

**Final Report**

**Evaluation Human Rights Masters Programmes**

**Evaluation of the African LLM based at the Human Rights Centre,  
University of Pretoria, and the Mediterranean Master on Human Rights  
based at the University of Malta**

**MEDE European Consultancy**

**in partnership with**

**Netherlands Humanist Committee on Human Rights**

**and The Danish Institute for Human Rights**

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**By Bård Anders Andreassen, Gerd Oberleitner  
with the assistance of Tonio Ellul and Zuberi Farhana**

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## Executive Summary

1. This evaluation addresses two regional Masters degree programmes on human rights and democratisation funded mainly by grants from the European Union, the LLM in Human Rights and Democratisation in Africa (Human Rights Centre, University of Pretoria) and the Mediterranean Masters Programme in Human Rights and Democratisation (University of Malta).

2. The evaluation describes the operation of these Masters programmes and examines whether they meet their objectives, fulfil the criteria for added-value of EU funding, and assesses the likely and actual impact that the programmes may have on the professional lives and careers of the alumni. The report also addresses the ownership and effectiveness of the programmes, obstacles and problems encountered as to the background, skills and recruitment of students as well as problems of administrative nature. The evaluation is put in context of the whole European Masters Programme, and particularly the course offered at the University of Padua in Venice. It is based on terms of reference by the European Commission and makes use of relevant project documents as well as interviews in Malta and Pretoria.

3. The African LLM in Human Rights and Democratisation is a 12 months for 25-30 exclusively African students. 5 partner institutions take part in the programme. The overall goal of the African degree is to educate young professionals at post-graduate level by providing academic training in the norms, standards, institutions and mechanisms for the protection and promotion of human rights and democracy.

The Mediterranean Masters Programme in Human Rights and Democratisation is a 12 months-programme for 40-50 students from the Mediterranean region and beyond. Its target groups are post-graduate students, government officials, including law enforcement officers, teachers, NGOs, women's rights activists, practising lawyers, journalists, business graduates and other graduates with an interest in human rights and democratisation. 18 partner institution in the region and 6 partners outside participate.

4. In both programmes, the first term takes place at the host University while in the second term students go to a partner universities, where they write dissertations and have the possibility for internships. Both programmes combine academic teaching with operational skill-building activities. While presenting the international human rights framework, both programmes focus on regional aspects of human rights and democratisation in their respective curricula.

5. The evaluation found that both programmes have a full inter-university structure with active participation and involvement in decision-making of the partner institutions. Partner institutions were considered to have a high level of achievement in human rights and democratisation issues, although the evaluation did not allow for a detailed analysis of all partners involved. Both Masters programmes have been successful in establishing an academic network suitable to their needs and objectives. Both bridge gaps between different academic environments and cut through language barriers.

6. Formal recognition of the degree in partner countries is guaranteed, although the Malta Masters might have to ensure that this is translated onto the practical level.

Both Masters put strong emphasis on operation skill-building activities. Both programmes make use of an acknowledged academic journal, which is distributed within the region and outside to further research and publish selected dissertations. The Masters differ in their success as far as the internship program is concerned.

The Pretoria Master has a more formalised system, including a follow-up to students' activities. In the Malta Master, only few students opt for an internship. This system could be improved. Both programmes allow for a great variety of activities (a one-week tour through European human rights institutions and an academic conference in the Malta Master, field trips to Rwanda and the ICTR in Arusha and a dissertation workshop in the Pretoria Master). The Pretoria Master sets an interesting example with the Mandela Award.

7. The quality and content of teaching is high-level, rewarding and demanding in both Masters programmes, involving a great number of experts from within and outside the region. The curriculum differs to quite an extent due to the different objectives and background of students. The length of the Masters programmes and of the respective components is a matter of discussion. Tight schedules make both programmes utterly demanding, and more time for writing the dissertations should be allowed in both programmes. In the Malta Masters, the timing of the internship could be made more flexible. The Pretoria Master suffers from a lack of assistance and guidance for students to counter the 'flying-teacher'-phenomenon. The Malta Master deals with this better through its excellent system of formal and informal tutoring.

8. The Malta Masters is more focused on providing information on the EU's human rights activities and policies; the Pretoria Masters is on the way of integrating this issue better into its curriculum.

9. The selection process of students is transparent, standardised and successful in securing a diverse and high-level group of students in both programmes. Neither language barriers, educational or academic background seriously impede the selection of students. Both programmes offer English language courses. Both programmes offer scholarships for students from within the region. The Malta Masters would benefit from more applications from Mediterranean countries not yet represented. The Pretoria Masters should consider allowing non-African students into the programme.

10. The system of student representation is successful in both programmes, and both programmes succeed in ensuring consistency in the examination and assessment of dissertations. Both Masters programmes allow for evaluation of teaching staff and experts.

11. The Pretoria LMM puts more emphasis on following up graduates' career development, while little information on this is available in the Malta Master. In the Pretoria LLM case there is a high degree of return by students to the home countries and institutions after completing their degree. Networking takes place at the informal level only. Both programmes look into the possibility of establishing alumni associations, but have no clear vision about the format and objectives of such associations.

12. In both Masters programmes, the effectiveness as to the objectives, the relevance for the stakeholders, the issue of ownership of host institutions and the impact on the stakeholders can largely be answered positively. Although quantitative data will have to be made available in future evaluations, there are indications that both programmes succeed in having a considerable impact on the professional and personal lives of alumni and, upon return to their home countries, on their immediate environment.

## 1. Introduction

This evaluation addresses two regional Masters degree programmes on human rights and democratisation funded mainly by grants from the European Union. The two programmes are the LLM in Human Rights and Democratisation in Africa, located at the Human Rights Centre, University of Pretoria and the Mediterranean Masters Programme in Human Rights and Democratisation at the University of Malta.

The main purpose of the evaluation is to describe the operation of these Masters Programmes and examine whether they meet their objectives, fulfil the criteria for added-value of EU funding, and to assess the likely and actual impact that the Programmes may have on the professional lives and careers of the alumni. The report also addresses the effectiveness of the programmes, and obstacles and problems encountered as to the background, skills and recruitment of students as well as problems of administrative nature. As these are programmes of co-operation of a number of partner universities, the ownership that the host and partnership institutions feel to the Programmes is also addressed.

The terms of reference requests that the evaluation of these two Masters are put in context of the whole European Masters Programme, and particularly the course offered at the University of Padua in Venice. We therefore shortly describe the Masters Programme in general and the Padua programme more specifically. This is followed by a discussion of the methodology we have applied in carrying out the evaluations before the evaluations are presented and compared, and summaries and recommendation provided. Main reference documents, including the terms of reference, are presented as appendixes.

## 2. The Human Rights Masters Programmes funded by the European Union

Since 1997, a number of regional Masters Programmes in Human Rights and Democratisation financially supported by the European Union have been set up as academic programmes of co-operation between selected partner universities. Up to 80% of the funding of these programmes comes from the EU Commission. At the present programmes are operating in Europe co-ordinated by the University of Padua in Venice, another is covering the Mediterranean region with the host institution in Malta, one is set up for Eastern Europe and based in Sarajevo and a programme covering Sub-Saharan Africa is based in Pretoria in South Africa. In addition programmes have been established for Asia (University of Hong Kong) and Latin America (based in Quito).

The programmes have in common that they offer post-graduate courses, and include co-operation of a number of partner universities within each regional programme. All programmes are one-year courses and focus on human rights issues and topics in the respective regions where they are presented. Some of the programmes are inter-disciplinary while others offer an LLM degree, addressing students with a background in law. The programmes also have in common that the first semester takes place at the host University while in the second term students split up and go to a partner university in the region in smaller groups where they spend the semester taking one Module of teaching on “human rights in the field”, and write their dissertation.

The Masters courses also have in common that they expose the students to practical human rights issues of high relevance to the respective regions, including study visits to human rights bodies. The practical dimension is strengthened by internships to human rights institutions and organisations as part of the programmes, and in some cases a longer internship after the completion of the programme. Hence, the idea of the regional Masters degree programmes is to offer high quality education and relevant practical exposure to human rights issues. As the recruitment of students is a blend of fresh graduates and students with a considerable working experience in a number of public or private institutions, it is expected that important and lasting networks of human rights post-graduates, practising in teaching legal institutions and human rights organisations, will emerge.

The European Masters degree offered by the University of Padua in Venice is the main reference point for the two Masters degrees under review in the present report. This was the first regional Masters in human rights and democratisation and supported by the EU Commission. It was launched in July 1997 by the “Charter of the European Masters Degree”, the so-called Venice Charter, which was adopted by an initial group of 15 “founding” universities. In September 2001, a revised Venice Charter was adopted, reflecting the enlargement of the network. In 2001 and 2002, 12 new partners joined the network.

From its inception, the primary aim of the programme was to educate high-level professionals in the field of human rights and democratisation, making them qualified to work as academics, staff members or field workers of inter-governmental, governmental, and non-governmental organisations. Another important goal was to create a European network of curriculum development and staff exchange among universities in the field of human rights.

The contents of the European programme’s curricula consists of four teaching blocks, i.e., the history, philosophy and politics of human rights and democracy; human rights and humanitarian law; universal and regional systems for the protection of human rights; and human rights and democracy in the field.

Partner universities commit themselves to provide teaching staff for the programme, accommodate students in the second semester, take part in the council of directors, and to collaborate on reporting to those institutions that offer funding for the programme. Each partner university also provides tutors.

The European Masters is presented as a multi-disciplinary programme that seeks to establish links between human rights, democracy, peace and development. The programme offers a “action and policy-oriented approach” to learning about international relations, law, philosophy, anthropology, political science and sociology. Briefly, the Padua Masters differs from other, conventional human rights Masters in several respects:

- Students are recruited from all EU member states, and states who have applied for EU membership. This brings together a rich variety of diverse experiences, which is of intrinsic value in the teaching programmes. At the same time the programme aims to nurture and contribute to the development of common European values in the field of human rights and democracy. This may be seen as representing a normative as well as a political vision of the European Masters;

- The diversity in the composition of the teaching staff is expected to have similar effects: to enrich the education programmes by the exchange of ideas and perspectives across academic and national boundaries. The teachers of the programme hold a very high academic standard, which is due to the wide network of universities involved;

- The Padua Masters further places a high priority on interdisciplinary teaching, and on practical skill building. It exposes the students to contemporary human rights problems, in order to prepare and educate them for taking professional positions in conflict-prone contexts. The internship programme in the second semester contributes to this practical skill building;

- The Padua Masters put a high emphasis on EU policies and practices in terms of the curricula and recruitment of lecturers. A regular contact is kept with EU Delegations in countries where students are placed on second semester link courses.

In summary: If compared with ordinary Masters in human rights at European universities (including universities that are partners to the Padua Programme), the Padua Masters is unique in terms of the extensive network of the programme. This makes it possible to draw on first class lecturers from an all-European network, and recruit students from all over Europe. Its emphasis on European experiences and particularly the EU developments and practices in human rights and democratisation is also a distinguishing feature.

Hence, compared with the other programmes, the Venice programme has its own unique feature and quality. As the first regional programme of its kind, the programme has had an organic development of its curricula and network. It has come about through processes of learning and failure, and contains today a very high degree of commitment from the partner institutions and lecturers. It is worth noticing that lecturers are teaching without remuneration. The programme's high quality is to a large extent due to its steadily growing network of rich academic resources, and the fact that the networking universities feel ownership to a tightly knit partnership association. There is a genuine network of co-operation and participation by all partners.

The other regional Masters have different histories, and may not have emerged so much from within, as they have relied to a very large extent on external initiatives and academic and financial resources. On the other hand, these programmes have developed their own unique features in terms of bringing in people from conflict zones and countries with deep divisions of a human rights nature. In this sense, these programmes go beyond the mere academic programme, and add practical components that are very worthy and valuable even if this may imply less focus on some of the academic features, for instance academic requirements to the dissertation.

The Padua MA is funded under Chapter A of EU budget, and therefore has, to our understanding, a secure and stable funding. The other regional Masters are, however, funded under chapter B, and have, therefore, in principle a “less stable” funding structure.

In response to the enlargement of the European Masters network, the European Inter-University Centre of Human Rights and Democratisation (EIUC) was established in September 2002. The Centre was established by 23 partner Universities (currently 29) in order to provide an institutional foundation for the Padua Masters. This new institution aims to provide institutional autonomy to the European Masters programme, and to create an institutional basis for new initiatives in the field of human rights training and education, e.g. to develop jointly human rights educational programmes by the member universities. One future academic complement to EIUC is the establishment of a Joint Degree on Human Rights and Democratisation, to be issued by all universities participating in the European Masters. According to its statutes (art. 3), the Centre also aims at fostering communication and co-operation of the European Masters Programme with other similar regional programmes, in particular those carried out with the support of the European Union. The Centre intends to contribute to the implementation of initiatives and projects of the European Union that aim to promote and consolidate European democracy, the rule of law and good governance, and respect for human rights and fundamental freedoms.

The two Masters evaluated below are part of efforts by the EU Commission to establish regional academic programmes in human rights and democratisation beyond the EU region. Drawing on the Padua Masters experience and vision, the other programmes are also regional in their organisation, academic profiles and practical outlooks. They share the assumption that regional approaches are better able to respond to local and national needs and realities in the countries participating in the respective programmes. This framework for curricula and course development is the background for the evaluations presented in this report.

As will be emphasised, the two Masters reviewed in this report have gone a long way of developing their own identities and profiles. But compared with the Padua Masters, there are also important differences worthy noting, for instance in terms of utilising fully the network of partner universities for lectures and student recruitment, and, albeit to a lesser extent, a focus on EU human rights policies. We return to these observations in sections 4-6.

### 3. Methodology

This evaluation has been carried out by two international consultants: Bård Anders Andreassen (Norwegian Centre for Human Rights, University of Oslo), and Gerd Oberleitner (Centre for the Study of Human Rights, London School of Economics). Two local consultants, Tonio Ellul in Malta and Farhana Zuberi in South Africa, assisted with the visits of the international consultants and facilitated the interviews.

Guidelines for the methodology of the evaluations are briefly referred to in the terms of reference. Hence, both teams have used a combination of document review and interviews. We have consulted project proposals, progress reports, accounted financial reports and other documents provided by the two Master programmes, as well as information from the respective websites. In-depth interviews of the staff were carried out at the host institutions, that is, the Centre for Human Rights in Pretoria (CHR-P) and the University of Malta (Faculty of Law and Foundation for International Studies). The field trip to Malta was carried out between 16-22 October. Meetings and interviews in Pretoria were carried out between 20-27 October. The schedule for the meetings and people consulted during these trips are appended.

