Empowering people for Palestinian sustainable development: it is the challenging mission of MICAD, the first graduate program of the School of Business at Bethlehem University. Established in cooperation with three prestigious European universities, and supported by a wide network of Palestinian and international partners, MICAD aims at providing a multidisciplinary background to the planners and builders of sustainable development.

Introducing new features based on a fruitful, four-year experience, the program offers a number of courses related to five academic areas: social studies; economics; international studies; development studies and project management.

A powerful tool for capacity building, MICAD focuses on the different perspectives of Palestinian development within the Middle East context, and the wider framework of today's globalised world.
Palestine, one of the most troubled yet fascinating areas of the world, has long been engaged in the effort of achieving statehood and building its own identity in the mosaic of the Middle East.

The process of developing the multi-faceted Palestinian environment has been supported throughout the years by several international organizations, either governmental, multilateral, or established by the civil society. Their contribution still plays a major role in improving economic, social and cultural dimensions of the Palestinian context.

Nevertheless, the primary actors of development must be the ones who belong to this land: The Palestinian people.

Multidisciplinary in its nature, the Masters in International Cooperation and Development offered by Bethlehem University is a graduate program whose mission is to form highly qualified officers who will contribute to strengthening the civil society, indeed the most valuable heritage of any country.

MICAD program aims at providing its participants with two key elements for sustainable development: specific knowledge and ethical awareness. With the solid support of prestigious European Universities, United Nations agencies, non governmental organizations and Palestinian institutions, MICAD looks forward to creating new opportunities for all those committed to development, justice and peace.
Dear Prospective MICAD Students,

It is a pleasure for me to welcome you as you consider becoming a member of a new group of students at Bethlehem University. Your decision to join the MICAD programme will mean you are becoming part of a graduate programme which has a well deserved reputation for providing high quality service in meeting the needs of the Palestinian people.

Bethlehem University is committed to learning and teaching and so in welcoming you into this graduate programme I assure you that you will find quality higher education. It is the mission of Bethlehem University to serve the people of Palestine through education. This programme is a key part of that service and is helping to form a pool of people who will be educated, resourceful and creative. Such a pool of people will be critical in building the new Palestine. If you embrace the challenge with some passion and enrich your own understanding and wisdom, you can enhance the people you are serving, or will serve, on the local, regional and international scene. This is a wonderful challenge to be involved in nation building.

I invite you to think seriously about entering this wonderful programme at Bethlehem University where you will meet some highly talented students, faculty and staff. I challenge you to make the most of the opportunities with which you will be provided and so significantly enrich this land of Palestine.

You are very welcome and I wish you every blessing as you begin your study.

Br. Peter Bray FSC, Ed.D.
Vice Chancellor

To all those who are interested in pursuing their higher degree at Bethlehem University, I congratulate you on making the right decision. MICAD is the right choice for all those interested in development studies in general and development in the context of Palestine in specific.

Over the last seven years, we have had a commitment to providing MICAD as a multidisciplinary program to a population of students with diverse backgrounds. Attending MICAD will help you meet colleagues and professors who are willing to share their experiences. Learning from others through serious and intellectual discussions is not explicitly stated in this booklet yet is extremely important. By being accepted into the program, you were able to prove to the selection committee that your academic background and experience as well as your future plans are within the scope of MICAD. Keep in mind that enrolling in this program is a challenge that you accept; a challenge that will lead to a better Palestine. MICAD is a program that helps you to satisfy your lifelong commitment to learning - whether you seek a degree, want to develop professional skills, or simply desire a new intellectual challenge. We believe that when you attend MICAD, Bethlehem University tradition of quality education will help you achieve your goals.

I encourage you to learn as much as you can about Bethlehem University and the program that you are enrolling in. I hope you’ll find that Bethlehem University offers the breadth, depth and vision in MICAD. Looking forward to working with you in the coming two years.

Fadi Kattan, PhD
Director of MICAD / Dean of Business
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“Meeting the needs of the present, without compromising the ability of future generations to meet their own needs”. This is sustainable development according to the report *Our Common Future* published by the World Commission on Environment and Development in 1987. The concept of sustainable development still represents the cornerstone of international cooperation activities, worldwide.

The empowerment of civil society is a key input for sustainable development. Hence, the general objective of **MICAD** is contributing to the capacity-building of the Palestinian people at graduate level. The specific aim of the program is to form qualified managers, officers and public servants with an expertise in analysing complex scenarios, organizing research, planning strategies and designing development projects.

The process of acquiring the three basic Cs of development practitioners - Competence, Creativity and Commitment - promises to be a highly rewarding experience, as the past years of the program have already highlighted.

**MICAD** aims at providing two kinds of resources: the academic background necessary for approaching development issues in a critical way, and the project-management skills needed by NGOs, UN agencies and public institutions.

The professional profile created by the Masters program will be able to assess the dynamics of a complex context, analyze its relations with local and international stakeholders, elaborate development projects according to the needs of specific target groups, submit proposals to different donors for financing, implement activities
according to the time-frame, monitor their impact on beneficiaries and analyze the feasibility of further initiatives. These competences will be built thanks to the peculiar synergy between academic lecturers and professional practitioners involved in development activities.

The Masters program is open to NGO officers and public employees wishing to upgrade their qualifications, as well as to university graduates who approach the field of development cooperation for the first time. Through its comprehensive network of relations with European universities, international agencies and Palestinian organizations, MICAD aims at providing opportunities for rewarding jobs and incentives to participate in the challenge of developing Palestine.

MICAD is a graduate program accredited by the Palestinian Ministry of Education and Higher Education. Preliminary, official accreditation was granted on May 29, 2005.
Available at Bethlehem University since September 2005, MICAD is a multi-disciplinary program focusing on the academic and technical skills that make up the bricks for building different kinds of development projects in Palestine and the Middle East.

MICAD features a 24-month schedule over two academic years, and it is taught part-time in order to allow participants to carry out working activities. The two academic years comprise eleven taught courses, equivalent to 37 Credit Hours: each course is divided into a series of modules, awarding 1 or 1.5 Credit Hours each. All classes are given in English by experienced Palestinian and foreign lecturers; academic activities are carried out on a weekly basis on Thursdays, Fridays and Saturdays.

Attendance is compulsory to all credit awarding activities, and it is registered for assessment purposes.

Basic requirements to enter the program are a B.A. Degree in any discipline with a minimum GPA of 2.5 on a scale of 4.00 (equivalent to 75 on a scale of 100) and fluency in English, spoken and written, which will be assessed through a preliminary test given to all applicants at Bethlehem University and administered by an external Agency. Previous or on-going experiences in volunteering activities are positively viewed.

For each cohort, around twenty five students are selected.
Even if the schedule of the program has been designed to meet the needs of part-time students, it is worth noting that MICAD requires a substantial amount of individual study, besides class work. All interested people are encouraged to carefully consider their availability of time prior to applying. As a purely approximate indication, candidates are advised that MICAD requires a minimum of 16 hours of study on a weekly basis.

After completing all taught courses, students are required to submit a thesis, which represents the core of their academic achievements. Students interested in acquiring field-experience with one of our partner organizations may be assigned an internship. In agreement with the MICAD Scientific Committee, employed students who prefer to remain at their current working place may do so, as long as their activities are relevant to the field of development.

At the end of the second year, students will defend their thesis before a committee of MICAD lecturers. After having successfully earned the required number of 42 credit-hours, the Masters Degree will be awarded.

The Degree is issued by Bethlehem University and recognized worldwide according to applicable laws.
Bethlehem University had its beginnings in 1972 when the Apostolic Delegate, Archbishop Pio Laghi, formed a committee of heads of schools in the West Bank and East Jerusalem to discuss the establishment of an institution of higher learning which would offer a broad education in arts and sciences. On 1 October 1973, with the cooperation of the De La Salle Brothers, Bethlehem University was founded: it was the first official university of Palestine. The University was housed in an 1893 school building belonging to the Christian Brothers of De La Salle, in Frères Street.

Nowadays Bethlehem University enrolls around 3,000 students, and it includes five faculties - Arts, Business, Nursing, Education and Sciences - besides a well-established Institute of Hotel Management.
Bethlehem University was under military closure from October 1987 to October 1990: classes were then held off-campus. In 1999 the Institute for Community Partnership was created, so as to offer specific educational opportunities to a wider public. In 2000 the construction of Turathuna, the Palestinian Cultural and Heritage Center, was completed. The most recent building is the five-floor Millennium Hall, which was opened in 2002 to provide offices and classrooms for the Business and Art faculties. The ground floor of the Hall hosts a modern conference room named after Cardinal Carlo Furno. MICAD classes are usually given in the facilities of Millennium Hall.

