tasked with developing a “Future Vision” document that supports the education rights of Palestinians. This committee will also intervene in solving some of the obstacles Palestinians face in obtaining access to institutions of higher education through lobbying activities and open letters to different Israeli media outlets. The committee will review individual past cases as well as propose a series of recommendations consistent with Israeli and international law that the CDCD will work toward implementing at the state level.

## Expected Outputs

Upon the completion of our project duration of 30 months, the following outputs are anticipated:

- Two conference papers (one Palestinian and one Israeli) delineating the primary challenges, constraints, opportunities, and needs of academia in each society, and where linkages and similarities with the other side can be found and constructively built upon.
- Two draft legislative proposals (one from each side) to be submitted to each respective government as a means of institutionalizing academic freedom and rights on in the basic laws of both countries. Different types of lobbying activities will also be included to increase the chances that the proposal recommendations will be enacted into formal legislation.
- One common report, to be completed by the Joint Sessions Task Force at the end of the project, about the status of academic freedom in Palestine and Israel and how improvements on it can facilitate convergence of interests and symmetry between the two sides.
- The publication of an updated version of the 2005 Guiding Principles for Academic Freedom and Cooperation in Israel and Palestine.
- The formation of an Israeli “Visa Committee” to work to publish “Future Vision” that addresses violations of Palestinians rights to higher education as a result of the occupation and pledges to work at the government level to formally cease all such violations and guarantee that Palestinian students have adequate access to scholarships and the freedom to safely cross and return from domestic international borders to pursue their university studies at home and abroad.
- Development of a common curriculum by and for Palestinian and Israeli students that defines academic freedom and draws upon past examples of successfully conflict resolution from around the world and from within Israel-Palestine. This curriculum will serve as a model for
- Joint activities for Palestinian and Israeli students to conduct dialogue and assume positions of social responsibility in their respective societies. These students will work in the region as well as abroad to convene lectures, workshops, and seminars to reach a wider audience.
- The creation of a quarterly, peer-reviewed “Israeli-Palestinian Academic Journal” consisting of original essays that research, analyze, and discuss different facets of academic freedom and rights in the context of the Middle East. This journal will ensure the sustainability of the current initiative after the official project duration and ensure the dissemination of the project content to a wider Palestinian, Israeli, and international audience.

## Challenges

The primary challenges that this project anticipates facing can be summarized as follows:

- Members of Israeli and Palestinian academia may be reticent to participate in a joint project that includes members from the other side.
- Security apparatuses from both sides – each of which have significant influence on activities with their state’s respective campuses – might reject the idea and protest the means in which we are promoting academic freedom because of their prevailing interest in the status quo.
- Certain members of Israeli academia will refuse to participate in the academic committee or intervene in facilitating the academic freedom of Palestinians by adopting the security concerns of their government.
- It may be difficult in finding a neutral venue that Palestinians Israelis will agree to meet and openly discuss their views in. Likewise, the restrictions on Palestinian freedom of movement, particularly for Palestinian students, professors, and university employees in Gaza, may render it difficult to ensure their full and equal participation in the project.
- In the current climate of political hostility, the Knesset and/or the PLC might refuse to enact any legislation regarding the issue of academic freedom that includes references to the other side.

Budget: Total = \$650,000 U.S.

<b>Stage</b>	<b>Activity</b>	<b>Participants</b>	<b>Cost (U.S. Dollars)</b>
1	4 workshops with 3 bodies (Professors, students,	10 Palestinian colleges/universities	\$100,000