In both cases the respective teams of one international and one local consultant were interviewing the programme administration, lecturers and tutors, former and current students, external examiners, staff of partner institutions and other programme stakeholders. In Malta, additional telephone interviews were held with former students, external examiners, lecturers and partners. The aim of the interviews was to collect views on how the Programmes are conceived at the host institutions and outside the Universities, and to discuss, inter alia, ownership, the host institutions' contributions to the Programmes and issues related to institutional and financial sustainability of the Programmes.

In Malta, the programme was in its first semester at the time of the evaluation. In the case of the Pretoria Master the evaluation unfortunately had to be carried out during the second semester, which implies that most of the current students were deployed to the partner universities. It would have been much to prefer to have visited a selection of these partners in order to get a more comprehensive view of the collaborative model, the ownership of partner institutions to the program etc. However, this was not part of the terms of reference but it would be of great value and interest to adhere to it in future evaluations. With reference to the African Master we return to this in the Recommendations.

As an important objective of the evaluation is to report on the impact that the Masters have on the alumni, in terms of networking and formers students' professional functions, we interviewed as many former students as possible. Surely as most of these students would have returned to their home countries (or left for studies in other countries) we were only able to meet four former students on the African Master. In addition, we interviewed five current students. In Malta, 8 students could be interviewed. If time had allowed us, we would have sent out a questionnaire to all former students. Due to time constraints, however, this was not possible.

The evaluations are informed by the logical framework approach, and most importantly its focus on the need for linking the activities of the courses (teaching, thesis, internships, field visits etc) to the objectives of the courses, and the overarching goal of contributing to improve human rights conditions and democratic development in the respective regions. When the indicators used to

establish these links are introduced, the limitations of measuring impact are addressed.

Both teams were well received by the host institutions, and met with a good sense of co-operation and interest. We have carefully examined the information we collected and compared notes to root out misunderstandings and biases. We regard, therefore, the information and data that this report is based as adequately reliable. Where we have reservations or doubts, this is explicitly referred to.

## 4. The LLM in Human Rights and Democratisation in Africa

### 4.1 Objectives and operation of the African LLM (Pretoria)

The African LLM in Human Rights and Democratisation is a 12 months regional master programme. With a main focus on human rights law and democratisation in Africa, the programme annually enrolls 25-30 students: 25 in 2000; 28 in 2001; 30 in 2002. The current class has 28 students. Students are taken exclusively from African countries, and represents a collaboration between the host institution, the CHR-P, and the following five partner universities:

The Makerere University in Uganda,  
the University of Ghana,  
the Catholic University of Central Africa based in Cameroon,  
the American University in Cairo, Egypt  
and the University of the Western Cape, South Africa.

The first semester starts in January, and students spend the first six months as a group at the CHR-P. During this period they attend advanced lectures on human rights, organised in six modules:

Module 1: Methodology of human rights research and education  
Module 2: Democratisation in Africa;  
Module 3: International and comparative human rights;  
Module 4: Human rights in Africa;  
Module 5: Introduction to the South African legal system and Bill of Rights;  
Module 6: Human rights in the field

In addition, an introduction to African politics is being taught along with language lessons in English and French.

In the second semester, the class splits up into groups that are placed with the partner universities for the last six months of the year. Here they participate in a module of "Accredited Courses", complete their dissertation with supervision, and do internships with human rights institutions in the country of the partner university. In April the following year, students return to Pretoria and are awarded the LLM degree.

The overall goal of the African degree is to educate young professionals at post-graduate level by providing academic training in the norms, standards, institutions and mechanisms for the protection and promotion of human rights and democracy. This requires introduction to research principles and methodologies for post-graduate studies. The goal description does not explicitly refer to the aim of *enhancing the human rights conditions in the countries of origin* of the student, but this is envisaged to be an ultimate goal. In the future, this overarching goal should be made explicit in the project document.

This is important because the specific objectives that are expected outcomes refer to the impact on this overarching goal. Hence, in order to obtain the goal of enhancing human rights and democratisation the following objectives are pursued.

Firstly, the post-graduate candidates are expected to take up professional positions in national, international and regional bodies concerned with human rights and democracy, including Government ministries. The effectiveness of such bodies is connected, it is assumed, with the professionalism and operational competence of their staff. The transfer of technical skills and strengthening of the capacity of these organisations will improve the protection of human rights and influence policy and governance performances and operations. These are reasonable assumptions and objectives.

Secondly, by expanding collaboration between African universities, the master programme aims to develop regional networks of academics specialised in human rights and democracy. It should promote research and teaching which addresses the particular needs of the region such as conflict prevention, democratic transition, civil society, institution building and the rule of law.

Thirdly, the master is supposed to develop links between civil society and international organisations.

Finally, it is expected that the master programme will help to develop the relationship between the African LLM and the other regional Masters funded by the Commission. While this latter objective is not particularly pertinent to the overall goal of the programme, the second and third objectives obviously are. More specifically the Master is also supposed to have impact on the “target group”, that is, the students themselves. Around 30 students from Africa will graduate with a deep knowledge of international human rights standards and practice, with a particular emphasis on regional legal norms and institutions. In addition, the students will gain practical experience from interaction with experts in the field, through study visits and internships. Networks will be created and contacts between the academic world and international organisations within and beyond Africa will be established. Lastly, the master may contribute to research, for instance by the publication of a yearbook of the course with the best dissertations, and by publishing in the African Journal of Human Rights Law.

Apart from the observation that the overarching goal should have been more explicitly referred to, our interpretation is that the specific and general objectives are well connected with the ultimate goal of the programme: to enhance human rights and democratisation by developing high level academic and professional skills in this field. These goals and objectives of the programme provide the reference of the impact analysis undertaken in sections 4.3 and 4.5 below. Generally, as will be seen, some of these objectives are rather straight-forward and easy to accommodate (in terms of impact assessment) while others are harder to document in any detail with the data and time available for this assessment.

The ToR requests that the assessment “determine to what extent” the Masters have the indicative criteria of EU funding specified in annex to the ToR. To meet this request each of the criteria are addressed and reviewed in the next section.

## **4.2 Indicative Criteria of Added Value for EU Supported Networks of Human Rights Masters**

### **4.2.1 Inter-university structure**

The first criteria is that each Master programme must have a full inter-university structure, with at least five partner universities from different countries on the same continent represented equally in the decision-making bodies, and able to actively participate in the training of students.

As noted above, this requirement is accommodated by the African LLM programme. The host institution of the programme, the CHR-P, has a reputation as one of the best academic human rights centres in Africa. As noted it has five partner universities in the LLM programme.

The participating institutions represent geographic as well as linguistic diversity, including partners in Anglophone and Francophone countries, and one Arabic-speaking country. The medium of instruction is English.

The involvement of partner institutions is both academic and practical-logistical. Each partner institution has a programme director with responsibility for planning and implementing the programme as well as managing the finances and producing the reports. The decision-making procedure gives all partners a role in planning and implementation of the programme. Main decisions, for instance about the curriculum, are taken jointly by all programme directors (acting as national coordinators) at an annual meeting where the programme is evaluated and plans for the coming year are made. In between these meetings, decisions may be taken by correspondence if necessary. Partner institutions therefore has an active role and take part in the academic review and development of the programme. The present assessment, however, has not been able to establish the perception of experiences that partner institutions have with this model of cooperation, that is, whether it works to their satisfaction or not.

On the academic side, the partner institutions receive students for the second semester. This implies facilitating the stay of the students and provide supervision for their thesis. In preparation for this function, they take part in a seminar on the preparation of dissertations held at Robben Island. It also involves the provision of Accredited Courses, and facilitates internships (for 120 hours) in human rights institutions. And lastly, the staff of the partner universities are required to teach during the first semester in Pretoria, normally on a topic or an area in which they specialise. However, in reviewing the lists of lecturers this seems to be the case to very limited extent.

According to the CHR-P's own assessment, this model of cooperation and communication has worked well in the past, and no major problems were identified. On the contrary they were "extremely proud" of the success of the partnership so far.

A fuller assessment of the model and practice of cooperation and involvement of the partner institutions would require visits to several or all of the partners. A number of issues would have been interesting to address in a review of partner institutions' experiences, for instance the extent to which they feel an ownership to the programme; whether the programme is likely to inspire the establishment of national programmes of human rights teaching (as additional to this international programme), and the quality and experiences with supervision of students and provision of internships as an integral part of the educational model.

Although it is commendable that partner universities send teachers to the first semester courses in Pretoria, it is important that this "facilitation of active involvement" of partner institutions is not contradicting the requirement of acquiring high quality academic staff.

The CHR-P has not received any complaints from partner institutions. At the same time, the Centre wants to involve the partners more in the future. One vehicle for enhancing cooperation is to get partners involved in the African Journal of Human Rights, issued by the Centre, and a more systematic exchange of lecturers.

#### **4.2.2. Recognition of the LLM at participating universities**

The LLM degree is formally recognised as a post-graduate degree in all the participating universities.

### 4.2.3 Do participating universities demonstrate a high level of academic human rights achievement?

A full discussion of this subject would have required a visit to the partner universities. Yet, most of the partner universities are well known to the evaluator of the LLM, who has a first hand experience with the University of Western Cape and the Makerere University (from his own contacts and cooperation with members and centres of these universities).

All of the five partner universities hold a good academic reputation in the African context, and several of them have well known – and highly regarded – human rights centres, which conduct human rights research and publishing. It is worth noting that the Director of the CHR-P and the coordinator of the LLM programme have visited all the partner institutions and made their own assessments, appraised to be satisfactory. Ideally, however, an independent examination should have complemented such assessments, an observation that the Centre supports, and would welcome. It is also worth noting that each of the partner universities has been known to the Centre for many years through their participation in the African Human Rights Moot Court Competition organised by the Centre over the past 12 years in collaboration with host institutions throughout the continent, including many of the five partners.

Finally, the Centre rely on the feed-back of students assessments of the partners after their visit in the second semester, and to date this has not been causing any major concern about the operation and quality of the partner universities.

The following is a brief review of each of the participating universities in the African LLM programme:

*The Centre for Human Rights, University of Pretoria.* Founded in 1986, this is well-reputed academic human rights institution in Africa with 16 years' experience of teaching and research as well as community-based and general education programmes. The Centre has organized the African Moot Competition for 12 years.

*The American University in Cairo (AUC)* is a respected Egyptian-based university with its own MA in Human Rights. It hosted the African Moot Competition in 2002 after taking part in it for many years.

*The University of Ghana* is one of the oldest and a highly-ranked university in Africa. At its prestigious Faculty of Law, a dynamic Centre for Human Rights Studies conducts significant research on women's rights. The Faculty of Law publishes a human right law review. The University of Ghana hosted the African Moot Court Competition in 2000.

*The Catholic University of Central Africa* is based in Cameroon, and serves university education in 9 central African countries. It presents its own Masters degree in Human Rights and Democratisation and has a dynamic *Association pour la promotion des droits de l'homme en Afrique centrale*, and publishes the *Cahier des droits de l'homme en Afrique centrale*. The Catholic University hosted the 12<sup>th</sup> African Moot Court Competition in August 2003.

*Makerere University* is also one of Africa's oldest institutions of higher learning, traditionally known as hosting one of the best Faculties of Law in Africa. The Faculty accommodates the Human Rights and Peace Centre (HURIPEC) and publishes the *East African Journal for Peace and Human Rights*. Makerere hosted the African Moot Court Competition in 1997.

The University of the Western Cape (UWC) hosts the Community Law Centre as part of the Faculty of Law. The Centre produces good quality research in the areas of socio-economic rights as well as the human rights of the child. The Centre publishes, for instance, the *Economic and Social Rights Review*.

#### 4.2.4. Operational skill-building of the LLM

The LLM aims to nurture different types of “operational skills” by internships training, computer courses, training in writing research essays, oral presentation and participation in moot courts. All such activities are expected to develop practical skills that are central to practising human rights law in real-life professional contexts after the completion of the studies.

In the core Module 1 on Methodology and human rights research and education, the students work in “clinical groups” (each with three students) on a real-life problem. Examples of issues in this year’s class were “legal communication by Zimbabwean farmers”, “communications to the African Commission”, “CD-Rom on human rights in Africa”, and “updating of guidelines for state reporting under the African Charter”. The teaching in this Module is extensively case-based or problem-oriented.

The internships are highly regarded by the stakeholders to the LLM that we interviewed as well as former and current students. It exposes the students to practical legal issues in realistic situations.

For instance, the Legal Resource Centre (Pretoria) has had two interns from the LLM in 2002 as well as in 2003. The experiences were generally very positive. The main trouble was that students are not staying long enough, and therefore cannot be involved in long-term projects. Still, interns are doing basic research and collection of evidence in cases under preparation. In this work they have contributed to cases of general effects and hence had a national impact on South African jurisprudence (cases on foster placement and disabled persons were referred to as illustrations). It was assumed that the Legal Resource Centre helps to “open the eyes” of the interns for practical legal work.

Another example was interns at the South African Human Rights Commission. The commission had so far only had one intern but wants to have a standard arrangement. The one intern they had made very valuable contribution, working on hate speech and helping on background research on xenophobia. In this case as well, the intern period was seen as too short, while it was assumed that a value added of the programme lies in its educational effects of being exposed to international human rights practices and practising.

All interns are evaluated at the end of the 120 hours of internship duty. This assessment is regulated by formal contracts and agreements between the CHR-P and the internship institutions. Although the Centre welcomes and to some extent encourages internships that are related to dissertation, we observed that this is currently not followed up, and not implemented systematically. While some flexibility in this regard is needed, this is a field, noted by former students, for scope of improvement.

Another “operational activity” are the field visit. So far these have either been to the International Criminal Tribunal for Rwanda (ICTR) or Rwanda. These trips, highly regarded by students, aim to confront students with key human rights issues and institutions in African settings. The length of these trips, however, is a matter for further consideration. It was noted, for instance, that within the very tight time constraints of the course, a two weeks trip to the ICTR was unnecessary long. The

same complaint was also made on occasions about the length of the Robben Island seminar where students present and get feed-back on their dissertation outlines.

#### **4.2.5 Common co-ordinated programme of activities, with variations for each region**

The African LLM is clearly focussed at African human rights norms and institutions (notably the African Charter and its Commission) and democratisation issues in Africa. This is, in our view, well justified, and should continue to be a critical feature of the LLM. At the same time, human rights represent a global issue, and in spite of regional focus the international human rights regime, as well as other regional systems (the European and the Inter-American) should have appropriate coverage in a high quality LLM programme.