Bethlehem University students benefit of a large library, a valuable resource for the whole academic community. The library building was completed in 1978, with a capacity of 100,000 volumes. Since then the collection has been growing steadily, and it has reached 80,000 volumes, mostly in English and Arabic. Moreover, some of the major on-line archives of academic materials are available, including EBSCO, JSTOR and OECD iLibrary, recently acquired through MICAD funds.

MICAD is offered and administered by the faculty of Business Administration, called School of Business. The faculty was established when Bethlehem University was founded, in 1973. Twenty years later, in 1992, the Faculty was divided into two departments, both offering Bachelor Degrees: Business Administration and Accounting.

Today the School of Business offers the following programs:

<table>
<thead>
<tr>
<th>Department</th>
<th>Major</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Business Administration</td>
<td>Business Administration</td>
<td>Business Administration / Marketing</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Accounting / Finance</td>
</tr>
</tbody>
</table>

The languages used in undergraduate lectures are Arabic and English, while textbooks and exams are given in English only. The School of Business enrolls around 600 students.
MICAD is promoted by Bethlehem University thanks to the support of several partners, starting from the Italian Conference of the Catholic Church CEI, the Italian Ngo VIS (Volontariato Internazionale per lo Sviluppo) and a network of six institutions and organizations led by the University of Pavia, Italy. This network, later described in detail, has been established through the TEMPUS program of the European Union.

MICAD is also supported by a wide network of partners operating in Palestine, including international organizations, agencies of the United Nations, international NGOs and Palestinian NGOs. Partners participate in the successful making of the program by contributing to teaching specific modules; organizing workshops and seminars; providing internship proposals; supporting applications by their young officers.

The academic management of the program is the responsibility of the MICAD Scientific Committee, which includes members from Bethlehem University, University of Pavia and VIS. Supported by local MICAD staff, the Committee deals with admission procedures, academic curricula, lecturers’ appointment, students’ policy, thesis approval and discussion.
Next to the Scientific Committee, a second body has been established in order to manage relations with local partners and build a fruitful dialogue with development operators: the MICAD Consulting Board.

The Consulting Board is called to discuss the agenda prepared by the Scientific Committee, as well as other matters suggested by its members.

Finally, MICAD is supported by the UNESCO sponsored PEACE Program - Palestinian European and American Cooperation in Education - a worldwide network of universities dedicated to develop higher education programs with the Palestinian academic community.
The network of Partner Institutions established by TEMPUS (EU) includes:

Bethlehem University, Palestine  
University of Pavia - IUSS Pavia, Italy  
University College of Dublin, Ireland  
Radboud University of Nijmegen, The Netherlands  
VIS - Volontariato Internazionale per lo Sviluppo, Italy  
Palestinian Agricultural Relief Committees, Palestine

**University of Pavia, Italy // [www.unipv.it/iuss/esascs](http://www.unipv.it/iuss/esascs)**

Founded in 1361, the University of Pavia has a renowned historical tradition of academic excellence, especially in the juridical, medical and literary fields of study. The university comprises nine faculties – Economics; Law; Political Science; Literature and Philosophy; Medicine; Engineering; Mathematics, Physics and Natural Sciences; Pharmacy, and Musicology – and it has a population of some 25,000 students. The university takes advantage of a network of seventeen colleges spread throughout the city which provide lodging for students and facilities for lectures.

Today Pavia stands as one of the most prominent academic centers in Europe for international cooperation and development studies. The Cooperation and Development School (CDS) was established in 1997, representing the earliest higher education program, in Italy, specialized in the formation of development officers and researchers. Directed by prof. Gianni Vaggi, the School is the outcome of a joint initiative of the University of Pavia, the University Institute of Advanced Studies - IUSS, and three Italian NGOs: VIS (Rome); COOPI (Milan); CISP (Rome).
The most widely recognized program offered by CDS is the International University Master in Cooperation and Development. Every year the Masters is open to 30 participants selected from all over the world. In over nine years of activity the School has issued M.A. degrees to some 300 students.

The Masters, supported by the Italian Ministry of Foreign Affairs, is taught full-time from November to June and it is divided into four main sections: preliminary courses, economics, human studies, project management. At the end of the lecturing part in Pavia, students are assigned an internship with one of the many partner organizations in Europe and the developing world.

Having proved successful among international NGOs and UN agencies, in 2003 the structure of the Masters was taken as a model to set up a similar graduate program in Cooperation and Development at the University San Buenaventura of Cartagena, in Colombia (www.usbctg.edu.co/elacid).

The Cooperation and Development School of Pavia also offers a second Masters degree in Cooperation and International Economic Integration (CIEI), reserved to graduates in the field of economics and applied social sciences. The Master CIEI is a one-year academic route aimed at providing students with a solid economic and quantitative background. The curriculum includes modules in Quantitative Methods, Advanced Microeconomics, Advanced Macroeconomics, International Economics and Development Economics. The Master CIEI is fully taught in English, in parallel with the PhD Program in Economics of the University of Pavia.
IUSS – University Institute for Advanced Studies, Pavia // www.iuss.unipv.it

IUSS - University Institute for Advanced Studies - was launched in 1997 under a special “program agreement” between the Ministry of Education, University and Research and the University of Pavia. In July 2005 IUSS was recognised as Scuola Superiore ad Ordinamento Speciale in respect of the excellent quality of its academic activities, thus attaining the same status of Scuola Normale and Scuola Sant’Anna in Pisa, and SISSA in Trieste. Unique in the completeness of its training fields and interdisciplinary approach, IUSS aims at contributing to the development of talented people, offering advanced training and research programs at any step of higher education. Today, the solid experiences of the University of Pavia and IUSS represent crucial assets for Bethlehem University in the process of guiding MICAD through its fifth academic year.

University College Dublin, Ireland //http://www.ucd.ie/spire/schoolprofile/centrefordevelopmentstudies/

With ten faculties and over eighty departments, University College Dublin is the largest single university institution in Ireland. The origins of UCD date back to its foundation in 1851 as the Catholic University of Ireland. Some of the most celebrated literary figures associated with the early days of the university are Gerard Manley Hopkins, James Joyce and Austin Clarke. UCD officially opened in 1908, when the college received its charter and was incorporated to the National University of Ireland. Today UCD offers a comprehensive range of undergraduate and postgraduate programs in the humanities and sciences. The student population is about 22,000, including 2,000 international students who come to attend undergraduate and graduate programs. Approximately 25% of the
student body are engaged in graduate studies. The University is committed to maintain a high level of research activity, and to further develop its links with industry and commerce, as well as with educational and research institutions internationally.

UCD includes a Center for Development Studies which has established an extensive program of research on development issues. The Center for Development Studies was established within the UCD Economics Department in 1976; in 2005 CDS became part of a new School of Politics and International Relations in the College of Human Sciences. CDS enables students to enhance their intellectual and practical capabilities in understanding development processes, and it provides them with the skills needed to pursue professional careers in the field of national and international development. CDS is committed to multi-disciplinary teaching and research programs. The Center provides a PhD program, a Masters program and a Graduate Diploma in Development Studies.

Radboud University of Nijmegen, The Netherlands // www.ru.nl/cidin

One of the leading academic communities in The Netherlands, Radboud University is located in the oldest city of the country, Nijmegen, which was founded by the Romans about 2,000 years ago on the banks of the river Waal, near the actual German border. Radboud University, established in 1923, comprises eight faculties: Theology; Philosophy; Arts; Law; Social Sciences; Management; Science, Mathematics and Computing; Medicine. The university has a population of some 16,000 students, and has a long tradition of excellence in development studies: in 1973 the university promoted the establishment of the Third World Center, a pioneer research institute which has recently become known as the Center for International Development Issues of Nijmegen. CIDIN students carry out their studies all over the world; graduates are often
employed by development organizations working abroad, as well as by development agencies based in The Netherlands. Comparative research focuses on contrasting livelihood strategies, and it aims at shedding light on certain aspects of multi-locality, multiplicity and globalization.