	administrators) at 10 universities = 120 workshops.		
1	4 workshops with 3 bodies (Professors, students, administrators) at 10 universities = 120 workshops.	10 Israeli colleges/universities	\$100,000
1	2 day final conference from all colleges/universities	Representatives from 10 Palestinian colleges/universities	\$10,000
1	2 day final conference from all colleges/universities	Representatives from 10 Israeli colleges/universities	\$10,000
2	5 joint sessions from academic representatives	Representatives from 10 Israeli and Palestinian colleges/universities	\$10,000
2	2 day final conference	Representatives from Israeli, Palestinian, and international academia	\$10,000
2 + 3	Lobbying government officials	Representatives from Palestinian academia	\$5,000
2 + 3	Lobbying government officials	Representatives from Israeli academia	\$5,000
3	Joint projects (student exchanges and research projects, travel abroad seminars and workshops, confidence building measures, etc.).	Representatives from Palestinian and Israeli academia.	\$150,000
3	Publication (final Palestinian and Israeli conference reports, Guiding Principles of Academic Freedom, Israeli Visa Committee Documents, etc.).	CDCD and PCMRD	\$50,000
3	Administrative (overhead, travel, printing, office supplies) and salary	CDCD and PCMRD	\$200,000

	(coordinator) costs		
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SLIDE 1

Title page

CENTER FOR DEMOCRACY AND COMMUNITY DEVELOPMENT- JERUSALEM

## Academic freedom in Israeli and Palestinian Universities - a bridge or obstacle for cooperation? SHAPING NEW PRINCIPLED GUIDELINES

ACTION RESEARCH TEAM :WALID SALEM [AL QUDS UIVERSITY], EDWARD EDY KAUFMAN,[UNIVERSITY OF MARYLAND, [NORWEGIAN ACADEMIC, UNIVERSITY.....] SCOTT RATNER [CDCD, UMD AND HAIFA U? ], ZOE LEVRONIK [HAIFA UNIVERSITY]

Sponsored Foreign Ministry, Norway [NORWEGIAN EMBASSY,JERUSALEM? ASK FOR OFFICIAL NAMING]

SLIDE 2ki

CONTENTS:

1. A NEW APPROACH TO THE PRESENT REALITIES
2. DEFINING ACADEMIC FREEDOM IN A UNIVERSAL CONTEXT
3. ACADEMIC FREEDOM, INTEGRITY AND SOCIAL RESPONSIBILITY
4. ACADEMIC FREEDOM IN ISRAEL AND PALESTINE
  - A) ISRAEL
  - B) PALESTINE
5. IMPACT OF ASSYMETRICAL REALITIES- OCCUPIED AND OCCUPIER
  - A) PREVAILING ATTITUDES AMONG ISRAELI ACADEMICS
  - B) PREVAILING ATTITUDES AMONG PALESTINIAN ACADEMICS
6. ISRAELI-PALESTINIAN ACADEMIC COOPERATION- PREVIOUS RECORD
  - A)FIRST ATTEMPTS BEFORE AND DURING OSLO – NO CODE OF ETHICS
  - B)AFTER CAMP DAVID II/INTIFADA AL AQSA – DECREASED COOPERATION
  - C) FRAMING TERMS OF REFERENCE – FIRST CODE OF ETHICS [UNESCO, 2005]
  - D) DECLARATION (AMBASSADOR HOTEL 2011)
- 7.SHAPING NEW PRINCIPLED GUIDELINES
8. THE CHALLENGES AHEAD [PROJECT PROPOSAL]
9. SELECTION OF PARTICIPANTS TO THE JOINT STEERING COMMITTEE
- 10 TASKS FOR THE STEERING COMMITTEE
11. SUMMING UP



## 12. QUESTIONS FOR DISCUSSION

[TOTAL 22 SLIDES?] ESTIMATED TIME FOR PRESENTATION 44-66 MINUTES?

### Guiding Principles for Israeli-Palestinian Academic Freedom and Cooperation- Outline

#### **Acknowledgements:**

- Participating individuals and entities – Center for Democracy and Community Development (relevant staff), the project team (Walid, Edy, Scott, Zoe), members of Israeli and Palestinian academic steering committees, editors and evaluators of the document, and Norwegian Embassy in Jerusalem.

#### **Chapter 1: Academic Freedom in the International Community**

- Examination of declarations and documents from bodies such as the International Association of Universities.
- Brief discussion on past instances where academic freedom faced challenges as a result of ethno-nationalist conflict and how such challenges were either successfully or unsuccessfully overcome.

#### **Chapter 2: Background: Academic Freedom in Israel and Palestine**

- Discussion of Israeli-Palestinian academic freedom in light of the transformations in the conflict (hostilities in Gaza, fracturing of Palestinian unity, political polarization in Israeli society and the Knesset, UN recognition of Palestine as non-member state, etc.) since the initial publication of the 2005 Guiding Principles.