There is, currently, an attempt to balance these concerns. The module on African human rights law and institutions is four weeks long. Added to this are three modules on democratisation in Africa, on South African practices and on Human rights in the field. However, without making a thorough examination of the curriculum, it appears that this leaves little time for the international system and the other regional systems. For instance, in 2003 the European system was covered mainly by one external teacher in three days. We do not have a solid ground to make firm conclusions on this subject, but as we return to below, it should be discussed whether there is ample time to cover all the central aspects of international law and practiced in the time available.

#### **4.2.6 Requirements to teaching and teachers**

The added-value criteria require that teaching should be provided by senior lecturers of high professional standing, and include senior experts from intergovernmental organisations, NGOs and national authorities, experienced human rights practitioners and EU representatives.

According to the long list of lecturers that have lectured over the last three year, the LLM has been able to draw on highly qualified scholars and experts. The overall rating of the lecturers is, according to our review of the archives, generally good. In cases were students have put a low rank, the lecturer has little chances of being invited back.

There seems, however, to be some problems connected with the teaching model used at the LLM. This model implies that a high level of teachers are brought to Pretoria (many from other African countries, or from overseas, mainly from Europe). Teachers are usually staying for a few days before they leave.

The advantage of this model is that it is possible to draw on lecturers with a high level of competence and expertise, potentially reflecting as it were, the cutting edge of research and knowledge in the respective fields of teaching.

On the other hand, this “flying teacher” model may influence the students and the learning environment negatively. As we understand this model, there is no lecturer responsible for each module to whom students could relate and address their concerns. In fact, as we learned through interviews, students have complained that they do not have one responsible teacher to relate to, one who may help in both practical and academic matters.

Such a responsible lecturer does not have to be one of the staff allocated to the Centre, but could also be an external and visiting lecturer who could stay on for a

longer period of time, and perhaps take on some more teaching responsibilities. This could reduce the number of teachers, which would be cost-saving, but also bring in more continuity, reduce the apparent danger of overlapping in the teaching, and would establish one teacher responsible for following up the need for additional or complementary teaching on weak points of the class. In other words, one should consider adjusting the model, using fewer teachers with more in-depth engagement by the lecturers.

We also observed that teachers are not just selected on the basis of merits, but also on the basis of participating (and funding?) institutions which assign staff members to teach. This model has weaknesses. In order to have scholars at high international level, teachers should be appointed on merit, and not as donors connected, or attached to participating institutions. In future reviews, the model of teacher selection should be looked into.

Experts from practical human rights work is invited to lecture on occasions. Here, there is a certain degree of flexibility making it possible to invite international experts (e.g. members of the African Commission) who happens to be in Pretoria/Johannesburg. NGO staff and other practitioners are also invited occasionally. This, indeed, is very valuable for the LLM programme.

#### **4.2.7 Teaching on EU human rights and democratisation policies; visits to international and regional institutions**

The added-value criteria refers to “EU representatives” as potential lecturers, and that EU human rights and democratisation policies should be covered by “a module” . We assume that the main point here is that EU policies on human rights and democratisation is being covered by competent lecturers, and to an extent that is adequate for each individual regional master course.

To our knowledge, EU human rights and democratisation policies are addressed in the course, although the main emphasis (for obvious reasons) is on the European human rights system under the European Convention for the Protection of Human Rights and Fundamental Freedoms (including the Strasbourg Court). With the new developments in the EU – i.e., the expected adoption of a EU constitution with a human rights charter, more emphasis should be put on this regional development (and the relationship between the EU and Council of Europe system). This year (2003) EU policies were not covered systematically, but it will be addressed next year.

We further assume that the value added criteria reference to international and regional institutions refers to African international organisations and bodies. This criteria is met. Each year since the inception of the programme, students have visited the International Criminal Tribunal for Rwanda (ICTR) in Arusha, Tanzania, and Kigali, Rwanda. They also go to Robben Island for an intense workshop, which is a visit to a very symbolically and politically important international human rights site.

#### **4.2.8 The selection process for students**

The selection process of students is centralised and done from the CHR-P as the coordinating and degree-awarding institution. Students are primarily selected by assessment of academic merit, experience from law school and other relevant experience, language skills (proficiency in English), gender balance, regional representation, and to some extent assumptions about how a person will use the degree after completion (the motivation factor).

The administrative and academic staff of the CHR-P carries out a three-stage screening process and produces a shortlist of applicants. Prospective candidates are interviewed during the Moot Court Competition (practiced from 2002), and telephonic interviews are held if required. The following criteria are applied:

*Primary criteria*

- Academic excellence
- Experience in the field of human rights
- Self-motivation (how useful will the degree be in the candidate's future career)
- Letters of reference
- Research competence and skills

*Secondary criteria.*

- Age
- Sex
- Nationality

*General classification of candidates*

- recent graduate, NGO/activist, academic/lecturer, government officials.

As an LLM the African Master reflects the quest for interdisciplinary reflected in the added-value criteria only marginally. However, we do not interpret our ToR as questioning the academic orientation of the programme, as this is agreed in the contract with the European Commission (cf. Annex I to Contract No B/7020/2001/3013). However, in spite of the fact that this is an LLM course, some interdisciplinary *is* reflected both in the teaching, the curricula (e.g. the course on the African Politics) and in Module 6, Human Rights in the Field, including the field trip.

#### **4.2.9 Distribution of students on regions**

The African LLM does not fulfil the requirement that at least 90% of the students should come from Africa and at least 10% should come from other regions. So far, almost all recruitment has been from Africa.

The team was told that the policy of accepting only African students so far has been a deliberate choice. The main justification offered was that the Course should try to fill a gap of needed competence in Africa before inviting students from other regions. Another argument put forward was that there is a number of quite demanding divides within Africa that need to be bridged and resolved within the course (pertinent to recruitment), such as the Anglophone/Francophone divide; the sub-Saharan and supra-Saharan groups of countries; mainland countries and archipelago/islands divisions. All these "divides", it was emphasised, need to be bridged before non-African students could fruitfully be admitted to the programme.

However, it was suggested for further discussion to introduce a quota system for non-African students, for instance by admitting two or three students each year from different regions of the world. Candidates admitted should meet the standard admission requirements.

Another option would be to admit two or three non-African students on the assumption that they would be self-funded. The admission of non-African students, however, should not imply that the total student intake increases, due to a fear that increasing the number of students beyond 30 would potentially compromise the quality of teaching.

#### 4.2.10 Student representation

The students have a system of representation, and elect two representatives whose responsibility it is to liaise between the students as a group and the programme organisers on all matters affecting them. Although students are involved in the planning and implementation of the programme, this is not done through formal bodies of representation.

Student input often leads to changes and adjustments to the programme. Students also make an important feed-back through evaluations of lecturers and the conduct of the programme. Consultation with students takes various forms including verbal and written group evaluation exercises, and individual (one-on-one) consultations.

The administration has become generally accessible for students, but many students feel the need for having a responsible teacher for each module (cf. subsection 4.4.6)

The Council of Directors of the programme includes an optional consultative representative from the student body without voting rights.

#### 4.2.11 Examinations and assessment of thesis

Examination of students consists of three main components: First, six of eight Modules are taught and examined in the first semester when all students are together at the University of Pretoria. The seventh Module (Accredited Courses) is provided and examined during the second semester when students are accommodated by the partner universities.

The content of this Module varies between the different universities and are examined separately. The partner university is free to decide how to examine the students, as the system allows the partner universities the freedom to plan their teaching curriculum and apply the rules of their respective universities. This model is supposed to enhance real partnerships.

Lastly, the dissertation is marked at the respective partner university where the student is being supervised, in co-operation with two lecturers from two of the other partner universities. Marking is done according to uniform guidelines. The CHR-P assumes that this system is sufficient to ascertain a "uniform set of marking", which allows for a partner relationship. Details of the marking system are contained in the student guide of the LLM programme.

#### 4.2.12 Bursaries for students

The Master Programme offers scholarships to all students who are admitted to the programme. We are not aware of a system for checking whether this also implies that no student would be able to contribute financially if requested to do so. So far, the anticipation has been that African students will not be able to pay their bursaries.

In the Course Description annexed to the Contract, the issue of financial sustainability is commented on in the following way: "It is expected that governments will increasingly be willing to sponsor their employees to attend this course" (section 2.4). The Centre also comments that they are aware of the importance of ensuring that the students make a financial contribution to their training and are currently in the process of devising a policy on this issue. As this is not a specified part of the Terms of Reference we have not ventured into this issue,

apart from a general statement in the Recommendations (reference to the above quotation).

#### **4.2.13 Language skills and language of instruction**

The main language of instruction is English, and all teaching in the first semester is in English. However, a year-long introductory French course is compulsory for all students who fail a proficiency test in French, that is, administered during the orientation week. An intensive year-long English course is compulsory for all students who did their undergraduate studies in French even though they may have demonstrated English skills sufficient to follow the course.

#### **4.2.14 Co-ordination with the other regional Masters programmes funded by the EU**

There are plans to improve the co-ordination and relationships between the EU-sponsored master programmes. This entails plans to establish a Consortium of "lead universities". A possible model is that the Consortium contract with the EU and apply for funding on behalf of the whole group of partner universities. "Lead universities" will act as the nodes of the other universities in the respective region. At the present, it is expected that Malta will act as the leader of the Consortium. One potential outcome of this model of collaboration is a new financial model that is more effective and efficient, and it may help to strengthen the links between the regional Master programmes.

Other ideas to strengthen the academic links between the programmes have been suggested for further exploration and implementation:

- to have some participants from other regional programmes participating in the field trip of the African Masters Programme and vice versa. This has been done in a very limited number of cases (involving six students from 2001-2003).
- To establish an annual exchange of tutors, which is advertised together with funded internship opportunities. This is happening at the moment, but only on an ad hoc basis. Two post-graduates of the European Masters, have served as tutors on the African programme.
- To conduct joint research projects.

#### **4.2.15 The EU contribution should never exceed 80%**

The CHR-P has managed to raise the difference between total costs and the EU grant (not exceeding 80%) in the past. The Centre is confident that they continue to be able to raise the difference in the future.

#### **4.2.16 Follow-up of graduate career development, including opportunities for internships and alumni associations**

The Centre keeps an up-to-date record of the alumni in terms of addresses, including e-mail contacts and institutional attachments. To our knowledge, there is no formalised alumni programme, although there are likely to be potentials for developing one or several associations. The Centre often supplies former students with letters of recommendation for introduction to prospective employers.

The internship programme in the second semester has been described above. Apart from students at the University of Western Cape, all students do a minimum of 120 hours in an internship in an organisation working in the field of human rights and democratisation. So far students have been placed at, inter alia, the following institutions:

*National institutions*

- The Commission on Human Rights and Administrative Justice (Ghana)
- The Commission on Human Rights and Freedoms (Cameroon)
- The Human Rights Commission (Uganda)
- The Human Rights Commission (South Africa)
- Commission for Gender Equality (South Africa)
- National Media Commission (Ghana)
- National Electoral Commission (Ghana)

*International organisations*

- Office of the High Commissioner for Human Rights
- International Committee of the Red Cross
- Office of the High Commissioner for Refugees

*NGOs*

- Lawyers for Human Rights (South Africa)
- International Federation of Women Lawyers (FIDA) (Ghana)

In addition to these second semester internships some students have also served a post-graduate internship for a shorter period of time. These are full-time internships. Institutions hosting such full-time interns have included

- International Criminal Tribunal for Rwanda (ICTR)
- International Criminal Tribunal for the former Yugoslavia (ICTY)
- African Commission on Human and Peoples' Rights
- African Union
- European Court of Human Rights
- Office of the UN High Commissioner for Human Rights
- Lawyers for Human Rights
- South African Human Rights Commission
- International Committee of the Red Cross

**4.2.17 Evaluation of teaching staff and experts**

The evaluation process has been organized differently every year in efforts to explore the best way to make good evaluations. In 2003, evaluations were made after six months, trying to avoid continuous evaluation as this was seen as very burdensome for students and the programme administration. Field trips are assessed separately.

The Centre takes recommendations that follows from the evaluations seriously, in particular with the purpose of omitting lecturers with low ranking. Evaluations are shared with partner universities.

However, there may be reasons for reexamining the evaluation system. There are obvious shortcomings and problems of making a general assessment of all lecturers after six months. Student's memory of lecturers who taught several months ago may have a relatively low level of reliability. We did not received a comprehensive assessment that summarizes the findings of the evaluations. Although this is likely to consume a good deal of administrative resources, analysis and assessment of findings should be carried out in order to get more precise information about teaching, tutor and administration performances.

### 4.3 Effectiveness as to objectives, relevance for stakeholder and ownership of the host institutions

#### *Effectiveness as to objectives*

In section 4.1, we referred to the objectives of the programme. The first objective was to enable that post-graduate candidates to take up professional positions in national, regional and international bodies concerned with human rights and democracy. Based on the alumni files of the Centre, the distribution of the alumni for the 2000-2002 are represented in table 1.

**Table 1: Distribution of the alumni 2000-2002, the African LLM**

	2000		2001		2002	
	%	N	%	N	%	N
<b>National institutions</b>	<b>76</b>	<b>19</b>	<b>64</b>	<b>18</b>	<b>53</b>	<b>16</b>
<b>Regional institutions</b>	<b>8</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>10</b>	<b>3</b>
<b>International institutions</b>	<b>4</b>	<b>1</b>	<b>14</b>	<b>4</b>	<b>3</b>	<b>1</b>
<b>PhD Studies</b>	<b>12</b>	<b>3</b>	<b>7</b>	<b>2</b>	<b>16.5</b>	<b>5</b>
<b>Information missing (drop outs?)</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>16.5</b>	<b>5</b>
<b>N</b>		<b>100</b>		<b>25</b>		<b>99</b>
				<b>28</b>		<b>30</b>

The calculation is based on information provide by the Centre about the “current occupations of the alumni” of LLM degree in these consecutive years. Percentages are rounded. The figures should be interpreted with caution, the data are for just three years and one should avoid too harsh conclusions about trends and distribution over time. Yet, used as indicative figures, a few observations arise as to the first objective of the master referred to;

- there is a high return of post-graduate students to national human rights and democracy institutions, but the trend of return is decreasing (from 76% in 2000 to 53% in 2002); Note, however, that it “drop-outs” are kept outside the calculation, the proportion of returns to national institutions goes up to 64% (16 out of 25).
- there seems to be a growing drop-out rate, assuming that this is a valid interpretation of “missing information”. There may, of course, be other explanations of this trend, and this could be clarified by collection of new data.
- there seems to be a relatively fair balance between the various “career patterns” of the students, but some caution should be made about the declining trend of “returnees” to national institutions (includes: lecturers, legal counsels and officers in national governmental institutions and non-governmental organisations.)