**VIS, Volontariato Internazionale per lo Sviluppo, Italy** // [www.volint.it](http://www.volint.it)

The Italian Ngo VIS - Volontariato Internazionale per lo Sviluppo - was founded in Rome in 1986. Inspired by the charisma of Don Bosco, the founder of the Salesian Fathers, VIS is a lay organization whose main focus is education for the youth at school, academic and professional level. VIS is working for human development in over forty countries from Africa to Latin America, from South East Asia to the Middle East. VIS field activities include literacy programs, vocational training, professional upgrading of teachers, retraining of local administrators, social recovery of street children, economic support to micro-enterprises and awareness campaigns on human rights.

In Palestine, VIS is based in Bethlehem, where it works in partnership with the local Salesian community to support the Salesian Technical School, develop the related Artistic Center for handicrafts, promote the International Museum of the Nativity and create employment opportunities. VIS is present at Bethlehem University where it supports the Master in International Cooperation and Development (**MICAD**).

In Italy, VIS is recognized as one of the most advanced training providers in International Cooperation and Development. Besides running constant programs through its on-line platform, VIS is a founding member of CDS, Pavia. Activities in Italy include awareness campaigns, public meetings, university seminars, informative and specialized publications, training courses, conferences, internet-based learning programs and multimedia materials.
CISP - Development of peoples, Italy // www.developmentofpeoples.org

The International Committee for the Development of Peoples, is a European Non-Governmental Organization formally established in 1983. CISP acts in the international cooperation field and in the fight against social exclusion. CISP carries out development, rehabilitation and humanitarian programs as well as projects of applied research in about 30 countries in Africa, Latin America, the Middle East, Asia, and Eastern Europe. In all its activities, CISP works in close cooperation with the various local partners.

COOPI - Cooperazione Internazionale, Italy // www.coopi.org

COOPI (International Cooperation) is a independent non-governmental organization, founded in Italy, committed to fighting against social injustice and poverty in the global South and to building a future that guarantees everyone adequate living conditions, equal opportunities and respect of their rights. Since 1965 COOPI has carried out more than 700 development projects and emergency interventions in 50 countries in co-operation with more than 50,000 local workers, thus ensuring direct benefit to more than 60 million people.

PARC – Palestinian Agricultural Relief Committees, Palestine // www.pal-arc.org

PARC is a leading Palestinian NGO in the field of rural development, agricultural policies, environment protection and women empowerment. PARC was founded in 1983 by a group of agronomists who wanted to prevent the deterioration of agriculture in the West Bank and provide support to local farmers. Ever since then, PARC has offered technical assistance along with extension services to thousands of individuals and organizations. PARC relies upon the active participation of beneficiaries at grassroots level, which makes it widely recognized as one of the most relevant actors for development. PARC endeavors to contribute to the building of a Palestinian democratic society.
The **MICAD** program is a part of an international network in cooperation and development made of three masters programs located in three different continents. Besides **MICAD**, the other two masters are:


- **Maestría en Cooperación y Desarrollo** offered since 2003 by the Escuela Latino-Americana de Cooperación y Desarrollo (ELACID) in Cartagena de Indias in Colombia [http://elacid.usbctg.edu.co/](http://elacid.usbctg.edu.co/)
The Network in short:

The Network is working to establish two new Masters Program initiatives in Kenya (Nairobi, Kenyatta University) and in Nepal (Kathmandu, Midwestern University).

Since the start of the Network, academic faculty and students belonging to the partner institutions have been involved in different academic activities and initiatives organized by the members of the network. The main activities include:

- Enhancing the mobility of teaching staff among the 3 masters. International lecturers and professionals represent an asset and add value to all three programs;

- Facilitating the exchange of students among the 3 masters. The activities carried out by students in the other partner institutions ranges from the attendance to specific courses, the pursuit of internships till research activities. So far, 3 MICAD full-time students attended the second year of their studies at the Master in Pavia;

- Promoting the training of the administrative staff by fostering their mobility, the circulation of best practices, and the exchange of expertise;

- Organizing academic activities such as summer schools, workshops and seminars. Most of these activities are shared by the three partners through creating virtual classrooms by videoconferencing.
Palestinian Authority / Ministry of Planning – Department of Aid Management

The Ministry of Planning officially opened in 2003. Its mission statement reads: “The Ministry of Planning endeavors to the attainment of development emanating from the collective human spirit and ideals in all areas of life, in order to achieve progress, prosperity, and the well being of the Palestinian people [...]”. The Department of Aid Management is responsible for the relations with the community of international donors.

www.mop.gov.ps

United Nations Development Programme – PAPP

UNDP/PAPP is the United Nations Programme of Assistance for the Palestinian People, and it has been working for Palestinian development since August 1980. The agency is engaged in a number of projects covering the following areas: democratic governance, poverty reduction, crisis prevention and recovery, energy, environment protection, gender opportunities, information and communication technology.

www.papp.undp.org

World Health Organization – Palestine

The World Health Organization is the UN agency dedicated to the psycho-physical well being of the individual. WHO is one of the main promoters of the Palestinian Health Inforum program, whose mission includes responding to emergency crisis in the health sector, enabling the international community to meet urgent health needs, and supporting decision-making capacities in the health sector by improving information availability.

www.who.int/en   www.healthinforum.org
United Nations Relief and Works Agency for Palestine Refugees in the Near East

UNRWA is a relief and human development agency providing education, healthcare, social services and emergency aid to over four million Palestinian refugees in the Gaza Strip, the West Bank, Jordan, Lebanon and Syria. UNRWA is the largest UN operation in the Middle East, with over 25,000 staff working to benefit their communities as teachers, doctors, nurses or social workers. UNRWA began operations in May 1950. www.un.org/unrwa

UNESCO

Based in Ramallah, UNESCO operates for promoting education, sciences, culture, communication and information in the West Bank and the Gaza Strip. UNESCO plays a major role in protecting and enhancing the Palestinian cultural heritage. The agency also supports different research activities, such as the ones carried out at the bio-technology laboratory of the Science faculty at Bethlehem University. www.unesco.org

Italian Cooperation – Jerusalem

The Italian Cooperation Office, based in East Jerusalem, is responsible for the implementation of projects financed by the General Direction of Development Cooperation of the Italian Ministry of Foreign Affairs. The Local Technical Unit cooperates with Palestinian institutions, UN agencies and the European Community Office, besides providing support to the activities of Italian NGOs in the West Bank and Gaza.

www.itcoop-jer.org
Palestinian NGO Network

The Palestinian NGO Network, established in 1993, seeks to support, consolidate and strengthen the Palestinian civil society on the basis of the principles of democracy, social justice and sustainable development. It is a Palestinian NGO umbrella organization comprising over 90 members, working in different fields of development. PNGO envisages the establishment of an independent and democratic Palestinian state based on the rule of law, social justice and the respect for human rights.  www.pngo.net/pngo.htm

Palestinian Hydrology Group

The Palestinian Hydrology Group’s mission is to protect and develop the water resources of Palestine. PHG strives, through community participation, to achieve justice in the service, allocation, and protection of the water resources of Palestine. PHG also promotes research on water issues, and it seeks international partnerships to contribute to the sustainability and just allocation of water resources at local, regional and global levels.

www.phg.org

Union of Agricultural Workers Committees

UAWC was established in 1986 to protect the Palestinian land from being expropriated, and to improve the performance of Palestinian farmers. Today UAWC aims to help Palestinian farmers to market their produce, and to promote employment in agriculture. UAWC is committed to facilitate sustainable agricultural development through a democratic participatory approach which encompasses the following: grass-roots needs assessment; inclusive methods of implementation; cooperation with other organizations seeking to strengthen the civil society. http://uawc.net
Union of Palestinian Medical Relief Committees

UPMRC is a grassroots, community-based Palestinian health organization. UPMRC was founded in 1979 by a group of Palestinian health professionals seeking to improve the decayed and inadequate health infrastructure. The NGO aims at promoting the overall physical, mental, and social well-being of all Palestinians, regardless of racial, political, social, economic or religious status. UPMRC health programs focus on the needs of the most vulnerable members of Palestinian society: women, children, and the poor in rural villages, refugee camps, and urban centers. [www.upmrc.org](http://www.upmrc.org)

CARE International – West Bank and Gaza

CARE has been an active participant in relief and development projects carried out in the West Bank and Gaza since 1948. CARE has evolved from a direct service provider into a capacity building organization that supports local government authorities and NGOs. Since 1994 CARE has worked in partnership with many local organizations for the development of several sectors, including reproductive and public health, women’s empowerment, democratic participation, leadership training, civil society capacity building, food security, and medical assistance. [www.carewbg.org](http://www.carewbg.org)

Applied Research Institute Jerusalem

Founded in 1990, ARIJ is a NGO which fosters sustainable development in the Occupied Palestinian Territories, and which promotes Palestinian self-reliance by defending the rights of the people over the natural resources of their land. The Institute works to increase the local stock of scientific and technical knowledge, to produce thematic maps, and to introduce efficient methods of resource utilization. ARIJ plays an active role in the local community as an advocate for greater cooperation between institutions and NGOs. [www.arij.org](http://www.arij.org)
Bethlehem Chamber of Commerce and Industry

Bethlehem Chamber of Commerce and Industry counts over 2,000 member enterprises in the Bethlehem governorate. The Chamber provides the private sector with several kinds of services: official certifications, permissions to enter Israel, participations to commercial fairs, information on customs and tariffs. The Chamber is engaged in developing a strategic plan for improving the competitiveness of the local economic system. [www.bethlehem-chamber.org](http://www.bethlehem-chamber.org)
MICAD is offered to a wide range of candidates interested in studying development issues. Participants are selected from NGO officers, international agencies staff, public administration employees and university graduates.