- Status of academic freedom on Israeli and Palestinian campuses and interactions between civil society and universities in both regions.
  - Summary of 2012 Leslie Temple report.
  - Statistics and brief anecdotes of Palestinian students and professors whose rights to institutions of higher education and home and abroad that have been adversely affected by the restrictions on external and internal movement restrictions.
  - Past Israeli and Palestinian initiatives crafted in order to have a positive impact on the political process, civil society dialogue, and academic freedom in the region.
  - The impact of Palestinian national disunity and PNA policies (i.e. pressure on professors and security interventions [in addition to those of the Israeli army] on campuses) on academic freedom and research/funding opportunities.

### **Chapter 3: Social Responsibility of Academics Under Circumstances of Occupation and Assymetry**

- Stance of the International Association of Universities and other relevant transnational professional academic bodies.
- Discussion of the 1915 Declaration of Principles, which ostensibly conditions academic freedom on “correlative obligations” to further the ‘integrity’ and ‘progress’ of scientific inquiry
  - Does this imply that academic freedom cannot exist when it does not practice reciprocity with society at large or engage social groups on sensitive or conflictual political matters in constructive dialogue?
- Richard T. De George. “Ethics, Academic Freedom, and Academic Tenure.” *Journal of Academic Ethics*, vol. 1, no. 1 (2003), pp. 11-25.
  - Exploration of the concept that “...Both academic freedom and academic tenure are not only rights but also carry with them moral obligations.”
  - Should academic ethics include a shared understanding of democracy, human rights, etc? How can such a principle guide those that disagree on politically substantive issues?
- M. William Bhaskaran. “Role of Academics in Conflict Resolution.” Gandhian Institutes Bombay Sarvodaya & Gandhi Research Foundation.
  - Theoretical models and various empirical cases.
  - Academia as platform for developing conflict resolution methods for society and for the dissemination of societal imperatives.
- Brief summary from case studies around the globe:

- International Conference: Academic Freedom and the Social Responsibility of Academics and Researchers in Africa. <http://www.codesria.org/spip.php?article674>
- The Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics (1990).

**Chapter 4: Impact of Anti-Normalization/Cooperation (need to discuss which term is most appropriate) Movements on Academic Freedom in Israel and Palestine**

- Growing politicization of academia on Israeli campuses.
  - Wide range of English and Hebrew articles from the international and Israeli media discussing the general atmosphere and specific issues – Ben Gurion University controversy with Im Tirzu, Ilan Pape, growing role of The Council for Higher Education for Israel’s Committee of Planning and Budgeting
- Impact of BDS and the academic boycott on academic freedom in Palestine and Israel
  - Journal of Academic Freedom: Volume 4 (Special issue on the Palestinian BDS and academic boycott).
  - Omar Barghouti. “Boycott, Divestment, and Sanctions: The Global Struggle for Palestinian Rights,” and “Resistance as an Indispensable Component of Development Under Colonial Conditions: Boycott, Divestment, and Sanctions (BDS) as a Case Study.”
- Finding common ground through Guiding Principles of Academic Freedom and the social responsibility of Israeli and Palestinian professors.
  - Bruce Maddy-Weitzman. “Palestinian and Israeli Intellectuals in the Shadow of Oslo and the Intifadat al-Aqsa.”
  - “Breaking the Wall.” (particularly Amal Jadou and Yonit Levanon).
  - “Shared Histories.”
  - See overall bibliography.

**Chapter 5: Preparing the Code of Ethics/TERMS OF REFERENCE**

**SECTION TO DISCUSS**

- Why the 2005 version requires a revised and updated version?.
- Summary of Israeli and Palestinian Steering Committee meetings and joint workshops.
- Importance of symmetry and social responsibility.
- Assumption that Israeli and Palestinian universities as well as their faculty and student body adhere to the principle of academic freedom as defined by International Association of Universities.
  - How can this definition be modified to fit the CURRENT Israeli-Palestinian context?