An overall assessment is that the objective of having post-graduate candidates to take up professional positions in national, regional and international human rights and governance bodies is fulfilled.

The second objective of the master programme – to develop regional networks of academics working in the field of human rights and democracy to promote research and teaching relevant to the region – is more difficult to quantify because numbers and distributions say little about substantive networking and its impact on research. However, a review of the lists of lecturers from 2000-2003 shows that the overwhelming majority of lecturers are drawn from the University of Pretoria and the University of Western Cape. Very few are from other African universities,

including partner universities, and few if any research project of cooperation seems to have been initiated.

The networking effect, in order words, seems to be mainly through the partner universities' participation in the LLM teaching (that is, Module 7 taught at their own university) and supervision of students.

The tentative conclusion, therefore, is that if the objective of networking for research and teaching is to be upheld, a more concerted effort should be made to fulfil this objective.

An important vehicle for publishing of projects is the African Human Rights Law Journal, published by the CHR-P and part of the LLM programme. This Journal is in the process of establishing itself as a high-quality journal on human rights and provides an important forum of communicating human rights research. For recruitment of prospective researchers and publishing opportunities for the LLM students, the the *International Yearbook of Regional Human Rights Masters Programmes* is an interesting channel of communication

The third objective – the development of relationships between the African master and other regional Masters – has been commented upon in section 4.2.14 and need no further comment here.

#### *Relevance for stakeholders*

From our limited discussions and interviews with “stakeholder”, we had a unanimously positive feedback on the need for the master and the usefulness of having post-graduate candidates. The post-graduates seems to have no problem in finding relevant employment, as indicated in Table 1. However, a thorough examination of this issue would require in-depth interviews with a large number of governmental and intern-governmental institutions and organisations. Nevertheless, from the response among centrally placed informers (in the South African Commission of Human Rights, the Legal Resource Centre of South Africa, the Office of the high Commissioner for Human Rights, the EU delegation to South Africa) it was an unmistakable opinion that this is a highly needed and commendable educational programme.

#### *Ownership of the host institution*

The team was only able to collect information about the ownership to the programme of the University of Pretoria. Interviews with the Dean at the Faculty of Law and the Advisor to the Principal at the University left little doubt that the LLM is held in high regard by the University as a host institution. The Master is considered to be a “flagship” for the Faculty, and for the University. Accordingly, the University is contributing considerably in terms of infrastructure, salaries and other expenses. It arranges a separate graduation ceremony for the LLM students; makes numerous lecturers available from Faculty and other University departments, and pays the salaries of two administrative assistants of the programme. And lastly, the Master, as a component in the CHR-P's activities, is reflecting the internationalization strategy of the University.

We conclude therefore, that there is a strong and genuine institutional ownership to the LLM programme both within the Faculty of Law and the University of Pretoria. It can expect future institutional support. As it is acknowledged to be a comparatively expensive programme due to its regional nature, it is expected to draw on external resources to large extent while these are being supplemented by contribution from the University.

#### 4.4. Obstacles to Effective Participation (language, educational background, etc)

Although the screening process has by and large prevented lack of language skills to become a serious obstacle to participation in the Course, there have been some problems of language among Francophone students. This is, however, not a major problem, affecting the Master substantially in a negative way.

A more significant problem for effective learning may be found in the “framework” of the LLM programme. There is a general impression that the Master is rather congested in terms of the curricula and topics taught seen in the restricted time framework of the Course. Students tend to feel that they are “chased all the time”, with too little time for reflection and socialising (which admittedly is an important part of the learning environment).

Hence, it may be considered to provide some more flexibility in time for the students, in order to let them absorb what they have been taught. If the students’ perception is that they are “chased” from one exam to the other (with exams almost every week), this is likely to hamper the learning process because it leaves insufficient time for reflection.

This problem can be addressed in one of two ways: Either by reducing the number of courses and topics covered, or by extending the course with 3-4 months in which time the thesis would be written.

#### 4.5 Impact of the LLM on the alumni

**A main achievement of the African Master is that it educates 25-30 LLM candidates every year, almost all of whom remain in positions of employment at the Continent.** There is, so far, no indications that this is leading to so called “brain drain” where students use the Master degree as a springboard for scholarships overseas. Hence, the Master is contributing lasting competence in the African continent.

**The most immediate impact on the students that go through the African LLM is the fact that they receive high quality training in human rights and democracy issues, chiefly from African perspectives and experiences.** They are being exposed to real-life human rights issues through internship programmes and lecturers by human right experts who work in key institutions and organizations.

**They also acquire skills in human rights research methodology,** and are able to contrast and compare the African system of human rights with systems in other regions.

**Institutional impact in the home countries.** Assessment of the impact of these educational achievements requires a longer time horizon. Although the exact nature of the impact is difficult to quantify, it is reasonable to assume that the impact of this programme on human rights conditions in the home countries of the students is likely to increase if the post-graduates return to professional work in relevant and significant human rights institutions (public or private), or “disseminate” the competence they have achieved through teaching and research. As observed in Table 1, there is a high degree of return to human rights and democracy institutions in the countries of origin (in spite of an “indicative” decreasing trend).

**Impact at the regional and international levels.** In a longer time perspective, it is also likely that many of the LLM post-graduates will take up positions in regional (African) or international human rights bodies. They are therefore expected to influence government policies on human rights and influence international bodies working in the field of human rights in Africa. The qualifications they get are also enabling candidates to compete for employment in international organizations such as the International Criminal Tribunal for Rwanda, the UN Special Court for Sierra Leone, the Secretariat of the African Commission on Human and Peoples' Rights, and the African Union (e.g., connected to the New Partnership for Africa's Development (NEPAD)).

**Networking and lasting regional effects.** The LLM also helps to establish a network among African human rights academics. Here lies much more potential than the opportunities that have been assumed so far. Active alumni associations should be established, and helped to organise initial activities. In this sense, a spin-off of the programme may be that it enhances regional integration due to the strong focus on African human rights issues.

#### 4.6 Cost Efficiency and Administration

The LLM course is a comparatively expensive programme. Among the EU-sponsored regional master programmes, it gets the highest allocation of grants. Several factors account for the expensiveness of the programme. All students get full bursaries, it includes a very high number of regional and international lecturers and other experts who incur international travel expenses, and the LLM programme publishes the African Human Rights Law Journal.

We have not interpreted our mandate as to make an assessment of the accounts and audited reports. These have been submitted to the EU Commission in separate narrative reports to which audited reports are attached.

From documents collected and interviews conducted we were informed that the most significant problem of administration, including financial administration, related to the cash flow from the EU. The first installment of all grants has been received late. This implies that the CHR-P have to borrow from the University in order to present the course until the money from the EU arrives. Unless this is done, the students cannot be admitted and receive a bursary; tickets cannot be issued and other critical practical arrangements made (accommodation, food, health insurance, registration etc).

Hence, in order to resolve this problem temporarily the Centre has often had to borrow from the University in anticipation of subsequent installments from the EU. The funds borrowed from the University of Pretoria are repaid with interest up to 16%.

Finally, as to administrative problems there continues to be some "teething" administrative-logistical problems at partner universities. Students have experienced problems to access internet, which was either too slow or broke down. In some cases, students received extra funds in order to enable them find alternative Internet points. Other problems mentioned include inadequate dissertation supervision and poorly organized course work. These were examined closely with the Academic Coordinator of the programme and are being addressed.

#### 4.7 On the Future Organisation

There is no "proposal for future organisation of the programme" that is different from today's structure. Rather, the challenge for the time being is to consolidate

and refine the existing model. Not least, there is scepticism about bringing in new partners before the existing network of partners have been further consolidated.

## **5 The Mediterranean Masters Programme in Human Rights and Democratisation (Malta)**

### **5.1 Operation of the Malta Master**

The Malta Master is hosted by the Faculty of Law of the University of Malta and managed by the Foundation for International Relations, an autonomous part of the University. It is now (academic year 2003/2004) in its third year.

The programme has 18 partner institutions; 12 of them in the Mediterranean region (Universidad Complutense de Madrid, Spain; Catania University, Italy; Libera Università degli Studi San Pio V, Rome, Italy; University of Jordan, Amman, Jordan; Betlehem University, Palestine; Istanbul University, Turkey; University of Cyprus, Nicosia, Cyprus; Tel-Aviv University, Israel; Centre de Documentation d'Information et de Formation en Droits de l'Homme, Rabat, Morocco; Arab Institute for Human Rights, Tunis, Tunisia; Cairo Institute for Human Rights Studies, Cairo, Egypt; Institut de Droit Europeen des Droits de l'Homme, Montpellier, France) and 6 outside the region (Human Rights Centre, Ghent University, Belgium; Raoul Wallenberg Institute for Human Rights, Lund, Sweden; Danish Centre for Human Rights, Copenhagen, Denmark; Netherlands Institute for Human Rights, Utrecht, Netherlands; Irish Centre for Human Rights, Galway, Ireland, Australian Human Rights Centre, University of New South Wales, Australia).

Target groups of the Malta Master are post-graduate students, government officials, including law enforcement officers, teachers, NGOs, women's rights activists, practising lawyers, journalists, business graduates and other graduates with an interest in human rights and democratisation.

Students spend the first semester (from 2002/2003 onwards, this runs from 16 September to 18 March) at the University of Malta and the second semester (1 April to 30 June) at a European or Mediterranean partner institution. The programme's activities consist of a taught first semester at the University of Malta, an international Human Rights Conference in Malta in the middle of the first semester, a one-week visit to European human rights institutions between the first and second semester, research leading to a 25 000 word dissertation with a partner institution in the second semester and the possibility of an internship with a human rights institution in the country where students conduct research for the dissertation in the second semester.

Within the framework of the Master programme, the Mediterranean Human Rights Journal and a Human Rights Course Newsletter are published. Students also have the possibility to participate in radio broadcasts on relevant topics (Voice of the Mediterranean Radio and University of Malta radio).

The first semester, which extends over twenty-six weeks, is intended to give students a comprehensive and structured overview of human rights and democratisation issues through an interdisciplinary approach. The students follow lectures, participate in tutorials and seminars and supplement this by independent reading and research.

Two introductory study units (on international law and writing and research methods) are followed by 5 study units (Introduction to law and legal systems in the Mediterranean – human rights in a cultural perspective; systems of implementation

and building a culture of human rights; the international legal framework of human rights – individual human rights; the politics of human rights and democratisation - human rights and democracy in the Mediterranean; human rights with particular reference to the Mediterranean – building bridges). Two optional credits complement the study units and allow students to specialise in selected issues. Lectures are given 5, sometimes 6 days a week by experts in the area of human rights and democratisation nominated by the University of Malta, by the partner institutions, by international organisations and by other regional Masters.

At the beginning of the semester the students are split into groups of six or seven each and are assigned an academic tutor. Students have weekly meetings with their tutors to review and debate lecture topics of the week, and to discuss current human rights issues in the world at large and the Mediterranean in particular. Tutors monitor closely their students' progress through a variety of written assignments and report regularly to the academic co-ordinator on each student's individual progress.

During the first term students are assessed in a number of ways including their performance in written exams, assignments, class discussions and simulation exercises. Only those students whose performance during the first semester is satisfactory are allowed to proceed to the second semester.

Midway through the first term an international conference on a selected issue in the field of human rights and democratisation is organised, in which students, academic staff of the University of Malta and partner institutions and international experts participate.

In the second half of March all students are taken on a seven-day tour of the main international and regional human rights institutions in Europe, i.e. the European Commission and Parliament, UNESCO, ICTY, the International Court of Justice and the Council of Europe).

Students are assigned to institutions in the second semester on the basis of their dissertation topic and available supervisors. In this semester, students are expected to conduct independent research and write a dissertation under the supervision of an appointed supervisor at one of the participating universities or institutions or at another institution of their choice. The University of Malta appoints its own academic supervisor in Malta to follow the students via e-mail whilst the student is at the partner university or institution of his or her choice.

During the second semester the progress of the students is assessed both by the supervisors appointed for each student and also by the partner institution, which submit reports on students' activities and performance. The dissertation is due on 15 July. It is examined by a panel of examiners nominated by the University of Malta in which partner universities are represented. A student may be asked to defend his or her dissertation before the Board of Examiners at the Board's discretion. Final results are available in October, the graduation takes place in November. Upon completion of their studies, students obtain an M.A. in Human Rights and Democratisation.

During the second semester students are also expected to participate in the work of a non-governmental organization promoting human rights in the country where the independent research is being carried out.

Students are periodically invited to comment and to make proposals on the content and presentation of the course. This is carried out through periodic informal meetings and a series of questionnaires, which are submitted to the Board of Studies and to the Quality Assessment Office of the University of Malta. Beginning with the academic year 2003/2004, two student representatives are elected and will participate in the course management committee and at the partners' meetings.

Twice annually, meetings of partners are being held (in November in Malta and in February at one of the partner institutions) to discuss management and academic issues.

The project is led by a Project Manager, assisted by a Project Secretary and an Accountant. On the academic side, the programme is led by the Dean of the Faculty of Laws of the University of Malta, who is assisted by an Academic Co-ordinator and an Administrative Assistant. Lectures are delivered by some 20 lecturers from the University of Malta and by an approximately equal number of lecturers nominated by the partner institutions and/or international organisations.

## **5.2 Indicative Criteria of Added Value for EU Supported Networks of Human Rights Masters**

### **5.2.1 Inter-university structure of the programme and participation of partners in decision-making and academic training**

With 18 partner institutions, the programme is able to reach out well beyond the number of partners envisaged in the Commission's terms of reference. While not all countries in the Mediterranean region are (yet) on board, the Master programme has built an impressive network of dedicated and active partner institutions. It allows for the engagement of partner institutions – some of which work in difficult political environments or conflict zones - into an academic network. Furthermore, in bringing together partners from inside and outside the Mediterranean region as well as partners in countries which are to different degrees hostile to each other the programme is able to serve as a bridge between academic institutions which would not necessarily find together otherwise. This structure is also an impressive contribution to academic mobility, academic co-operation and academic freedom in the region. By reaching out into Arabic- and French-speaking countries, the Malta Master, although an English-speaking programme, goes beyond the anglophone academic community.

Although there is no strategy for an expansion of partners, attempts are being made to include countries in the region which are not yet represented – i.e. Syria, Libya, Algeria – in the programme.