Twenty-five students will be enrolled in the eighth Edition, running in Academic Years 2012-2014. **International students are welcome to apply**, as the program offers a unique opportunity to blend academic studies with field experience. Still, these candidates must carefully consider that Bethlehem University cannot provide support in getting a student VISA. Therefore, it is their responsibility to take appropriate measures through other channels for securing their permanence in Palestine for two years.

Basic requirements are a B.A. Degree in any discipline supported by academic transcripts with a GPA above 2.5 on a scale of 4.00 (equivalent to 75 on a scale of 100); fluency in spoken and written English; standard computer literacy. Fluency in any language other than Arabic is an asset. Working or volunteering experiences in activities for socio-economic development are appreciated, but not strictly required.

In order to be considered for selection, each application should include a copy of the Bachelor Degree full transcripts, a 200-word motivation letter, a maximum of two reference letters, current CV and eventually other documents like language proficiency certificates.

The MICAD application is to be submitted along with a non-refundable fee set annually by the MICAD Scientific Committe and announced along with deadlines for applicants to follow.
The selection process includes three steps:

- Examination of the Application Form;

- Assessment of English fluency through a sit-in test for all applicants (TOEIC);

- Interview before representatives of MICAD Scientific Committee, for shortlisted candidates only, i.e. those who earn a minimum score of 700 on the TOEIC.

The English test will take place at Bethlehem University. Applicants who have already taken the test, either on their own or in previous MICAD selection sessions, may be exempted from re-taking the test. In this case they should submit a copy of their TOEIC score together with the application form.

Detailed information on TOEIC is available at www.ets.org/toeic/

The MICAD Scientific Committee, the sole responsible for admissions, will coordinate and supervise all selection procedures.
In the last years, the valuable contribution of international donors has permitted to keep the admission fee well below international standards. To this regard, Bethlehem University wishes to express its deepest gratitude to CEI, the Italian Conference of the Catholic Church, as well as the European Union TEMPUS program, which has been supporting the program in the past years. These donors have made MICAD possible together with the NGO VIS and the University of Pavia-IUSS.

Tuition fee is determined on a per credit basis. The rate for 2012-2014 is set at 120 JD per credit hour.

Donors

CEI  www.chiesacattolica.it
TEMPUS  www.etf.eu.int/tempus.nsf

CEI, the Italian Conference of the Catholic Church, is the permanent union of the Bishops exerting their ministry in Italy. CEI comprises a Committee for Interventions in the Third World acting as a donor for development projects consistent with the social doctrine of the Church. Such interventions may be targeted to beneficiaries of all religious faiths. The Committee regards the establishment of higher education programs as one of its priorities, hence the generous contribution which is making MICAD a reality.

Mediterranean Partners of the European Union can participate in the Tempus programme aimed at supporting and restructuring higher education. Tempus encourages institutions in the EU Member States and the partner countries to engage in structured cooperation through the establishment of ‘consortia’. The ‘consortia’ implement Joint European Projects (JEPs). Such projects may receive financial aid for two or three years. Tempus also provides Individual Mobility Grants to individuals working in Higher Education institutions to help them work on specified activities in other countries. The Tempus programme is managed by the European Commission, Directorate General Education and Culture. Technical assistance is provided by the European Training Foundation in Turin.
MICAD includes two academic years and it is taught part-time in order to allow working students to attend all courses. Lectures are held at Bethlehem University. Intensive classes are given three days a week: Thursdays afternoon, Fridays and Saturdays. Occasionally, it is possible that conferences, seminars, workshops and extra tutoring sessions are held on other days of the week.

Properly academic in its nature, the first year offers eight courses for building a theoretical background in four main areas of study: Social Studies, Economics, International Studies and Development Studies.

The second academic year includes a semester dedicated to subjects of special relevance for the Middle East context and to Project Management, while the final semester will be entirely dedicated to the thesis. This structure represents a major innovation with respect to previous editions, so as to emphasize the relevance of the thesis which requires substantial, individual work.

Courses are made of a number of interrelated modules which require either 15, 23 or 30 contact hours and award either 1, 1.5 or 2 credits, respectively. The total number of credits is 42 over the two years.

Students wishing to better understand how local and international development agencies work may take advantage of internship opportunities in one of the NGOs or developmental institutions operating in Palestine. This experience shall enable students to apply classroom theory, acquire hands-on practical experience, learn about relevant subjects and have a tangible and practical impact. The knowledge acquired through this experience should be invested in writing the masters thesis. In fact, the main aim of the internship is writing the final thesis work.

All students are expected to graduate at the end of the second academic year, thus they should plan their research accordingly.
The structure of the program includes five main phases:

- **Preliminary Modules, Social Issues, Economic Issues - Part 1**
  - Fall
  - 10 credits

- **Economic Issues - Part 2, Middle East Issues, International Studies**
  - Spring
  - 11 credits

- **Development Studies**
  - Summer
  - 6 credits

- **Specific Topics, Management Issues, Project Management**
  - Fall
  - 10 credits

- **Thesis**
  - Spring
  - 5 credits

Lectures are given by university professors, NGO senior officers and international cooperation experts, most of whom are PhD holders. Courses are integrated by presentations, seminars and conferences organized together with the partner organizations. All events are always open to interaction and dialogue, for we believe it is through active participation that significant results are achieved.
Attendance is compulsory to all credit-awarding activities, being a crucial component of the learning process, and it is constantly registered on attendance sheets. Missing more than one third of the contact hours of any module does not allow to submit assignments and, therefore, to earn credit. Should this circumstance arise, missed modules shall be re-taken the following year, possibly delaying Graduation.

Assessment is made by evaluating presentations, written assignments or sit-in examinations held at the end of each course. Each module is assessed according to the procedure suggested by the lecturer in coordination with the MICAD Scientific Committee, and it produces a mark expressed in percentage. Then, the simple average of the marks of the modules belonging to the same course produces the final grade, expressed in Letter.

In order to pass a course and earn its corresponding credits, the mark of each of its modules must be above 60. Should a module be failed, it shall be re-taken the following year, upon the instructions of the Scientific Committee. Unethical behavior in all assessment activities will be sanctioned with immediate failure of the whole course, possibly delaying or preventing Graduation.

The grading system includes the following marks:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Evaluation</th>
<th>GPA Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
<td>4.0</td>
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<tr>
<td>B+</td>
<td>85-89</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Above Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>65-69</td>
<td>Below Average</td>
<td>1.5</td>
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<tr>
<td>D</td>
<td>60-64</td>
<td>Inferior work</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure</td>
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</table>
At the end of each course, students will be asked to evaluate the modules through specific questionnaires which provide an important source of feedback for future improvement.

Since 2006 all MICAD academic activities have been supported by a special internet platform created by Bethlehem University Computer Center. The moodle e-class is a system of WebPages – restricted to MICAD students – which allow sharing materials, submitting assignments on-line, opening forums and keeping relations with distant lecturers. MICAD staff and students benefit from this opportunity to share and arrange all materials in a structured way, and to keep in touch when classes are off.

http://moodle.bethlehem.edu
The last part of the program, the spring semester of the second academic year, is entirely
dedicated to the thesis, the outcome of an individual academic effort which expresses the
overall achievements of each student.