- How should the issue of a/symmetry define the roles of academia in the context of the occupied-occupier relationship.
  - What is the different between TARGETTED/selective boycott and full boycott?
- 
- Are selective/TARGETTED boycotts/selective cooperation legitimate tools for people under occupation or are they counterproductive measures that only increase polarization and limit the potential for dialogue to end occupation?
- What does it mean to “act-knowledge” in a situation of occupation, violence, and struggle for change?
  - How can the gravity of the situation be internalized and publicly act-knowledged?
- If and when Palestine achieves genuine independence and statehood, how can a set of guiding principles of academic freedom have a positive influence on FUTURE Israeli-Palestinian relations. ?
- 8 issues with Palestinians, freedom of campus, [occupation, security Palestinian, clans, political parties- violence, social responsibility to community, freedom of thought, freedom of research how to promote knowledge production [the right to cooperate with anybody else to acquire knowledge, other academics include Israelis], access of information, freedom of speech, ngo monitor, freedom or expression, freedom of association [election of the student union], [al quds and brandeis, what are the limits], promote nonviolent means to provide nonviolent, + social responsibility

## **Chapter 6: Concluding Remarks**

- Overall lessons of the Israeli-Palestinian joint and unilateral meetings.
- Future challenges, constraints, and opportunities of academic freedom in Israel-Palestine and how it can help transform the situation of occupation, particularly in light of the (seemingly) failed last round of negotiations.

Adnan samara, open university director

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**Ppt HEADING, FIRST DRAFT EDY, COMMENTS FEEDBACK REQUESTED BEFORE APRIL 18)**

**SLIDE 1- Title page**

**CENTER FOR DEMOCRACY AND COMMUNITY DEVELOPMENT- JERUSALEM**

# Academic freedom in Israeli and Palestinian Universities - a bridge or obstacle for cooperation? SHAPING NEW PRINCIPLED GUIDELINES

MOSHE

FEW WORD INTRODUCING THE SPEAKERS AND THE SUBJECT

SPEAKERS: VERY SHORT, MANY YEARS WORKING TOGETHER, CO-AUTHORING ARTICLES AND BOOKS [ONE OF THEM: "BREAKING THE WALL: SOCIAL RESPONSIBILITIES OF ACADEMICS AT TIMES OF VIOLENT CONFLICT"]

THIS BOOK IS RELATED TO THE SUBJECT OF TODAY'S GATHERING: NO SECRET THAT WHAT WAS ONCE BEFORE AND AFTER THE OSLO ACCORDS A VIBRANT REALITY OF COOPERATION IS NOW AT ITS LOWEST LEVELS

TOWARDS A NEW APPROACH TO THE PRESENT REALITIES- CAN THE SHARED ADHERENCE TO ACADEMIC FREEDOM BE A YARDSTICK FOR TESTING LEGITIMATE ACADEMIC COOPERATION ACROSS THE DIVIDE?: ON THE ISRAELI SIDE, CAN ACKNOWLEDGING SOCIAL RESPONSIBILITY FOR REDRESSING ASYMMETRICAL SITUATION- OCCUPIER/OCCUPIED BRING TO A STRONG BOND? ON THE PALESTINIAN SIDE, THE GROWING APPEAL TO JOIN A TOTAL BOYCOTTS/DE-INVESTMENT/SANCTIONS/ OF ISRAEL DIFFERENTIATE AMONG GOVERNMENT POLICIES AND CIVIL SOCIETY? CAN BOYCOTTS BE TARGETTED RATHER THAN INDISCRIMINATE, SELECTIVE RATHER THAN TOTAL? THIS ARE QUESTIONS THAT EDY AND WALID ARE ENGAGED TO FIND COMMON ANSWERS, AND PERHAPS A CODE OF ETHICS THAT CAN MAKE ISRAELI/PALESTINIAN ACADEMIC COOPERATION NOT ONLY POSSIBLE BUT A GENUINE CONTRIBUTION TOWARDS A JUST PEACE.