All partners are equally represented in the decision making bodies of the Master programme and meet twice annually (in November in Malta and in February at one of the partner institutions) to discuss academic and management matters. These meetings and the rotating venues are seen by the partners as a key element in upholding a constant dialogue and further developing the programme.

The partner institutions are involved in the academic training to different degrees. Lecturers from the partner institutions teach regularly in the first semester in Malta. The choice of lecturers lies with the academic co-ordinators in Malta and depends on availability and fields of expertise of lecturers. The involvement depends very much on personal contacts and has to be seen in the light of the political situation in some of the participating countries, the different academic environments and resources available, and is dependent on political and other developments in the region. Partners contacted in this evaluation felt satisfied with their participation.

In the second semester, partner institutions can receive students for research. As a particular feature, however, the Malta Master allows students to be placed with institutions other than partner institutions, i.e. research institutions or inter-governmental organisations such as UNESCO. The choice lies with the students acting upon advice from academic staff.

So far, out of the 12 partner institutions in the Mediterranean region only 6 (Catania, Montpellier, Tel-Aviv, Istanbul, Rome and Madrid) have received students for the second semester. A breakdown of the placements shows the following picture: 2002/2003: out of 45 students, 18 were placed in institutions within the region, 27 outside the region, 15 out of 45 chose to be placed with institutions other than partner institutions (UNESCO, American University Cairo, Institute for Advanced Legal Studies, London, Institute of Social Studies, The Hague). Students being placed with partners in the region stayed in Malta (6), Catania (3), Montpellier (3), Tel-Aviv (1) Madrid (1).

2001/2002: out of 32 students, 19 stayed in the region, 13 outside the region, 15 chose to be placed with institutions other than partner institutions (Institute for Advanced Legal Studies, London, IOM, ICTY The Hague, ) Students being placed with partners in the region stayed in Catania (7), Madrid (3), Malta (2), Montpellier (2), Istanbul (1), Tel-Aviv (1) and Rome (1).

The wider choice of institutions is a feature much appreciated by students, and – due to the elaborate system of tutoring and mentoring - supervision and guidance seems to be ensured. This system opens an additional layer of academic possibilities for students and facilitates contacts with academic institutions other than those participating in the Master programme.

### **5.2.2 Recognition of the degree as an academic post-graduate degree in the countries of all participating universities**

Official recognition of the degree in the countries of all participating universities remains a matter of concern, given the different academic environment and existing legislation in the participating countries. Remedying this situation seems a lengthy bureaucratic process, in which the programme management is engaged to some extent. The situation seems to have been particularly unsatisfactory in the first year of the programme. In the absence of quantitative data and a complete overview of students' experiences no clear picture exists of the extent of problems or whether improvements are taking place.

In interviews students stressed that beyond official recognition of the degree by their respective governments for them it is the recognition on the employment market which seem to matter more.

### **5.2.3 Each participating university must be able to demonstrate a high level of academic achievement in human rights issues.**

The selection of partners in the Master programme is based on 1) long-standing co-operation with the University of Malta, 2) reputation for excellence in the area of human rights and democratisation, 3) already a partner in the University of Malta MA human rights programme, 4) belonging to a country where human rights training is badly needed.

In this evaluation, a thorough analysis of all partner institutions has not been possible. The study of documents and interviews, however, seems to indicate that the partners chosen fulfil the criteria of high level achievement in human rights and democratisation issues. It is, however, worth noting that the selection of partner institutions in the Malta Masters is a highly sensitive issue due to the political situation in many of the participating Mediterranean countries. The environment in which partner institutions work is very uneven, e.g. State-run universities in some countries might have formally suitable institutions, but lack the academic independence; some partners work in zones of armed conflict, in others very few

suitable partners exist. The limited range of institutions and their possibilities to engage in a co-operation are issues to be taken into account. Identifying and integrating suitable institutions calls for a great amount of personal initiative and knowledge of the region, which is available within the academic and management staff of the Malta Master.

#### **5.2.4 All regional Masters courses must have a strong element of operational skill building - it must be demonstrated that the course curriculum provides adequate time for such teaching**

Operational skill-building activities are a visible and important part of the Malta Master, both on the academic and practical level.

Given the different academic and personal backgrounds of the participants, for some of them skill-building in the academic field, i.e. academic writing and research skills, is very much part (and challenge) of the programme. At the beginning of the first semester, research and writing skills are being taught.

In the lecturers and seminars, the Master programme provides for case-studies and practical exercises. The establishment of a moot court is under discussion, although interview partners have agreed that due to the tight timetable this would have to be done on a small-scale version. Due to the inter-disciplinary nature of the Master, a moot court exercise also does not seem to be a priority in the academic training. A Refugee Law Clinic programme is also under preparation, which would involve students in work with Maltese institutions in the field of refugees and asylum seekers.

To some extent, the participation in radio broadcasts could help a select group of students to develop relevant skills, although no feedback to this end has been received. The inclusion of students into working on the programme's Newsletter and the Mediterranean Journal of Human Rights seems not yet fully explored (and have to be set against the tight time schedule of the taught part and different language skills), but might add an opportunity for some students to acquire editorial or journalistic skills in the area of human rights and democratisation.

Most importantly, the Master programme provides for an optional internship in the second semester. Students are expected to work with human rights institutions in the countries in which they spend their second semester. So far, however, only a few students seem to have opted for internships, and no complete information or data on their placement and experiences are available. Experiences with this part of the programme seem not very encouraging. This is to be due to a combination of facts: The overlap of the internship period with the research for the dissertation, combined with settling into new circumstances at partner institutions, seems to be too demanding for most students and deters many from seriously considering internships. Furthermore securing internships depends on the initiative of students, and no funding is available. The 3-months period envisaged (April – June/July) might not be suitable for some potential employers who possibly prefer longer internships.

In any case - given the fact that many students are mid-career professionals with work experience and with the intention to go back to their respective occupation, an internship as first step into the labour market will be attractive only for a limited number of students. Thus, the importance of an internship in the Malta Master might differ from other regional Master programmes.

For the students concerned, this part of the programme could be improved and more focused on their needs, taking into account the importance an internship can

have with regard to skill-building and for paving the way into the labour market for post-graduate students. A limited number of internships should be made available for those interested. More encouragement of partner institutions to secure internships and an increased effort to assist students in securing internships could help. Internships should not necessarily have to run parallel with research in the second semester, but could follow the dissertation, i.e. start in summer and extend beyond 3 months. In interviews, the European Commission has been asked to assist - through its representation on the ground - in encouraging relevant institutions in partner countries to make internships available. The EU Commission has also been asked to provide internships in Brussels and in offices in partner countries. At present, no funding is provided for internships, and partner institutions are unlikely to fund internships, so that a contribution from the European Commission is considered helpful.

#### **5.2.5 Each course must have a common co-ordinated programme of activities, with variations for each region.**

The taught and research parts of the Master programme are supplemented by a remarkable and expanding number of activities: An international academic conference, a European tour, participation in radio-broadcasts, the publication of an academic journal and a Newsletter, and the opportunity for internships in the second semester. Many of these activities reach out well beyond the programme.

The international academic conference is held in Malta half-way through the first semester on a current topic. The conference brings together current students, academic staff from partner institutions and international experts. Suggestions were made to include past students in these conferences to promote networking of alumni.

The Mediterranean Journal of Human Rights encourages Master students to submit articles; a special volume has been published with selected dissertations, an activity which has proven very attractive to students and will be continued. More integration of students in the editorial activities of the journal – within the time constraints of the Master programme and considering possible language barriers – could be envisaged.

At present, the Newsletter is being prepared and published by academic and management staff and contains little substantive information beyond reporting activities within the programme. An extension in scope (providing information on human rights relevant to current and past students) could be envisaged, as well as giving students ownership of the Newsletter as another skill-building activity. The Newsletter could also be an instrument for reaching out to an emerging alumni community. Such activities might require additional resources.

Students participate in radio-broadcasts (Voice of the Mediterranean Radio and Malta University Radio). Although an activity limited in scope, for some students with the suitable background this could be an incentive for further work in this area.

Evaluations of the European tour and internships can be found in other parts of this report.

**5.2.6 Academic teaching should be ensured by senior Professors of high professional standing. Teaching should be done not only by senior academic experts, but also senior experts from intergovernmental organisations, NGOs and national authorities, and human rights practitioners experienced in field-work.**

Academic teachers in the Master programme is the responsibility of senior and mid-career staff of the University of Malta (Law Faculty and other departments), partner institutions and other universities, members of diplomatic missions, legal practitioners, directors or senior staff of human rights NGOs and human rights institutions from within and outside the region. In the programme 2003/2004, 49 lecturers, including guest lecturers, are listed.

Students report that they feel well prepared for and introduced into the course and praise the assistance given for settling into the academic environment in Malta. The information on the lectures and activities provided for the introductory phase has been consequently improved over the years and students felt satisfied with this. Students appreciate the training in public international law and writing and research methods at the beginning of the academic year.

At present, the first semester comprises a tight schedule of twenty-six weeks of lectures, tutorials, seminars and independent reading and research. Beginning with the academic year 2003/2004, optional credits allow for specialisation, which is appreciated by students. The course programme is comprehensive, demanding, inter-disciplinary, with room for specialisation, follows a tight schedule and is accompanied by an extensive tutoring system. Students generally perceive this semester as rewarding, but also very demanding and leaving little space for interaction or following their own interests.

Given the great number of lecturers, in particular international lecturers, managing the sequence of lectures and scheduling lectures is a constant challenge for the academic staff. Although some problems in this field have been reported by students, these problems are not being described as fundamental or disturbing.

Particular emphasis is put on tutorials, which accompany the lectures. Here, the Malta Master has established an impressive and effective system. This seems indeed crucial given the diverse nature of the student body and is certainly one of the areas where the success of the Malta Master comes from. Students are assigned to groups of 6-7, lead by a tutor. In the academic year 2003/2004, 9 tutors are working with 48 students. Tutors are recruited from university staff and (to a limited extent) from past students. Given the responsibility and importance of tutors for the success of the programme, the choice of experienced staff proves right. This might, in turn, put limits on the idea of employing past students of (other) Master programmes as tutors. The informal working environment and the accessibility of academic staff have been highlighted in many interviews. Tutoring extends into the second semester and tutors keep track of students' progress via e-mail, in co-operation with partner institutions.

Tutoring goes beyond advise in academic matters but focuses also on making students from different cultural and religious backgrounds - some of them from conflict zones - comfortable in class and in the interaction with others. Sensitive issues that have to be dealt with are accepting criticism for one's own government or society, peer pressure in discussions on sensitive issues, tolerance, racism, prejudices, gender issues, etc. It is in these areas where the greatest challenges for student and staff, but also the greatest personal learning experiences are being reported.

In this sense, the Malta Master is more than a human rights training programme. The nature of the programme and the composition of the student body mean that elements of conflict resolution, tolerance and anti-racism training, tackling prejudices, raising self-awareness, reconciliation and dealing with 'otherness' are explicitly or implicitly part of the programme. Feedback from students and academic staff has indicated that these issues would deserve increased attention. Teachers in the programme have, however, no training in these areas. The inclusion of special units (in the introductory phase) dealing with these issues in a more professional way has been discussed and might be followed up, bearing in mind the already very tight schedule of the first semester.

Another aspect related to teaching activities, which has been referred to in the interviews, is the provision of human rights literature. While the University library in Malta seems to hold relevant literature to some extent, providing students with basic human rights literature for their own use once they have returned to their countries or moved on would be a wise investment. Resources to this end should be included in future courses.

### **5.2.7 All courses must contain a module on EU human rights and democratisation policy and activities, and visits to international and regional institutions should be considered.**

The Master programme 2001/2002 devoted 2 ½ days to the European Union and human rights, the programme 2002/2003 5 days (2 ½ days 'EU and human rights', 2 ½ days 'EU Charter on Fundamental Human Rights'). This does not include the time devoted to this issues in the tutorials or guest lectures, etc. In addition, the EU as a key actor in human rights is to some extent referred to in other study units. Generally, students seem to be well aware of the EU's position towards human rights, of the EU's policies and activities and – with a critical view – the EU's position in the Mediterranean. The time devoted to the EU's human rights policies and activities (a full week in 2002/2003) can be regarded as sufficient to provide students with a good overview of the EU as a key actor in the field of human rights.

In turn, it has been pointed out that the EU itself seems not overly well represented both as regards participation of EU-,practitioners' as lecturers in the study units and in other academic events outside the formal curriculum. The Commission might wish to enhance its visibility in this regard.

The Malta Master provides for a week long trip for all students to European human rights institutions, including the EU Commission. Students perceive this trip as one of the highlights of the programme, as they get in touch with human rights institutions and senior staff. Naturally, the EU Commission is, compared to the ICTY or the European Court of Human Rights, an institution where there is 'not much to see'. Yet, the feedback on the visit to the Commission received from students in the interviews was disappointing if compared to visits to other European institutions. The Commission seems not to take full advantage of this opportunity to present itself to the students in an interesting and engaging way and thus shape students' perception of the Commission.

### **5.2.8 The selection process for students must be demonstrably transparent and coherent between the selecting universities. The selection process should aim for a standardised method of selection. Reflecting the inter-disciplinary nature of human rights, students should represent a variety of academic backgrounds, and not only be law graduates. Attention should also be paid to ensuring a gender balance in the selection of students.**

The overall number of students and the gender balance in the Malta Master is as follows: 2001/2002: 41 students (17 male, 24 female), 2002/2003: 45 students (22 male, 23 female), 2003/2004: 48 students (24 male, 24 female). Thus, the male/female ratio over three years ranges from 1:1,4 to 1:1.

Gender equality is also ensured in the student representation (beginning with the academic year 2003/2004); the two student's representatives must be one male and one female student.

The Malta Master is highly inter-disciplinary as far as the students' background is concerned. It is focused on mid-career or senior professionals in different occupations as well as on recently graduate students. So far, students with degrees in the following academic disciplines have participated: 2001/2002: Law, political science, European studies, Spanish, English literature, international relations, linguistics, journalism, engineering, social work, sociology, government studies. 2002/2003: Law, political science, diplomatic studies, English language and literature, sociology, anthropology, administrative sciences, business studies, psychology, theology and human studies, comparative cultural sciences, Turkish studies, social science and criminology, social work and psychology, architecture. 2003/2004: Law, political sciences, English language and literature, mass communications, engineer mathematics, economics, business, sociology, English and history, business administration, European studies.