The thesis should be planned by submitting a proposal to the Scientific Committee. The
proposal - including the research problem, the research question, the intended methodology,
and preliminary bibliographic references - must be approved by the Committee before
initiating the actual research work. Proposals are expected to be submitted during the
Second Year. Students are encouraged to reflect on possible topics well in advance,
collecting suggestions from every module.

The topic of research can be identified on the basis of personal interest and academic or
working experience, even if the research should avoid focusing on projects the candidate
is working on as an employee of a development agency. Research topics may tackle
theoretical as well as operational issues.

The thesis format is that of an academic paper. The average length of a thesis is around
80 pages, including bibliography and excluding annexes. The structure includes: table of
contents, introduction, methodology, analysis of the findings, conclusion and bibliography.
In general, the research should be related to a specific module of the program. MICAD
lecturers may be approached for advice and supervision, but external supervisors are
acceptable as well, provided that they are qualified to support the student in his/her
field of research. The supervisor will provide suggestions and comments, but it is the
responsibility of the student to develop the research in a personal way.

The thesis should be built on first hand data collected through questionnaires or interviews
with relevant stakeholders. In other words, it cannot be limited to a literature review but
it should include some original contributions.
For those students who wish to take the opportunity of a field-experience, it is possible to approach the MICAD partner organizations, which can provide internships.

Once submitted, the thesis will be read by external reviewers, appointed by the MICAD Scientific Committee. The reviewers will provide his/her evaluation.

Thesis presentations will take place at the end of the second spring term. The thesis shall be presented and discussed before selected representatives of the MICAD Scientific Committee and other faculty members.

Final evaluation will be based on the grades of all courses, regular attendance and the final thesis.

At the end of the program - after having successfully completed a total of 42 credits - the MICAD Masters Degree will be awarded in an official ceremony.
## Masters in International Cooperation And Development

### Academic Year 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Module</th>
<th>Credits</th>
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<td><strong>Fall</strong></td>
<td>Preliminary Modules</td>
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<tr>
<td></td>
<td>MICD410</td>
<td>Academic Ethics and Writing Standards</td>
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<tr>
<td></td>
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<td>Methodology of Social Research</td>
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<td>Development Indicators</td>
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<td></td>
<td></td>
<td>Quantitative Methods</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Social Issues</td>
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<tr>
<td></td>
<td>MICD515</td>
<td>Anthropology of Development</td>
<td></td>
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<tr>
<td></td>
<td>Economic Issues / Part 1</td>
<td>Microeconomics (1.5 CH)</td>
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<td></td>
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<td>Economic Issues / Part 2</td>
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<td>Economic Integration and International Cooperation</td>
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<td>Finance for Development</td>
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<td>Middle East Issues</td>
<td>Economic Relations of the Middle East</td>
<td>3</td>
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<td>MICD511</td>
<td>Contemporary History of the Middle East</td>
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<td>International Issues</td>
<td>International Law (2 CH)</td>
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<td>Institutions of the European Union</td>
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<td>International Politics and Relations (2 CH)</td>
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<td><strong>Summer</strong></td>
<td>Development Issues / 1</td>
<td>International Cooperation and Development Aid Policies</td>
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<td>Peace Studies and Conflict Resolution Strategies</td>
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<td>Human Rights</td>
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<td>Development Issues / 2</td>
<td>Development Theories: from Modernization to Globalization</td>
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<td>Fall</td>
<td>Specific Topics MICD524</td>
<td>Human Development: Theories at Work</td>
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<td>Emergency Interventions</td>
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<td>The Question of Refugees</td>
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<td>Management Issues MICD525</td>
<td>Principles of Governance and Management for no-profit organizations (1.5 CH)</td>
<td>3</td>
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<td>Accounting (1.5 CH)</td>
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<td></td>
<td>Project Management MICD523</td>
<td>Project Cycle Management (2 CH)</td>
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<td>Budget Analysis</td>
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<td>Project Monitoring and Evaluation</td>
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<td>Spring</td>
<td>Thesis MICD620</td>
<td>Planning, literature review, research, data collection, data analysis, writing and editing. Attending workshop dedicated to thesis development is compulsory.</td>
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<tr>
<td></td>
<td>Thesis Discussion</td>
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<tr>
<td>TOTAL</td>
<td></td>
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<td>15</td>
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</table>

(*) Software Applications does not award academic credit. Attendance is not required but strongly recommended.
MICAD is a multi-disciplinary program that contributes to build a solid expertise in the multi-faceted field of development.

Over two academic years, courses cover five areas which are crucial for analysts as well as practitioners: Economics, Social Studies, International Studies, Development Studies and Project Management, with a constant focus on the Middle East.

The program begins with a set of five introductory subjects designed to provide students with key analytical tools, qualitative and quantitative, necessary to read, analyze, interpret and report information. The skills acquired by attending these modules will be extensively used in all subsequent courses when writing assignments, drafting essays and preparing presentations.

**ACADEMIC YEAR 1**

**MICD410 - Preliminary Modules**

1. **Academic Ethics and Writing Standards** / 15 contact hrs

The goal of this module is twofold: on the first hand, to present the fundamentals of academic ethics, the cornerstone of any significant learning experience as much as the basis of a fruitful relation between students and lecturers throughout the program; on the other hand, to provide guidance on written English so as to make the most effective use of the language, according to its peculiar purpose. The English language should be fluently mastered in writing - besides speaking and reading - to enhance one’s
own communication capability. Lectures will emphasize the importance of achieving qualities such as cohesion, coherence, synthesis and accuracy, without neglecting a wide vocabulary.

Different purposes require different writing styles which need first to be acknowledged, and then carefully studied. Useful hints to remember when writing an essay, a critique, a project proposal, a report or a short paragraph will be presented with the help of several samples and exercises.

2. **Methodology of Social Research / 15 contact hrs**

What is methodology? In what ways can methods be helpful for social research? While addressing these two central questions, the module will illustrate why discourses of methods are primordial for social research (and for the Masters in particular) and why different methods respond to different types of questioning in the social sciences.

Quantitative and qualitative questionings differ inasmuch as the first tend to understand causal or statistical inferences, while the other try to offer an interpretation of social actions. Still, both kinds of analysis require a sound, clear, and open methodology. The main goal of the module is enabling students to get familiar with the process of formulating hypotheses, understanding the role of variables, and linking research designs with the most appropriate methodologies.

Such a goal will be met by three kinds of activities: a) lectures on the theoretical foundations of different methodologies; b) open debates on selected readings which represent concrete applications of different methods of social research; c) individual exercises in drafting a research plan.
3. **Development Indicators** / 15 contact hrs

The Human Development Index is a well-known indicator for measuring development with a single figure catching dimensions other than income. How is it built? And what other indicators should be considered when analyzing social, economic and cultural features of a context, so as to describe them in a standardized language for comparison purposes? This module will address such questions, drawing the students closer to the heart of development issues. Reports published by international agencies will be introduced as sources of primary relevance. Demographic and economic indicators will be discussed in a cross-country comparative perspective, with a particular attention to time series describing historical trends. Basic inequality indicators will be presented as well in order to highlight social and economic gaps within a population.

4. **Quantitative Methods** / 15 contact hrs

Closely related to the topics discussed in Methodology of Social Research, this module will introduce a series of statistical tools commonly used in quantitative analysis. The focus of the Module is on reading statistics in a critical way, understanding their degree of reliability and extrapolating information from different indicators which may be taken as evidence for second-level analysis. The main indicators used to describe certain features in a given population will
be presented, including measures of dispersion and central tendency. The lectures will also address the concept of probability, with a particular focus on the Normal distribution of a variable. Moreover, students will be guided through the analysis of causal relations between two variables, identifying the strength of association as well as its direction. Finally, specific software for data analysis will be presented (SPSS).

5. **Software Applications**

A good familiarity with many software applications is a prerequisite for development agents. This module will provide a hands-on training on several applications, including Microsoft Access, Excel Power Point and Adobe Designer. Moreover, the functions of **MICAD** e-class platform will be explained, while on-line archives available at BU will be presented. Creating and managing databases, preparing charts, designing graphs and preparing effective presentations are skills to be mastered in order to improve the quality of analytical projects as well as administrative tasks. What might be perceived as dry technicalities, are in fact powerful resources for development. This module is optional and it does not require assessment, but attendance is highly recommended.
MICD515 - Social Issues

1. Sociology of Development / 15 contact hrs

The purpose of this module is to familiarize students with some of the central theories and concepts that have dominated debates on social development from a global, comparative and historical perspective. The module addresses the dynamics of social change in relation to political economy. In particular, the lectures will examine how discourses of underdevelopment and development emerged and became institutionalized in the context of decolonization, the Cold War and the Global Project. The module looks at how the Western notions of process and social development were articulated around the notion that Third World countries could catch up with the First World. At the same time, some critiques to the modernization model and its related dependency on global hegemony will be discussed. To this regard, the emergence of counter movements to the globalization project, represented by civil societies and social groups, will be analysed as a new, powerful actor on the global stage.