ASK SPEAKERS TO BE SHORT, MOST IMPORTANT IS COLLEAGUES CONTRIBUTION TO THE ISSUE AND PERHAPS A FEW AMONG THE PRESENT MAY LIKE TO CONTINUE MEETING A COUPLE OF TIMES DURING NEXT MONTHS WITH PALESTINIAN ACADEMICS TOWARDS THE SEARCH OF A COMMON FORMULATION OF WHAT SHOULD BE THE BASIS OF SUCH COOPERATION

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PASS THE FLOOR TO EDY:

AS MOSHE SAID, INTROSPECT OF THE ISRAELI SIDE, OBSTACLES AND PROMISE OF ISRAELI ACADEMICS

DEAL MOSTLY TO WHAT CAN BRING ISRAELI ACADEMICS TO TRANSLATE THEIR ADHERENCE TO ACADEMIC FREEDOM TO A MORE VIGOROUS AND SALIENT CONTRIBUTION TOWARDS PEACE? MEDICAL HIGH STANDARDS OF ETHICS/HIGH STANDARDS OF COOPERATION – BORROW THEIR APPROACH DIAGNOSIS/PROGNOSIS/

DIAGNOSIS: ACTION RESEARCH BOOKS, ARTICLES, A FEW COPIES LEFT OF A JOINT ANALYSIS PUBLISHED BY UNESCO [AVAILABLE ELECTRONICALLY] ALSO A DRAFT ANALYSIS OF THE STATUS OF ACADEMIC FREEDOM

SHARED HUMAN RIGHTS, DEMOCRACY, PEACE, HOW NOT WORK TOGETHER ACROSS THE DIVIDE AND WITH EACH OTHER FOR SUCH GOALS?

UNIVERSITIES ADHERE TO ACADEMIC FREEDOM, WHY NOT FINDING A WAY TO WORK TOGETHER

REALITY: ASSYMMETRY OF THE CONFLICT, OCCUPIED/OCCUPIER, NOT ONLY AS AN INDIVIDUAL BUT ALSO PROFESSIONALLY, [UNIVERSITY CLOSURE, FREEDOM OF MOVEMENT, FREEDOM OF STUDY STUDENTS FROM GAZA/FREEDOM OF INVITING CHOMSKY

NEAR ONLY BARRIER TO ISRAELI ACADEMIC FREEDOM: ISRAELI/ARAB CONFLICT, OTHERWISE NO OTHER MAJOR ISSUES, NOT IN THE SENSE OF FREEDOM OF EXPRESSION, RADICAL ISRAELI ACADEMICS [SOME GROWING PROBLEMS THERE TOO] – WHEN CHECKING IAU ACADEMIC FREEDOM, PREOCCUPATION OF THE OTHER SOCIAL RESPONSIBILITY, AND THE MOST EDUCATED SECTOR OF SOCIETY.

INSULARITY SALIM TAMARY, ACT-KNOWLEDGMENT STANLEY COHEN,

COOPERATING, PUBLISH OR PERISH, IVY LEAGUE MORE IMPORTANT THAN WITH PALESTINIAN UNIVERSITY, ANYWAY THEY ARE CALLING FOR BDS

OPEN TO COOPERATION AS WITH CANADIAN, ITALIAN, BUT INFERIOR CONDITIONS ARE RELATED TO MY SUPERIOR CONDITIONS? EVEN IF NOT SO, ACADEMIC FREEDOM NO COLLECTIVE PUNISHMENT OF CLOSURE UNIVERSITIES, EVEN THE BRITISH ON THIS VERY CAMPUS ALL CELLS OF STERN GROUP, IRGUN, HAGANA, NOT CLOSED, IF ISRAELI AND PALESTINIAN UNIVERSITIES UNDER SAME REGIME, CAN I IGNORE THAT THE LEVELS OF CONTROL IN PART OF MY SYSTEM?