This inter-disciplinary approach calls for an increased effort in teaching, in particular in the introductory phase. To meet these demands, the Malta Master provides for a special unit on international law and writing and research skills at the beginning of the course, as well as extensive tutoring in small groups and individually. While the inter-disciplinary approach is seen by all stakeholders as the most visible asset of the programme, it certainly entails considerable efforts to ensure that all students are kept on the same academic level and puts strain on the resources of the host institution.

While Southern Mediterranean countries are well represented, the programme lacks applications of students from Northern Mediterranean countries (Spain, Italy, France). With this, the dialogue in the programme is largely a dialogue between students from Southern Mediterranean countries (worth while as it is) and not a genuine Euro-Mediterranean dialogue. The programme management is aware of this issue. An increased effort to attract students from Northern Mediterranean countries seems necessary to fully meet the objectives of the programme.

Much effort is put in the selection process, the reason for which lies in the attempt to reconcile the academic qualifications of prospective students with the wish to reach out to those most in need of and benefiting from human rights training. As a consequence, academic performance is only one criteria, and is set against the academic environment in which the applicant lives. In addition, divided societies in some Mediterranean countries with students representing different factions of society complicate the selection process and the task of creating a balanced study body.

The selection process is based on interviews with those applicants who meet the basic criteria as set out in the application guidelines. Interviews take place in Malta and at partner institutions and are conducted by academic and management staff (academic co-ordinator, project manager and administrative assistant). The selection process is standardised and allows for a grading system for each participant's application in terms of academic background, gender, age, nationality, language skills, prior knowledge of human rights and democratisation, suitability for the course and potential career perspectives.

### **5.2.9 At least 90% of the students should come from the region concerned; ideally 10% should come from other regions**

There has been a rise from 1% of students coming from outside the region in 2001(2003) to 12% in 2003/2004. The figures are as follows:

2001/2002: Malta (10), Lebanon (6), Cyprus (5), Israel (5), Palestine (4), Morocco (4), Turkey (4), Tunisia (1), Jordan (1). 1 student (2%) came from outside the region (Belgium).

2002/2003: Palestine (7), Malta (6), Egypt (5), Turkey (5), Tunisia (4), Israel (4), Morocco (3), Cyprus (3), Jordan (3), Lebanon (2), Italy (1), Libya (1). 1 student (2%) came from outside the region (Albania).

2003/2004: Malta (10), Israel (4), Turkey (4), Cyprus (4), Tunisia (4), Morocco (3), Egypt (3), Libya (3), Lebanon (3), Palestine (3), Jordan (1). 6 students (12%) are being considered international students (Turkey, Canada, Albania, Former Republic of Yugoslavia, Denmark, USA).

### **5.2.10 Student representatives, elected by their peers each year, should also be represented as consultative members on the decision-making bodies of the Masters courses.**

Beginning with the academic year 2004/2004, two student representatives are elected in secret ballot at the beginning of the academic year. (It is worth noting that for many students this is the first free and secret election they are entitled to, a fact which has been highlighted in interviews and in itself is part of human rights teaching). The student representatives participate in the Course Management Committee (together with academic and management staff and tutors). They also participate (together with the Dean of the Law Faculty and representatives of lecturers and tutors) in the Board of Studies. They are also represented in the Faculty Board and in the meetings of partner institutions, held twice annually. Regular informal meetings with academic and management staff are possible throughout the academic year. In addition, students have access to the University of Malta's complaints procedure, including a University Ombudsman. Both staff and students confirm that student representation is sufficient and regularly leads to positive developments in the programme. Student representation also extends into the second semester. Students feel very satisfied with this system.

The elaborated representation and complaints system has to be put in a cultural perspective: For many students open criticism in a formal system or in front of a group is inconvenient, so that one-to-one informal feedback becomes essential. The programme does provides for this.

### **5.2.11 The system of examinations and assessment of thesis must be consistent between all participating universities.**

The final written examinations at the end of the first semester follow the procedures established by the Faculty of Law of the University of Malta. Students can fail, pass, or pass with distinction. The exams and coursework count for 50% of the final mark, the dissertation 50%. Very few students have been unable to obtain positive results so far. Those students have to re-sit exams in accordance with the University of Malta procedures.

Dissertation topics are chosen by students with the advice of academic staff. The dissertation should not exceed 25 000 words and has be written in the second

semester, i.e. between 1 April and 15 July. It is examined by a panel of examiners nominated by the University of Malta in which partner universities are represented. A student may be asked to defend his or her dissertation before the Board of Examiners at the Board's discretion.

With this system, the University of Malta, in co-operation with partner institutions, is able to ensure consistency of examinations and assessment of thesis.

Problems are being reported with the time available for writing dissertations. Given the tight schedule in the first semester (which does not allow much work on a dissertation), possible difficulties in settling in with the partner institution and the demands of the (optional) internship in the second semester, the dissertation proves to be quite demanding for some students. Supervisors report that it is difficult for students to finalise the dissertation in the given time-frame. An earlier start of the dissertation in the first semester, however, seems not advisable due to the heavy schedule. A reduction of the length of the dissertation or (preferably) an extension of the deadline well into the summer should be considered. This would also alleviate the burden in partner institutions where May/June is a busy time for exams etc. The supervisory procedure for the dissertation (appointment of one supervisor/tutor at the partner institution and on-going regular e-mail contacts with a tutor in Malta), however, does work well.

**5.2.12 Each course should offer bursaries for students from outside the EU/Candidate countries who can demonstrate that they do not have the means to pay tuition fees or living costs.**

Scholarships are only offered to students from within the Mediterranean region. As this comprises EU and non-EU countries, this criterion does not apply to the Malta Master.

**5.2.13 The course should emphasise language skills, and students should be able to speak at least two languages, one of which should be French or English.**

The Master programme is conducted in English, and language skills are part of the selection criteria. As the programme reaches out into Arabic and French speaking countries, sufficient command of English is an issue to be considered, as students' language skills can differ greatly. While some concern has been raised as for the language skill of some participants, this does not seem to be a major problem in the programme. The Master programme offers additional English language course free of charge for students who need assistance with improving their language skills.

**5.2.14 Each course must guarantee a sufficient level of co-ordination with the other regional Masters degrees funded by the EU Budget.**

Co-ordination with other Master programmes exists to a some degree, although on a rather informal level. A certain overlap – geographically and as for the content – exists with the Sarajevo and Pretoria Masters.

Co-ordination takes place on a 'personal' level, i.e. lecturers of other Master programmes who occasionally teach in the Malta Master. More formally, the Malta Master participates in the yearly meetings of regional Master programmes.

Generally it seems that the demands for co-ordination between Master programmes must strike the balance between ensuring certain common features while preserving regional particularities and strengths. The development of the

regional Master programmes must be driven by the host institution and partner and by teachers and students and guarantee academic freedom. All proposals for a co-ordination of Master programmes should be considered from this perspective, and suggestions for a stronger co-ordination or co-operation must prove that they add value to the respective Master programmes.

**5.2.15 Each course must guarantee the follow-up of graduate career development including by providing internships and supporting alumni associations.**

The Malta Masters differs from other regional human rights master programmes to some extent as it focuses on professional target groups. As a consequence, one can expect that many students return to their respective occupations, so that the issue of employment opportunities and career development seems not as pressing as in other master programmes.

Follow-up of students activities after the course is largely informal and depends on the students' will to stay in touch with their tutors. There is no formal system of following up students' progress and career paths. Many students and staff report being informally in contact after the end of the course. Follow-up exists in informal contacts, writing of references, and occasional feedback from employers.

The creation of an alumni association is under discussion for the next academic year. The format and purpose have yet to be established.

**5.2.16. Each month of the course, both the teaching staff and experts should be evaluated by students through a detailed evaluation form, the overall results of which should be made available as part of the final narrative report to the Commission. At the end of the course, students should submit a detailed evaluation of the course (both teaching and content) and this should form part of the report to the Commission.**

Formal and informal feedback and evaluation mechanisms are integral part of the Malta Master and have been described above. Apart from formal evaluations, students and staff describe a constant informal dialogue on different levels as integral part of the course, which regularly lead to developments in the course programme.

**5.3 Effectiveness as to objectives; Relevance of the Programme and Ownership**

The Malta Master has been successful in realizing the following its objectives as described in the project proposal in the following ways:

**It produces between 40-50 new graduates with a comprehensive knowledge of human rights and democratisation each year from mostly Mediterranean countries.** 41 students participated in 2002/2002, 45 in 2002/2003 and 48 in 2003/2004. The course curriculum ensures a comprehensive knowledge in human rights and democratisation and allows for the possibility to specialise in some areas. Students come from mostly from Mediterranean countries, but students from other regions participate (1% in 2001/2002 and 2002/2003, rising to 12% in 2003/2004).

**It provides a forum for interaction and cross-cultural, cross-religious dialogue of students from different countries, backgrounds and disciplines.**

The selection process ensures that a diverse, inter-disciplinary, yet balanced group of students can interact in class and outside. Cultural and religious issues are part of the course curriculum and as part of the students' own background form the

texture of students engagement with each other. Experienced tutors are available in an engaged and informal way to ensure that the Master programme is a forum for exchange and assist students in dealing with difficult issues in the course and with bridging academic and personal gaps.

**It acquaints students with the EU's actions in human rights.** Sufficient time is devoted to discuss the EU's position as a key actor in human rights and democratisation (one week in the academic year 2003/2004 plus other EU-related events, tutorials and discussions). In the one-week tour to European human rights institutions between the first and second semester, students get first-hand experience of the EU Commission and the chance to meet with senior officials. While the curriculum provides sufficient space for lectures and discussions on the EU, the EU Commission itself has been asked to show more visibility in events related to the programme, such as guest lectures etc, and to make better use to present itself in the European tour.

**It provides information on specific human rights and democratisation issues in the Mediterranean region.** The curriculum provides ample space for a presentation of such issues and looks at them from the perspective of many different disciplines.

**It reaches out well beyond human rights training and raises awareness of socio-cultural, religious and political realities in the Mediterranean region.** Large parts of the programme are devoted to analysing the socio-cultural, religious and political realities in the Mediterranean region. For many students, this is their first encounter with an academic analysis of their neighbouring countries and provides them with a new look at these realities. The learning experience on the academic, professional and personal level has been described as very successful, and all stakeholders report a greatly increased understanding of issues affecting the region as a whole. The comparatively small number of students from Northern Mediterranean countries, however, means that the focus is on the Southern Mediterranean countries. While this is certainly a success, shifting the balance slightly would help broadening this dialogue.

**It ensures room for operational skill-building activities.** Promoting academic research and writing skills in a special unit and skill-building exercises such as case studies and other exercises are part of the curriculum. Further exercises, such as simulations and role-plays, seem not yet in use extensively, but this depends on the initiative of individual lecturers. Moot courts and law clinics are under consideration for the next academic year. Participation in radio broadcasts is possible. Editing, research and journalistic skills by including students in producing the Newsletter and the Mediterranean Journal of Human Rights could be considered in the future. While students report that they have indeed learned many operation skills, further developments in the area of skill-building are possible. This, however, will have to be set against an already very tight teaching schedule, and a careful balance will have to be sought. Only few students have opted for an internship as part of the programme. This option, as it stands, is not sufficiently focused on interested students and could be improved.

**It prepares students for academic or operational activities in human rights.** As an academic programme, the Malta Master cannot be expected to be vocational training. It does, however, equip students with the necessary knowledge and skills for academic and other professional activities in the field of human rights and democratisation. Given the programme's focus on professional target groups, the Malta Master also enhances professionals' abilities to include human rights in their respective activities upon return to their home countries. Some students have

chosen to proceed with an academic career and have started PhDs in the area of human rights and democratisation.

**It promotes women's rights in the region.** The Malta Master produces an approximately equal number of male and female graduates. Women's human rights are part of the curriculum, and many students choose a topic in this field for their dissertations.

**It contributes to the promotion of a human rights culture and to enhancing security and stability in the region.** Due to its inter-disciplinary nature of the course and the integration of issues such as inter-cultural dialogue, religion, conflict etc., the curriculum enables students to gain in-depth knowledge in these areas. The Master programme itself as an exciting and highly successful exercise in bridging the gap between different countries, institutions, political, social and academic environments and individuals. Feedback indicates that the personal learning experiences and the knowledge of students reaches out well into their families and their environment. The Malta Master initiated and continues a dialogue on the political, academic, societal and personal level in the Mediterranean region and beyond.

**Creating a network of human rights alumni of the Malta Master and the link with graduates of other Master programmes.** This objective has not yet been achieved. There is no comprehensive information available as for the career development of graduates. It remains to be discussed to what an extent and time-frame the career development and the follow-up of graduates' professional progress can reasonably be a task of the Master programme. At present, networking relies on personal contacts between students and teachers and among students. The creation of an alumni association is under consideration, but the objectives and format of such an association have yet to be established.

The Malta Master also achieves two objects which are not explicitly mentioned in the programme objectives but deserved to be described:

**It ensures the integration of human rights and democratisation into established governmental and non-governmental structures in the students' countries of origin.** Due to its focus on professional groups, the Malta Master is able to reach out into institutions and structures which are particularly important targets of human rights training, e.g. department of Ministries, police academies etc.

**It promotes and in some cases initiates academic mobility in the Mediterranean.** Although political and bureaucratic problems remain concerning the full integration of partner institutions into the programme and the identification of possible new partners, as well as with the recognition of degrees, the Malta Master is an extremely important contribution to academic mobility in the Mediterranean region.

The institutions contacted, and in particular the Faculty of Law of the University of Malta, feel strong **ownership** of the Master programme. In the absence of feedback from all partners, however, the question of their ownership can not be answered, so a different degree of involvement and ownership remain a possibility.

In turn, interview partners have questioned whether the European Commission itself feels and shows equally strong ownership of the programme it has helped to create, and where in the Commission's internal administrative structure such ownerships is being located.

#### 5.4. Obstacles to Effective Participation

The marketing of the course in Mediterranean countries and beyond, which at the moment is done through the website, posters and leaflets, does not seem to reach

out fully to potential target groups, many of which seem to be still unaware of the existence of the Master Programme. More efforts in this area would help to ensure a broader range of applications. In particular, Northern Mediterranean countries are not sufficiently represented.

Some problems have been reported regarding the language skills of participants, but this has not been described as a major obstacle. The selection process and the tutoring system ensure that the extremely diverse group of students work together well.

## 5.5 Impact Assessment

Due to time constraints in the present evaluation, no quantifiable data for the further careers, employment and professional and personal experiences of students could be obtained to assess the impact of the programme. No such data are available in the Malta Master, and reports on graduates' further progress is informal and selective. This evaluation can therefore only be a qualitative indication, based on interviews of a small sample of stakeholders.