2. Anthropology of Development / 15 contact hrs

The goal of this module is equipping the students with skills and methodology for analyzing the cultural meanings of development and humanitarian processes. To this regard, a peculiar focus will be given to the skills of “observation”, often underestimated or superficially acknowledged. The lectures will analyze the points of view, interests, strategies and systems of action of the local population as well as those of the practitioners. Moreover, this module will tackle the phase of transition from short-term humanitarian assistance to long-term development, which can be differently described as a continuum or a contiguum.
It will stress on coping mechanisms of local populations, indigenous responses to crises including the use and understandings of violent and non-violent means. It will finally stress on notion of ownership, participation, quality and accountability of projects.

**MICD516 – Economic Issues / Part 1**

1. **Microeconomics** / 23 contact hrs

Economics will be introduced as a theory of choice on the optimal allocation of limited resources: the basic concepts of trade-off and opportunity cost, rational behavior, marginal thinking, incentives, efficiency and comparative advantages are some of the key concepts that will be clarified. After introducing the circular-flow diagram and the production possibility frontier, the lectures will analyze the market demand and supply curves, the natural equilibrium set by the “invisible hand” and the determinants which make the curves shift and the equilibrium change. The analysis of competitive markets will represent the focal point, but the features of non-competitive markets will be highlighted as well, with peculiar attention to the assumptions upon which models are built. Also, the trade-off between efficiency and equity will be discussed in order to point out its complex significance in the development perspective. To this regard, references will be made to welfare economics and the measurement of social surplus.
2. **Macroeconomics / 23 contact hrs**

This module will cover the main concepts of macroeconomic theory, with a particular focus on open economies. First, the meaning of the principal macroeconomic indicators will be discussed, starting from the components of GDP. Then, the Aggregate Demand - Aggregate Supply model will be introduced in detail, providing a key to understanding the fundamental dynamics which regulate the equilibrium of whole economic systems. The effects produced by fiscal and monetary policies will be analyzed. Moreover, the trade-off between unemployment and inflation – the so-called “twin evils” of macroeconomics - will be analyzed. Several references to the Palestinian context will be made throughout the lectures.

3. **International Monetary Economics / International Trade and Development / 15 contact hrs**

In recent years international monetary topics such as exchange rate adjustments, balance of payments crises, the international financial architecture or the functioning of Monetary Unions, have strongly moved into the forefront of analysts, practitioners, policy makers and students alike. Financial crises have dominated the 90’s and international economic policymakers are currently confronted with the urgent problem to reform the international financial architecture through which crises can be predicted, prevented and dispatched. The end of the millennium, moreover, witnessed the birth of the European Monetary Union and the emergence of the nations of Eastern Europe has given rise to a host of new issues pertaining to their future monetary relationship with current EMU member countries. The objective of this module is to provide with an introduction to the above major topics, together with an analytical framework designed to facilitate their understanding. In particular, the module will concentrate on the following core issues: concepts and relationships involving exchange rates and balance of payments magnitudes; the construction of a simple open
economy model to analyse the exchange rate, interest rate and output effects of major changes in monetary policy and to investigate the choice of the exchange-rate regime; optimum currency area theories; models of speculative attacks on fixed-exchange rate regime; the role of international financial institution and IMF reform proposals.

**MICD520 – Economic Issues / Part 2**

1. **Development Economics** / 15 contact hrs

This module will provide a basic analytical treatment of fundamental issues in Development Microeconomics, delivering a general but rigorous knowledge of the role of agents’ behaviors and of the economic-institutional incentives that influence such behaviors. The Lewis model will constitute the conceptual framework for enquiring how the rural sector affects economic development. A Keynesian perspective will be sketched out as well. Emphasis will be put on technological progress and industrialization as keys to development. The Harris-Todaro model will be the benchmark for the analysis of the other side of structural change: urbanization and the birth of the informal sector in highly densely populated urban areas. This model mainly focuses on the arbitrage between urban expected wage and rural wage as the main factor behind mass migration towards cities. Finally, the lectures will deal with countryside organization, landowners-tenants contracts and land reform, analyzing the vicious factors that explain large land holdings and hamper distributional changes that would enhance overall productivity.
2. **Economic Integration and International Cooperation** / 15 contact hrs

This module will move from the analysis of two major scholars in development issues, both from India: R. Kanbur (The Economics of International Aid) and K. Basu (Globalization, poverty, inequality: what is the relation? What can be done?). These papers will provide the framework for opening the debate on two fronts: the aid-economy and its related traps, and the alleged trade-off between poverty and inequality, which might be considered as a mirror of the trade-off between efficiency and equity. The impact of development aid at micro and macro levels will be analysed, trying to evaluate its power in compensating the three traditional gaps suffered by developing countries: the gap in savings, tax revenue and financial stock. Finally, the module will outline the major features of the aid economy in Palestine.

3. **Finance for Development** / 15 contact hrs

This module aims to provide students with an overview of the types of financing available to developing countries. It starts by reviewing the role of international financial institutions, focusing on the World Bank and the International Monetary Fund. It then turns to an overview of the role of private finance in supporting development and draws some lessons from international experience in alternative finance strategies for both the public and the private sector. This session will place particular emphasis on the role of the banking sector, international capital markets and micro-finance institutions.
MICD511 – Middle East Issues

1. Economic Relations of the Middle East / 15 contact hrs

This module aims to examine determinants of success and stagnation in Middle Eastern economies with a view to drawing some lessons for the Palestinian economy. It will start by reviewing development indicators across the Middle East. It will then focus on examining development outcomes, economic policies and political economies of two Middle Eastern countries containing useful lessons for the Palestinian context. It will conclude with a close-up on the Palestinian economy.

2. Contemporary History of the Middle East / 15 contact hrs

Starting from the end of the First World War and the results of the War, this module will trace the history of the Middle East with a particular focus on the second half of the 20th century and the early years of the 21st century. The lectures will cover all major events related to the Middle East, including the partition of the Arab East, 1916-1921, the Balfour Declaration and the ensuing Arab-Israeli conflict, the Arab-Israeli War of 1948, the Suez crisis of 1956, the 1967 War which led to the occupation of the West Bank and Gaza, the 1973 War, the oil crisis, the 1979 Iranian revolution, the Iraq-Iran war of the 1980s and the Gulf war of the early 1990s. Finally, the most recent years will be analysed in order to provide a deeper understanding of the contemporary Middle East context, still characterized by internal and external tension and turmoil.
3. **Middle East Politics** / 15 contact hrs

This module aims at providing an introduction to the study of politics in the Middle East through a focus on a number of contemporary issues such as political religion, gender, democracy and the role of external actors. It also sets out to offer an historical perspective on how current situations emerged. By the end of the course, students should be familiar with key themes and issues in the study of the region and equipped with the conceptual and analytical tools required in order to understand them. The topics addressed by the lectures will include the legacy of colonialism in the Middle East, the emergence of pan-Arabism, the birth and evolution of modern Arab states, the issue of political Islam and its evolving relationship with democracy and the role of external actors.

**MICD513 – International Issues**

1. **International Law** / 30 contact hrs

International law is the body of treaty or custom based rules that govern and regulate the interactions and relations between nations, international organizations and, to a lesser degree, multinational corporations and individuals. Public international law has increased in use and importance vastly over the twentieth century, due mainly to armed conflict, the increase in global trade, environmental deterioration on a worldwide scale and human rights violations. This module will cover the building blocks of public international law:
the nature and subjects of international law; statehood; the law of treaties; the peaceful settlement of international disputes; the legitimate use of force and sanctions; and basic principles of International Humanitarian Law.