PROGNOSIS, BDS IS GETTING WORSE, SELF-ENLIGHTENED INTEREST, DEFENSE OF EQUAL RIGHTS, WROTE ABOUT IT SEVERAL ARTICLES

MOVE QUICKLY AND FINISH WITH TREATMENT

WORKING GROUP TO CHECK AGAIN REFORMULATION OF A CODE OF ETHICS OF ISRAELI/PALESTINIAN COOPERATION IN ALL FIELDS

- A) RECOGNIZE ASSYMMETRY
- B) WILLINGNESS TO ACT UPON SUCH RECOGNITION
- C) WHILE UNDERSTANDING SEPARATION OF PERSONAL/INDIVIDUAL POLITICAL POSITION TO PROFESSIONAL ETHICAL AND STILL AS PHYSICIANS, TREAT EQUALLY ALL PATIENTS, DOCTORS.
- D) NOT POSSIBLE TO HAVE FULL ACADEMIC FREEDOM IN ONE SIDE IF NOT PROVIDING SAME FREEDOM TO OTHER MEMBERS OF A COMMUNITY UNDER THE SAME RULERS, WITH DIFFERENT RULES.
- E) HOPE WE FIND SOME VOLUNTEERS AT THE END OF PRESENTATION TO COME AND WORK TOGETHER A FEW SESSIONS AT LEAST WITH FEW PALESTINIAN COLLEAGUES

THANKS,

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WALID: SUGGEST YOU ANALYZE FOR THE PUBLIC

A] THE MANY ASPECTS OF RESTRICTIONS IN ACADEMIC FREEDOM

B] THE DIFFERENT LEVELS OF ANTI-NORMALIZATION

## C] SANCTIONS AS A LEGITIME NON-VIOLENT WAY OF ACTION

Sponsored Foreign Ministry, Norway [NORWEGIAN EMBASSY, JERUSALEM? ASK FOR OFFICIAL NAMING]

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SLIDE 2

PRESENTATION'S CONTENTS:

7. A NEW APPROACH TO THE PRESENT REALITIES- TEST FOR LEGITIMATE ACADEMIC COOPERATION ACROSS THE DIVIDE?: ACKNOWLEDGING SOCIAL RESPONSIBILITY FOR REDRESSING ASSYMETRICAL SITUATION- OCCUPIER/OCCUPIED
  - 8.
  9. A NEW APPROACH TO THE PRESENT REALITIES- TEST FOR LEGITIMATE ACADEMIC COOPERATION ACROSS THE DIVIDE?: ACKNOWLEDGING SOCIAL RESPONSIBILITY FOR REDRESSING ASSYMETRICAL SITUATION- OCCUPIER/OCCUPIED
  10. DEFINING ACADEMIC FREEDOM IN A UNIVERSAL CONTEXT
  11. ACADEMIC FREEDOM, INTEGRITY AND SOCIAL RESPONSIBILITY
  12. ACADEMIC FREEDOM IN ISRAEL AND PALESTINE
    - C) ISRAEL
    - D) PALESTINE
  13. IMPACT OF ASSYMETRICAL REALITIES- OCCUPIED AND OCCUPIER
    - C) PREVAILING ATTITUDES AMONG ISRAELI ACADEMICS
    - D) PREVAILING ATTITUDES AMONG PALESTINIAN ACADEMICS
  14. ISRAELI-PALESTINIAN ACADEMIC COOPERATION- PREVIOUS RECORD
    - A) FIRST ATTEMPTS BEFORE AND DURING OSLO – NO CODE OF ETHICS
    - B) AFTER CAMP DAVID II/INTIFADA AL AQSA – DECREASED COOPERATION
    - C) FRAMING TERMS OF REFERENCE – FIRST CODE OF ETHICS [UNESCO, 2005]
    - D) DECLARATION (AMBASSADOR HOTEL 2011)
7. SHAPING NEW PRINCIPLED GUIDELINES
  8. THE CHALLENGES AHEAD [PROJECT PROPOSAL]
  9. SELECTION OF PARTICIPANTS TO THE JOINT STEERING COMMITTEE
  10. TASKS FOR THE STEERING COMMITTEE
  11. SUMMING UP
  12. QUESTIONS FOR DISCUSSION

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[TOTAL 22 SLIDES?] ESTIMATED TIME FOR PRESENTATION 44-66 MINUTES?

[PRESENTATION CAN BE DIVIDED BETWEEN WALID AND EDY, IF TOGETHER; OR EACH SEPARATELY WHEN PRESENTING ALONE]