All stakeholders interviewed have expressed a strong view that the programme is relevant to their activities and has a profound impact on their professional and personal lives.

Students report that they have been provided with substantial and comprehensive knowledge, have learned operational skills and have been challenged to change some of their attitudes. Graduates of the academic years 2001/2002 and 2002/2003 seem to have chosen very different career paths. Some returned to their occupations, some continued with academic training at other universities or took up a PhD, some sought new occupations. Consequently, and given their different backgrounds, they report very different, but largely positive experiences. Some are more critical as their expectations to gain easy access to employment with international organisations, including the EU, have obviously not been met, and job-seeking proved to be more difficult than expected. Those returning to their occupations seem to be satisfied with the knowledge and skills they can implement and with the recognition their degree has met with. Students pursuing academic studies report feeling well equipped and encouraged to do so.

On the personal level, students report that the confrontation with students from other countries and backgrounds has had a profound personal effect on many of them. Given strong family ties as a characteristic in many of the partner countries, this impact has been described as also being felt within the students' families, as well as in their working environment.

On the question whether the Master programme has a larger impact in the countries concerned, one can only speculate. While it seems that in the immediate personal, academic and professional environment of graduates such an impact seems to exist, it is impossible to evaluate, after only two years, whether any larger effect could be measured.

Academic staff and lecturers/tutors at the University of Malta have reported that the contact with students and other academic staff has increased their awareness of human rights and democratisation issues, enhanced knowledge of social, religious, legal and political issues in the Mediterranean, and has led to concrete ideas and proposals for individual or joint research, research projects, conferences, seminars and academic activities beyond the scope of the Master programme.

Academic and management staff at the University of Malta have reported increased awareness of human rights and democratisation issue among University

staff, interaction between the Master students and other students at Malta university and the further 'internationalisation' of the student body. The experiences of the Malta Masters are being discussed in setting up other M.A. programmes at the university.

Other students at Malta university seem to be quite attracted by the Master, once they get in touch with their colleagues in the programme. Student contacts have already led to a joint conference organised by the Master students and the Malta branch of the European Law Students Association ELSA.

Contacts with Maltese governmental authorities are manifold, senior government officials and members of diplomatic staff lecture in the programme, and the Malta Master seems to receive considerable support from the Maltese authorities.

Lecturers, examiners and staff at partner institutions have given positive feedback about the research and other activities of students at partner institutions and the impact of the Master programme on their respective institutions.

### **5.6 Cost Efficiency and Administration**

The Commission's contribution covers 80% of the overall costs of the Master Programme. Fee-paying students are accepted into the programme. Partner institutions contribute to the costs in different ways, e.g. Catania University provides for subsidised accommodation. The programme allows for 36 scholarships covering living costs and travel for students from the Mediterranean region.

The funding cycle is inadequate for the Master Programme. While the advertising, preparation and application procedure starts around January/February and the selection process takes place in June, the funding is made available by the European Commission in July. As a consequence, the host institution is forced into financial uncertainty verging on the brink of irresponsibility. Funding cycles should be synchronised with the realities of the project cycle.

Although the Master Programme is looking out for future donors and sponsors, a continuation without EU funding seems not feasible.

Unclear structures within the Commission, different treatment of the Venice and other regional Masters and shifting responsibilities within the Commission are being cited as sources of uncertainty for the administration of the Malta Master.

### **5.7 On the Future Organisation**

At present, the following developments of the Malta Master are under consideration by the programme's management:

Although there are no concrete plans for the expansion of the number of partners, constant attempts are being made to include countries in the region which are not yet represented – i.e. Syria, Libya, Algeria – in the programme.

In addition to an ongoing revision and adaptation of the curriculum, additional skill-building activities are under consideration by academic staff for the next academic year.

The Mediterranean Journal of Human Rights is exploring how to publish more the students dissertations in the academic year 2003/2004.

Proposals for a regional Mediterranean PhD Program in Human Rights and Democratization are under consideration, so as to allow students to continue with academic training and research on a doctoral level.

The programme management is exploring ways to increase applications from and participation by students from Northern Mediterranean countries.

## 6. Summary and Comparative discussion of the two Masters programmes

Both programmes have a full inter-university structure with active participation and involvement in decision-making of the partner institutions. Partner institutions have a high level of achievement in human rights and democratisation issues and are involved in academic and practical-logistical matters. Both bridge gaps between different academic environments and cut through language barriers. The Malta Master relies on a larger group of partners, including partners from outside the region. Selecting and integrating partners is an issue which requires knowledge and experience in the region. Both Master programmes have been successful in establishing an academic network which is suitable to their needs and objectives.

Formally, recognition of the degree in partner countries is guaranteed, but the Malta Master might have to ensure that this is translated onto the practical level.

Both Master put strong emphasis on operation skill-building activities, using partly the same tools (moot exercises, case discussions, clinical work, reading and writing exercises). Given their different student bodies, the Pretoria Master emphasis legal skills, whereas the Malta Master necessarily goes beyond legal skills. Teaching staff is acutely aware of the need for operational skill-building activities and engaged in this area.

Both Master programmes are able to make use of an acknowledged academic journal which is distributed within the region and outside to further research and publish selected dissertations. The Malta Master also makes use of a Newsletter to distribute information on the programme.

The Masters differ in their success as far as the internship program is concerned. The Pretoria Master has a more formalised system, including a follow-up to students activities. In the Malta Master, only few students opt for an internship. While part of this can be explained by the different student bodies (many mid-career professionals in the Malta Master, more graduate students without work experience in the Pretoria Master), a more focused and better organised internship program in the Malta Master might be a benefit. Additional resources might be necessary to this end.

The Malta Masters allows for various types of activities, including a one-week tour through European human rights institutions. The African Masters includes field trips (so far to Rwanda and the ICTR in Arusha.) The mid-term academic conference in the Malta Masters is met by a similar type of meeting at the activity in the Pretoria Master where a workshop for presentation of dissertation outlines are presented and discussed.

The Mandela award in the Pretoria Master could serve as an example for establishing a similar type of award in other programmes using adequate high-profile personalities or institutions.

The quality and content of teaching must be described as high-level, rewarding and demanding in both Masters programmes. Both draw on a great number of experts from within and outside the region. The curriculum differs to quite an extent due to the different objectives and background of students. While the Pretoria Masters is an LLM in human rights, the Malta Masters is not only inter-disciplinary but goes well beyond human rights teaching into areas such as conflict-resolution and inter-cultural dialogue. These approaches are distinct feature of the Masters programmes and cannot be compared.

The length of the Master programmes and the components of the Master programmes has been a matter of discussion. The Malta Master has recently successfully extended the first semester, although it remains still a very demanding and tightly scheduled semester. The time-frame for dissertation is too short and should be extended, while an extension of the whole programme does not seem advisable. The timing of the internship should also be made more flexible. The Pretoria Master faces the same problem of a very tight schedule with little time for reflection. In this case, a number of interviewees emphasised the need to find ways to deal with this, for instance by adding 2-3 months for the completion and hand in of the dissertation.

One source of concern in the Pretoria Master – the lack of guidance and assistance students receive to counter the ‘flying-teacher’ – phenomenon – is remedied in the Malta Master with an excellent system of formal and informal tutoring in small groups and individually throughout the programme. This system is very successful, but requires adequate resources.

The Malta Masters is more focused on providing information on the EU’s human rights activities and policies; the Pretoria Masters is on the way of integrating this issue better into its curriculum.

The selection process of students is transparent, standardised and successful in securing a diverse and high-level group of students in both programmes. Neither language barriers, educational or academic background seriously impede the selection of students. Both programmes offer English language courses. In the case of the Malta Master, adjustments are being considered to encourage more applications from Northern Mediterranean countries, while the balance between regional and international students meets the requirements in the Commission’s terms of reference. In the Pretoria Master, this requirement is not met, but the issue is under discussion.

The system of student representation is successful in both programmes, and both programmes succeed in ensuring consistency in the examination and assessment of dissertations. Both Master programmes allow for evaluation of teaching staff and experts.

Both programmes offer scholarships for students from within the region. The Malta Master allows fee-paying students from outside the Mediterranean region in. This has not been the case in the Pretoria Masters, although this is an option suggested for further discussion as a way of allowing students from other regions to enter the program.

The Pretoria Master puts more emphasis on following up graduates’ career development, while little information on this is available in the Malta Master. Both programmes look into the possibility of establishing alumni associations, but have no clear vision about the format and objectives of such associations.

In both Masters programmes, the effectiveness as to the objectives, the relevance for the stakeholders, the issue of ownership of host institutions and the impact on the stakeholders can be answered positively.

## 7. Recommendations

### 7.1 The African LMM

There is a need for examining the **experiences that the partner universities have with the model of cooperation**. At present, there is involvement and participation, but this seems to vary to a large extent between partners. Although it is very clear that the University of Pretoria feels a very deep and sincere ownership to the programme, we know little about the ownership that the partner universities feel. Their teaching contribution in the first semester seems to be very modest, leaving them with the one Module of teaching in the second semester, and supervision and marking duties. These issues should be examined and reviewed in a separate evaluation. The Raoul Wallenberg Institute is planning an evaluation of the LLM in 2004, and **the ownership and involvement of partner universities** are topics of interest to evaluate. A dialogue with the Raoul Wallenberg Institute on this issue should be initiated.

Although the LLM provides a network of co-operation between the partner universities there seems **to be little co-operation of research and dissemination of research results**. Joint research programmes would have intrinsic research values but would also strengthen the co-operation on the LLM programme. The publishing of the African Human Rights Law Journal could be used more actively to encourage research programmes and projects of cooperation, for instance by publishing results in thematic issues of the Journal (it possible from an editorial point of view). This would strengthen African human rights research, and implicitly benefit the LLM programme by providing research-based teaching competence, and an even stronger knit network of partner institutions.

The internships are valuable components of the African Masters. It adds a practical dimension to the education and helps to prepare students for “real-life” human rights work. Its also helps to demonstrate the usefulness of the programme for stakeholders, and enhances the employment opportunities for candidates. Yet, there seems to be little **coordination of internships and dissertation work**. In view of the very tight schedule of the LLM, one should try to fit the internship experience better with the preparation of students for their thesis work. Also, more full-time internships should be offered for students who have completed their studies.

The LLM programme relies heavily on external lecturers who teach for a few days and then leave. This “flying teacher” model has its strengths (it brings in highly competent scholars) as well as weaknesses, such as lack of a contact person for students, and dangers for overlap between lecturers. It would be beneficial to the students and the educational process if **one responsible teacher for the Modules was appointed in order to provide more continuity, and possibility for following up on students’ teaching and other demands**.

At the same time, the course and curricula are very tight with little room for reflection and in-depth studies on arising issues. In order to give more time for reflection and follow up by teachers and tutors **it should be considered to extend the time allocated for the teaching Modules 1-6** into the second semester (2-3 months) and widen the scope of the programme (that is, the deadline for hand in of dissertations) with 2-3 months. A less preferred option would be to reduce the number of courses offered.

The African LLM programme has so far only recruited African students. The needs for competence-building is so large in Africa that this has been a deliberate choice until now. However, the CHR-P acknowledges that the attendance of some students from other regions of the world would enrich the learning environment of

the programme. At the same time, there needs to be some restrictions in place, **and a quota system for non-African students** may be a useful mechanism. These students, however, should be self-funded, or 2-3 additional scholarships may accommodate their funding needs.

**An alumni programme should be established** as this would enable a follow up of former students, strengthen the network among them, and possibly raise funds and other support for the programme in the future.

Although the CHR-P takes the evaluations made by students seriously, the procedure for **collecting assessments and analysis of the evaluations should be improved and made more systematic.**

Lastly, **the main administrative hurdle has related to the cash flow** from the European Union. The late receipt of the first instalment of support has repeatedly caused problems of cash position in the beginning of the programme, and the CHR-P has had to borrow money from the University at high interest rates. **There should be a dialogue between the Centre and the Commission in order to resolve this issue.**

## 7.2 The Malta Master

The question of **the recognition of the degree in the students' countries of origin** should be studied and followed up by the programme management, and the European Commission should assist if problems are reported in this area.

The first semester follows a very tight schedule. Although it leaves two weeks for revision before the final exams and despite the excellent tutoring system, **a constant review of the schedule with a view towards opening up space for the interaction of students and avoiding an overload** seems useful. The introduction of additional and innovative skill-building elements, which to some extent is under consideration, should be continued, balancing it with the teaching schedule.

**Using the Newsletter for more than just sharing information** on developments and social events within the current course could be considered, and ownership of the Newsletter could be handed over to interested students, enabling them to gain experience in editing and journalistic activities.

**The time for writing dissertations should be extended** for another few weeks beyond the 15 July. Realistically, this will in turn limit the time available for supervisors and examiners to assess the dissertation; a balance will have to be found to this end.

**The role of the internship in the Masters programme should be thoroughly discussed** and re-evaluated by the stakeholders in the program. Possibilities include the provision of a limited, but guaranteed and better organized number of internships focused on students who express a wish for an internship before the programme starts. Internships could run for a longer period than 3 months. Internships should not necessarily have to run parallel to the dissertation, but could start after the dissertation has been handed in. The European Commission should assist with providing funds, encourage relevant institutions to provide internships and consider a more elaborate internship programme within the Commission.

**The creation of an alumni association** is under consideration. As a first step, the Malta Master will have to collect information from graduates and establish a database. The extent to which the programme should collect and up-date such data and the resources necessary are linked to the discussion on the alumni

association's aims. It has been suggested in interviews that rather than solely providing information on the programme, such a network should be used with the specific task of keeping former students well informed on current developments in human rights and democratisation. This would make particular sense for graduates in countries where access to information on human rights and democratisation is regulated, insufficient or difficult. Creating an alumni association for the Malta Master should be discussed together with other regional Master programmes so as to gain more clarity as for the objectives of such an association (networking among alumni, provide information on developments in human rights and democratisation, participation in joint academic activities, joint publications, developing into a professional association, fund-raising, etc.)

The University of Malta could inquire into the possibility of **setting up an inter-disciplinary Chair** in Human Rights.

**Additional funds for library resources** and for providing students with human rights literature should be made available.