2. **Institutions of the European Union** / 15 contact hrs

Recently enlarged to 27 members comprising more than 450 million people, the European Union represents one of the most complex entities on the global scene. How was it born, and how does it work? Analyzing its internal organization is crucial in order to understand the economic, social and political shape of the continent. The lectures will address the different aspects of the European Union, with a particular attention to the features of the common market and the monetary union, but also to the actual rights of EU citizenship. After a brief review of the European integration process and a description of its founding pillars, the lectures will open the debate on topical issues such as the common foreign policy, the protection measures for the domestic economy, the alleged democratic gap between citizens and institutions, and the relations with ACP countries. To this particular regard, references will be made to the institutional framework designed to implement the EU development aid policies, EuropeAid and ECHO.
3. **International Politics and Relations** / 30 contact hrs

This module will consider how the modern international system, or “community of States”, has constructed state sovereignty in relation to the concept of “nation”, commonly viewed as the origin of a state while more often it is the result. While realist theory is useful to understand power relations between states, understanding the interdependence between international and domestic politics requires a constructivist approach. Constructivist theory approaches the international system as an evolving set of rules and norms. Through this lens, it will appear evident that race, ethnicity, culture, territory, and other doctrines about national identity have had changing significance to state legitimacy. The lectures will explore the application of this theoretical framework by reviewing the Question of Palestine as it has evolved in international debates from the 1920s.
MICD526 – Development Issues – Part 1

1. International Cooperation and Development Aid Policies / 15 contact hrs

At governmental level, international cooperation can be considered a recent branch of the foreign policy implemented by most industrialized countries, since it has always been inspired by a complex mix of political and humanitarian considerations. The earliest instance of international cooperation can be found in after-war Europe, where the victorious powers participated in the huge, collective effort of re-building the continent. Afterwards, following the decolonization process, development aid policies were directed towards emerging countries in the south of the world, and the civil society increasingly got involved in international cooperation activities. This module will explore the main historical steps, evolving schools of thought and political reasons for engaging in international cooperation, both at governmental and non-governmental level. Particular attention will be dedicated to the determinants of development aid, which establish geographical and sectorial priorities. OECD statistics and figures will be reviewed and critically discussed. The Emergency and Development components of Official Development Assistance will be compared, and the increasing role of remittances from migrants to their home countries will be highlighted as a parallel flow to development aid.
2. **Peace Studies and Conflict Resolution Strategies** / 15 contact hrs

This module will review the main tools developed in different times and places for civil and governmental peace-building activities, trying to highlight their strengths, weaknesses and usefulness in the Israeli-Palestinian scenario. A field of topical interest, Peace Studies will explore the different dimensions of conflict, ranging from economics to culture, from religion to ethnicity. Making reference to several historical experiences, the lectures will emphasize that, however difficult it might be, there is no sustainable alternative to peaceful relations among peoples. Students will be engaged in active simulations of dispute resolutions through peaceful means, such as negotiation, mediation, inquiry and conciliation.

3. **Human Rights** / 15 contact hrs

What are exactly human rights? Who is entitled to human rights? And how can human rights be guaranteed and safeguarded? Some answers to these questions can be found in documents like the Universal Declaration of 1948, the two Covenants of 1966 and other legal instruments protecting positive and negative rights. Other answers, at times conflicting, can be found in customs. The lectures will describe the main theories on human rights; the progressive codification of human rights; the universal character of human rights VS the claim of cultural relativism; the nature and content of human rights obligations and the role of the United Nations in
promoting the respect of human rights. Finally, some issues of the contemporary human rights debate will be discussed, i.e. the third generation of human rights; the right to development, and the new Optional Protocol on Economic, Social and Cultural Rights.

**MICD527 – Development Issues – Part 2**

1. **Development Theories: From Modernization to Globalization**

From the beginning of the 1950s till the present day at least four different development paradigms and subsequent development theories can be discerned. In this module these paradigms and theories will be shortly dealt with according to a particular format. As such, modernization theories, dependency and world-system approaches, alternative development and post-developmentalism will be shortly examined. Globalization, as the last major development paradigm, is a heavily debated concept and as such the major different approaches will be discussed. From the point of view of development theories the emphasis will be put on the interdisciplinary aspects of globalization and its significance for development research. Specifically the question “is globalization good or bad for developing countries” is an interesting topic to be discussed with the students. Finally, the dangers of the globalization paradigm for development research will be discussed in terms of the rise of new imperialism as a perspective on what critical development research could or should be about.
2. **Gender Awareness** / 15 contact hrs

Often placed within the vulnerable groups of most societies, women have historically encountered remarkable difficulties in being recognized an equal social, economic, and cultural status of men. Nowadays the struggle for equal opportunities still remains crucial in many countries. The existence itself of gender issues is sometimes denied recognition due to a number of cultural factors. Hence, the need of spreading awareness in the first place, at all levels. This module will highlight the main obstacles on the way of women’s empowerment, and will provide the conceptual keys for planning development activities with a gender perspective. The goal of these lectures will be to make students familiar with some crucial assumptions and findings of gender studies and develop a gender-sensitive perspective in society and their particular workings fields. The pedagogical approach will rely on a range of different methods which aim at involving the students in an active way so as to connect the topics with their life experiences. The following methods will be applied: visual supports, group work, case work, text work, constant interaction with the students.

3. **Human Development Capability Approach** / 15 contact hrs

The main focus of this Module is the Human Development Capability Approach, conceived by Nobel Prize Amartya Sen and developed with the contributions of prominent economists and philosophers. The Capability Approach involves “concentration on freedoms to achieve in general, and the capabilities to function in particular” (Sen 1995). Centered on a multifaceted concept of well-being, this original approach aims at capturing empowerment in terms of opportunities and capacities rather than simply economic welfare. Significant literature has already been published on the importance to go beyond the boundaries of economic power in order to address the actual capabilities of individuals, conceived as capacities to “be and do”. The Approach works as a general framework for development
moving from the micro-level, and it is open to multi-disciplinary applications and perspectives including economics, philosophy, political theory, sociology and development studies. Recently, a number of scholars from all over the world have promoted the Human Development Capability Association (HDCA) so as to promote the Approach as a powerful tool to understand, describe and, possibly, answer some of the most relevant development issues of our times.

**MICD524 - Specific Topics**

1. **Human Development: Theories at Work** / 15 contact hrs

Making all development projects human rights-aware. This is the goal of the Human Rights Based Approach, which will be introduced in this module as a bridge between theoretical notions and field practice. Qualified experts will guide the students into the process of operationalization of concepts, which calls development agents to reflect their cultural and professional background into their actions. The lectures will make several references to case studies in different contexts, examine real data and discuss the actual meaning of human development indicators. Live simulations will help students in avoiding neglecting human rights when drafting project proposals. But this is only the first step: human rights should not remain on paper and be practiced all throughout the phases of a project cycle.
2. **Emergency Interventions** / 15 contact hrs

This module enriches the MICAD curriculum of studies with a strong insight on the main issues related to emergency interventions. After a detailed classification of the different kinds of emergencies which may require external support - including natural disasters and conflict scenarios - the lectures will address some of the most relevant questions in the field, starting from evaluating how appropriate it is to take action. To this regard, it is essential to consider the specific features of governmental and non governmental emergency actors. If intervention is considered appropriate, besides urgent, then the quality and quantity of such intervention is analysed by making a link with the Project Cycle Management theory. The time factor will be a core issue. At the same time, the difficult relations between political, humanitarian and logistic levels will be discussed, making reference to several contexts and case studies. Finally, the lectures will try to place emergency interventions in the wider framework of development, highlighting problems and incentives to move from one stage to the next.

3. **The Question of Refugees** / 15 contact hrs

Refugees represent one of the major, unsettled questions in the Palestinian-Israeli conflict. Nowadays, more than four millions of 1948 refugees are registered at UNRWA (United Nations Relief and Works Agency for Palestine Refugee in the Near East), and they live in camps or villages scattered around the West Bank, Gaza, Syria, Jordan and Lebanon. Their living conditions are often extremely harsh, and the only services they can rely upon are those provided by international aid. The lectures will describe the historical evolution of the question of refugees, and they will outline the principal interventions being implemented in order to support displaced populations. Moreover, the topical issue of the “Right of Return” will be studied from legal, cultural and sociological perspectives. UNRWA documents and videos will be used in class, providing a basis for debate.
MICD525 - Management Issues

1. Principles of Governance and Management for no-profit organizations /
   23 contact hrs

The concept of Governance was elaborated in the early 1980s when the World Bank defined it «a criterion to evaluate deeply indebted countries in order to determine their credit-worthiness.» Soon afterwards the meaning of governance has widened to include all management practices needed to make an institution trustworthy, and thus effective in its actions and interactions. Nowadays the concept of governance is considered a cornerstone of sustainable development, possibly more decisive than economic growth: oftentimes the roots of poverty lay in the lack of governance rather than in the lack of resources. Accountability, transparency, predictability and participation are the four pillars of governance, and they will be thoroughly explored by the lectures with specific references to the Palestinian context. The second part of the module will focus on the specific features of the no-profit sector, including NGOs, cooperatives, associations. The lectures will describe the structural characteristics of NGOs, highlighting sound management principles for achieving objectives. Fund-raising techniques, donor-NGO relations and the concept of social accountability will be other topics of study. Management principles of NGOs will be compared to the ones of small enterprises in order to highlight differences and similarities.
2. **Accounting** / 23 contact hrs

The goal of this module is providing the students with the fundamental tools for understanding financial transactions in the environment of non-profit organizations and small businesses. Such an understanding is a crucial asset in any decision-making process. The module will be developed along three lines: first, the main principles of accounting theory will be introduced; second, the purposes and features of Financial Statement, Balance Sheet, Income Statement and Statement of Cash Flow will be described; third, a number of case studies and exercises will be presented in class. The role of investments, the distinction between fixed and variable costs, and the analysis of costs VS revenues and assets VS liabilities will be also discussed.

**MICD523 - Project Management**

1. **Project Cycle Management** / 30 contact hrs

This comprehensive module will introduce the six basic steps of the Project Cycle as adopted by the European Community, including Planning, Identification, Formulation-Appraisal, Financing, Implementation-Monitoring, Evaluation. In particular, these lectures will focus on planning, drafting and implementation. The lectures will provide an overview on PCM and analyze the different techniques to carry out feasibility
studies and translate needs assessments into projects. Topics of discussion include the following: performing SWOT analysis and stakeholder analysis, building partnerships, using a participatory approach, sharing tasks with partners, planning for development VS planning for emergency; keeping relations between headquarters and field offices; logistics. This module will also include a hands-on exercise dedicated to the Logical Framework, as nowadays it represents a standard requirement by donor agencies for submitting project proposals. Turning the Tree of Problems into the Tree of Objectives is one of the steps of the Logical Framework, a technical tool which nowadays is required by most donor institutions in order to show the consequential relations among activities, results and objectives in a project proposal. The Logical Framework is made of a table of cells, ordered in a hierarchical pattern, which provide specific information on how the project activities may achieve the project objectives. In order to plan solid, consistent and verifiable activities, the Logframe requires specific indicators and external assumptions. Students, divided in groups, will be guided in the construction of a Logical Framework applied to a case-study. Despite some inherent limitations in capturing complex relations which cannot always be squared in cells, the Logical Framework is a powerful tool for identifying priorities, explaining the ratio behind activities, and submitting project proposals to donors.

2. **Budget Analysis and Design / 15 contact hrs**

Next to PCM and Logical Framework comes the task of looking into the details of budget design. This module will focus on the financial part of the project-building activity, which is crucial to attain accountability. Evaluating reasonable costs, avoiding wastes and planning expenditures efficiently represent valuable
skills for a project designer. First, students will practice reading and interpreting the budget of a sample project, and afterwards they will practice drafting a budget related to a chronogram. Different kinds of eligible expenditures - such as personnel, material, local manpower, vehicles, administrative costs etc. - will be described and proper unit indicators will be used.

4. **Project Monitoring - Evaluation** / 15 contact hrs

After having underlined the relevance of constant monitoring to assess the progress of activities, this module will provide the students with the necessary competences for determining proper indicators and suitable criteria to measure the outcome of a project. Students will be introduced to the most widely used forms of indicator analysis. The lectures will highlight the difference between monitoring and evaluation, being the first dynamic and the second static, either ex-ante or ex-post. Then, the main criteria for evaluation will be introduced: relevance, effectiveness, efficiency, impact, transparency, sustainability. Particular attention will be dedicated to sustainability, sometimes considered but a mirage. Rightly so? The module will also highlight the importance of self-evaluation, and it will shed light on mid-term and final report writing.

**MICD620 - Thesis**

[Refer to the information provided on pages 32-33]
**MICAD** Community is a network of professional and experts made of **Micad** graduates and current students as well as lecturers. The network enables members to exchange experience and expertise, share information on academic initiatives, career opportunities, start up new ideas and of course to keep in touch.

The Community has been created to support professional and social connections among members, so as to enhance opportunities for networking, career perspectives, discussing development issues, participating to events, and much more.
Since 2007 an extraordinary opportunity has been offered to selected **MICAD** students: attending a Summer School in Europe about development issues, in an international environment with first-class lecturers and colleagues from all over the world. A limited number of scholarships covering the costs of attending such programs will be provided. Several European universities offer such intensive programs in the Summer time, lasting one or two weeks.

Every year about five students from both **MICAD** classes, selected among those with the highest academic records and strongest motivations, have had the opportunity to participate to a Summer school of their choice. In previous years, our students have traveled to Italy, Germany and Holland.

Efficiency and inequality, European development policies, financial crises, welfare state VS private-based systems and the human development capability approach have been some of the themes discussed by our participants to these programs, often suggesting useful ideas and materials for the thesis. Provided that funds are available in the future, qualified students will be invited to select a Summer program within the field of development studies and to submit an application for a special scholarship. Upon their return, students will share with the rest of the class the outcome of their experience.
MICAD represents a key component of a broader project aimed at establishing a Center of Advanced Studies and Research in the field of international cooperation and development.

The Center will involve three Palestinian universities - Bethlehem University, An-Najah University and Bir Zeit University - and two Italian universities, namely the University of Pavia and the University of Siena.

Both the Italian Ministry of Education and the Palestinian Ministry of Education and Higher Education support the project. All parties signed a Memorandum setting the basis for the Center at Bethlehem University on February 27, 2005.

The five universities have agreed to cooperate in developing research activities on the Palestinian context, exchanging researchers, and offering specific higher education programs such as MICAD.

The Research Center will provide excellent opportunities for strengthening relationships among Palestinian universities, improving local research capacities, and opening new channels of academic cooperation across the Mediterranean area.
Since its beginning in 2005, **MICAD** has run 7 cohorts and enrolled 184 students. The Program is mainly established to empower Palestinians, yet international students are welcome as well. International participation constitutes indeed an added value, which contributes fostering mutual knowledge and academic exchange.

<table>
<thead>
<tr>
<th>COHORT</th>
<th>NUMBER</th>
<th>COMPOSITION</th>
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<tbody>
<tr>
<td>MICAD 1 2005-2007</td>
<td>22</td>
<td>All Palestinians</td>
</tr>
<tr>
<td>MICAD 2 2006-2008</td>
<td>30</td>
<td>28 Palestinians, 1 Irish, 1 Italian</td>
</tr>
<tr>
<td>MICAD 3 2007-2009</td>
<td>23</td>
<td>21 Palestinians, 1 Italian, 1 British-Palestinian</td>
</tr>
<tr>
<td>MICAD 4 2008-2010</td>
<td>28</td>
<td>25 Palestinians, 1 Canadian, 1 Italian, 1 French</td>
</tr>
<tr>
<td>MICAD 5 2009-2011</td>
<td>25</td>
<td>All Palestinians</td>
</tr>
<tr>
<td>MICAD 6 2010-2012</td>
<td>27</td>
<td>24 Palestinians, 1 Irish, 1 Italian, 1 Mexican</td>
</tr>
<tr>
<td>MICAD 7 2011-2013</td>
<td>29</td>
<td>27 Palestinians, 2 Americans</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>184</strong></td>
<td><strong>172 Palestinians, 12 Internationals</strong></td>
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Cohort VI

Cohort VII
MICAD Application Packet is available at the University Bookstore.

Information about the application procedures is available at the following website: www.bethlehem.edu

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For any further question, feel free to contact:

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Empowering people for Palestinian sustainable development: it is the challenging mission of MICAD, the first graduate program of the School of Business at Bethlehem University. Established in cooperation with three prestigious European universities, and supported by a wide network of Palestinian and international partners, MICAD aims at providing a multidisciplinary background to the planners and builders of sustainable development. Introducing new features based on a fruitful, four-year experience, the program offers a number of courses related to five academic areas: social studies; economics; international studies; development studies and project management. A powerful tool for capacity building, MICAD focuses on the different perspectives of Palestinian development within the Middle East context, and the wider framework of today's globalised world.