The time-frame of the Master programme (at present 12 months, from September to September, with final results available in October and graduation taking place in November) and a possible expansion has been discussed. The length of the first semester (which has been extended in 2003/2004 following students' feedback) is balanced, although it remains demanding. In the second semester, **the time for the dissertation should be extended**, and the **internship programme** – for the limited number of students who opt for it – **should be taken out** of the semester-cycle and be seen as a separate part of the programme. This would leave the 12-months cycle for the programme as such intact, but allow flexibility for internships. An extension of the whole programme beyond 12 months does not seem necessary. The feedback regarding the length of the programme has largely been positive, as it stands the programme fits into the academic calendar of the University of Malta, and furthermore professionals might often have difficulties to secure more than 12 months sabbatical or leave if they wish to return to their occupation.

Problems in the **cash-flow of the Commission's contribution to the host institution** should be resolved, and the funding cycle should be synchronised with the programme, so that the host institutions is not forced into financial uncertainty.

As for **increased co-ordination between regional Master programmes**, the value added of such co-ordination must be carefully considered and balanced with preserving the regional particularities, flexibility and academic freedom of the regional Master programmes.

## Appendices

### Appendix 1 Terms of reference

**TITLE :** Human Rights Masters Programmes

**REFERENCE:** EuropeAid/B7-701/2001/3012  
EuropeAid/B7-701/2001/3013

#### 1. Outline of the evaluation

The evaluation will consider the different Human Rights Masters (HRM) Programmes currently financed by the EC. It will focus in particular on two Masters that will end in 2004 – co-ordinated by the University of Malta in the case of the Mediterranean Masters, and the University of Pretoria in the case of the Southern African Masters. It will assess the effectiveness and impact of these programmes and will evaluate the proposal for future organisation of the programmes. The evaluation will include a desk study of the European Master programme based in Padua and Venice in order to have a comparative framework of assessment.

#### 2. Background

There are currently three Human Rights Masters (HRM) Programmes financed by **Chapter B7-7:**

Mediterranean HRM, based at the University of Malta (“Malta”)

African HRM, based at the University of Pretoria (“Pretoria”)

South East Europe HRM, based at the University of Sarajevo (“Sarajevo”)

and a programme financed from Part A of the budget (**A3014**):

European Masters, based at the University of Padua

All the Programmes are regional in scope, and all offer a series of lectures, tutorials, and internships with external organisations, in standards, institutions and mechanisms for the protection and promotion of Human rights and democracy, and require a dissertation from their students. Some offer an LLM (HK, Pretoria) while the others offer an MA. The courses last one academic year. Course activities take place in a variety of locations within the region.

The profile of the students varies, as does the number involved, paid from the EC grant. Set out below are the numbers envisaged in the contracts to be paid by the EC, per course.

Malta	36 students who are government officials, prison officials, lawyers. NGO activists, business graduates
Pretoria	30 law graduates
Sarajevo	30 students who are NGO activists, administrators, scholars, policy-makers
Padua	82 students from different academic disciplines

Three courses include specific teaching on the EU and its human rights policies and practices: Padua, Malta & Sarajevo. Pretoria covers human rights in Europe, including some EU aspects.

The budget of the programmes, the size of the EC contribution, cost per student and the duration of the contracts vary. The cost of the subsidy per student/per course is listed at the end, together with the % of the subsidy for the student.

Malta (99.8%)	€877.274	(EC €640.000)	18 months	(€17.778)
Pretoria (100%)	€1.636.984	(EC €1.309.587)	24 months	(€21.826)
Sarajevo (100%)	€1.684.564	(EC €1.347.651)	36 months	(€14.974)
Padua (58%)	€2.986.207	(EC1.732.000)	12 months	(€21.122)

#### Gender Mix of Students

Malta	60% F	40% M
Pretoria	56.5% F	43.5% M
Sarajevo	54.5% F	45.5% M
Padua	70% F	30% M

#### Problems encountered by Programmes vis-a-vis EU

All linked to (a) duration of contracts (b) contracts & payments which do not correspond to the needs of the academic year.

#### Partner Countries covered by the different Programmes

##### Malta:

Malta, Italy, France, Spain, Tunisia, Morocco, Turkey, Israel, Cyprus, Jordan, Lebanon, WBGS

##### Pretoria:

South Africa, Uganda, Ghana, Central Africa, Cameroon

##### Sarajevo:

Bosnia, Albania, Bulgaria, Croatia, Macedonia, Yugoslavia

### **3. Issues to be studied**

0 – To implement a desk-study on the whole Masters program with a particular focus on the European master programme based in Padua/Venice in order to draw a reference framework for the assessment of the 2 Masters ending in 2004

1- To examine the operation of the two Masters that will end in 2004 – co-ordinated by the University of Malta in the case of the Mediterranean Masters, and the University of Pretoria in the case of the African Masters - to determine to what extent they fulfil the indicative criteria of added-value of EU funding, as set out in the annex. If they do not do so, to determine what obstacles prevent them from doing so.

2- To examine whether criteria for participation – language skills, education, national permissions – have any negative/ positive impacts on the participants.

3- To report on the impact of obtaining the Masters on the alumni. What kind of employment opportunities has it enabled them to obtain? Do they utilise the Masters in their professional lives? Has it had any other impact on them? Is it possible to make any wider judgement about the impact of such a Masters on human rights education in the countries concerned?

4- To report on the effectiveness of the programmes in realizing their objectives (could be made more specific when we know the programme objectives).

5- To report on the relevance of the programmes according to the different interpretation of stakeholders. This includes also an assessment of whether host institutions can be said to feel ownership to the programmes.

6. To assess the cost efficiency of programmes, not least in relation to the administration of the programmes and the teaching and course activities of education.

#### 4. Methodology

The main reference documents will be the project proposals (including the logical frameworks and budgets) and the Universities activity reports. The EC Task Manager responsible for each programme will be available to discuss and provide further documentation on the projects.

The evaluation techniques and research methods will be :

- study of documents/ materials of the Masters Programmes
- interviews with teaching staff and experts
- interviews with current and former participants in the different Masters programmes
- interviews with programme stakeholders such as programme partner universities and prospective employers of master students such as the EU Commission itself
- interviews with a few external examiners used by the programmes in order to have their assessment of the quality of the education compared to other educational activities

#### 5. Expertise

The evaluation will require 2 international .experts with the following profile: Both of the experts should have teaching and dissemination experience in human rights issues at an academic level. One international expert should be able to cover the African region, i.e., have experience from work in Southern Africa, while the other expert should have a background from academic human rights work in Southern Europe or in the Mediterranean. The most experienced among the two is the teamleader.who is responsible for deskstudy. In addition, 2 local consultants from respectively South Africa and Malta are required for preparation of interviews. The local experts must know the university from where the programme is administered and must have a capacity to identify and arrange interviews with current and previous students

#### 6. Workplan and timeschedule

a) Workplan

Activity	Number of days
Inception Reading of documentary material and preparation of interviews. Briefing in Bruxelles. Identification of common approach. Desk study	1 team-leader international experts for 5 days, 1 international expert for 3 days 2 local experts for 3 days
Mission Interviews with programme staff, programme stakeholders, current and former students	2 international experts for 4 days, 2 local experts for 4 days
Draft final report Report writing	2 international experts for 4 days
Feedback presentation Email-correspondence	1 international experts for 1 day
Final report Editing, revision, write-up	2 international experts for 2 days
<b>Total</b>	<b>1 international expert teamleader for 16 days, 1 international expert for 13 days, 2 local experts each for 7 days</b>

b) Time schedule

Deadline for draft: **Mid October**  
Deadline for final report : **End October**

### c) Communication

Reports (draft and final) to be submitted by MEDE European Consultancy to:

- Tim Clarke, Head of Unit EuropeAid F3, [Timothy.Clarke@cec.eu.int](mailto:Timothy.Clarke@cec.eu.int)
- Michael Docherty, Task Manager EuropeAid F3, [Michael.Docherty@cec.eu.int](mailto:Michael.Docherty@cec.eu.int)
- Peter Ashman, EuropeAid F3, [Peter.Ashman@cec.eu.int](mailto:Peter.Ashman@cec.eu.int)
- Mario Rui Queiro, Task Manager EuropeAid F3, [Mario-Rui.Queiro@cec.eu.int](mailto:Mario-Rui.Queiro@cec.eu.int)

### **ANNEX 1 to the terms of reference**

#### Indicative criteria of added-value for an EU-supported network of Human Rights Masters

Each Masters course must have a full inter-university structure, with at least five partner universities represented equally in the decision-making bodies, and able to actively participate in the training of students.

The degree must be officially recognised as an academic post-graduate degree in the countries of all participating universities.

Each participating university must be able to demonstrate a high level of academic achievement in human rights issues.

All regional Masters courses must have a strong element of operational skill-building- it must be demonstrated that the course curriculum provides adequate time for such teaching.

Each course must have a common co-ordinated programme of activities, with variations for each region.

Academic teaching should be ensured by senior Professors of high professional standing. Teaching should be done not only by senior academic experts, but also senior experts from intergovernmental organisations, NGOs and national authorities, and human rights practitioners experienced in field-work.

All courses must contain a module on EU human rights and democratisation policy and activities, and visits to international and regional institutions should be considered.

The selection process for students must be demonstrably transparent and coherent between the selecting universities. The selection process should aim for a standardised method of selection. Reflecting the inter-disciplinary nature of human rights, students should represent a variety of academic backgrounds, and not only be law graduates. Attention should also be paid to ensuring a gender balance in the selection of students.

At least 90% of the students should come from the region concerned; ideally 10% should come from other regions.

Student representatives, elected by their peers each year, should also be represented as consultative members on the decision-making bodies of the Masters courses.

The system of examinations and assessment of thesis must be consistent between all participating universities

Each course should offer bursaries for students from outside the EU/ Candidate countries who can demonstrate that they do not have the means to pay tuition fees or living costs

The course should emphasise language skills, and students should be able to speak at least two languages, one of which should be French or English.

Each course must guarantee a sufficient level of co-ordination with the other regional Masters degrees funded by the EU Budget.

Each course must guarantee the follow-up of graduate career development including by providing internships and supporting alumni associations.

Each month of the course, both the teaching staff and experts should be evaluated by students through a detailed evaluation form, the overall results of which should be made available as part of the final narrative report to the Commission. At the end of the course, students should submit a detailed evaluation of the course (both teaching and content) and this should form part of the report to the Commission.

## Appendix 2 Meeting Schedules

### A 2.1 The African LLM programme

#### Monday 20 October 2003

Time	Meeting With	Venue
10-11	<b>CHR Management</b> Christof Heyns, Director Norman Taku, Assistant Director	CHR
11-12	<b>CHR Staff</b> Martin Nsibirwa, LLM Programme Manager Shane Stoffels, Finance Manager Charmaine Pillay, Finance Officer Jeremie Uwimana, Project Officer	CHR
12-13:30	<b>LUNCH WITH CHR MANAGEMENT</b>	
14-15	<b>OHCHR</b> Dr. Sihaka Tsemo, Regional Representative Ireneo Namboka, Regional Programme Officer	OHCHR Offices

#### Tuesday 21 October 2003

Time	Meeting With	Venue
8:30-9	<b>Legal Resources Centre</b> Nick deVilliers, Director	LRC Offices
12-12:30	<b>Bram Fischer Chair on Human Rights</b> Prof Vincent Orlu Nmehielle, Lecturer	Wits Room 131, 1 <sup>st</sup> Floor, School of Law
14-14:45	<b>South African Human Rights Commission</b> Ms Zonke Majodina, Deputy Commissioner	SAHRC 29 Princess of Wales Terrace Cnr St Andrews/York Rd, Parktown

#### Wednesday 22 October 2003

Time	Meeting With	Venue
8:30-9:30	<b>EU Delegation</b> Jennifer Tangney	EU Delegation Offices
11-12	<b>Dean of Law School</b> Prof Duard Kleyn	Dean's Office
14:30-15:30	<b>Advisor to the Principal, UP</b> Prof Chabani Manganyi	Main Admin Block Rm 4 –11

**Thursday 23 October 2003**

<b>Time</b>	<b>Meeting With</b>	<b>Venue</b>
10-11	<b>LLM Tutors</b> Ms Lilian Chenwi Magnus Killander	CHR
11-12	<b>LLM Students</b> Ms Amani Ejami (Sudan) Mr. Samuel Amponsah-Frimpong (Ghana) Ms Revai Makange (Zimbabwe) Ms Mianko Ramaroson (Madagascar) Mr. Solomon Dersson (Ethiopia)	CHR
12-13	<b>Former Students</b> Ms Luingowe Matakala (Zambia) Mr Gabriel Shumba (Zimbabwe) Mr Tshepo Madlingozi (SA) Ms Julie Soweto (Kenya) Ms Sanaty Mohammed (Madagascar)	CHR
13-14	<b>LUNCH WITH LLM STUDENTS</b>	
14:30-15:30	<b>Lecturer</b> Prof Danie Brand	Office 6-56 Education/Law Building

**Friday 24 October 2003****Open****Monday 27 October 2003**

<b>Time</b>	<b>Meeting</b>	<b>Venue</b>
12:30	Senior Lecturer Professor Michelo Hansungule	CHR
14:00	Norman Taku, Assistant Director	CHR

**A 2.2 The Malta Masters Programme**

Friday, 17 October 2003

- Dr. Therese Cachia (academic co-ordinator/lecturer/tutor)
- Dr. David Zammit (co-ordinator of the 1<sup>st</sup> study unit/lecturer)
- Dr. Patricia Mallia (lecturer/tutor/mentor)
- Ms. Philippa Said (administrative assistant/past student)
- Prof. Leo Zwaak (lecturer/partner/examiner; telephone interview)
- Prof. Shlomo Shoham (lecturer/partner/examiner; telephone interview),
- Prof. Gudmundur Alfredsson (lecturer/partner/examiner; telephone interview)
- Dr. Shtaywy Abdalla (partner; telephone interview)

Saturday, 18 October 2003

- Ms. Vanessa Debattista (Faculty Officer)
- Mr. Ilan Goldberg (student 2001/2002)
- Ms. Jessica Borg (student representative 2003/2004)
- Mr. Aysar al Gaisi (student representative 2003/2004)
- Mr. Walid Nabhan (student 2002/2003)
- Fr. Carmel Busuttil (student 2002/2002)
- Ms. Rym Ben Slama Al Khreasat (student 2002/2002; telephone interview)
- Professor Ian Refalo (Dean of the Law Faculty, academic director of the programme)

Monday, 20 October 2003

- Mr. Leslie Agius (project manager, Foundation for International Studies)
- Dr. Stefano Filletti (tutor)
- Dr. Alfred Grech (tutor/lecturer)
- Dr. Ibrahim Al Jazy (lecturer; telephone interview).
- Ms. Senem Ozyavuz (student 2002/2003; telephone interview)