

Glocal- MA in International community development,
Hebrew University, Jerusalem Israel.

**Self evaluation Program report submitted for the international evaluation committee,
August 2015.**

1. General and Introduction

1.1 Program's goals

Glocal is an international MA in international community development studies. It is the first and only such program in Israel, and at the time of submitting this report we are preparing for the 6th cohort of students. Glocal Community Development Studies is an innovative, interdisciplinary 18 month Master's program which aims to effectively translate academic research into practical understanding conducive to work with communities and development organizations across the globe. Glocal is a practice oriented program whose mission is advancing professionalization in the field of international development through channeling Israeli development expertise toward the creation of holistic and creative solutions to the chronic problems faced by the world's marginalized populations. At the same tie Glocal aspires to advance research in the field of development studies.

Specific objectives:

- Fostering Israeli expertise and professionalism in a new generation of innovative and humble development professionals, capable of comprehending the problems of diverse marginalized communities;
- Facilitating the advancement of emerging community leaders from the developing world;
- Developing an integrated network of development professionals with the potential to forward new innovations and strategies.

1.2 A brief history

In 2010, leading development practitioners approached the Hebrew University with a request to develop an academic program that would provide theory alongside tools for international development. In response, the Faculty of Social Sciences formed a committee which studied a dozen or so of such programs around the world. The committee headed by the then vice dean and now senior in the Israeli Central Bank, Professor Nathan Sussman, Offered to focus on the community level out of the understanding that this leads to the most sustainable outcomes in the

development field, making use of researchers and lecturers who were keen on teaching such topics. The committees' detailed proposal was approved by the Senate.

In 2011, the Faculty of Social Sciences established Glocal - Community Development Studies program as an independent program within the faculty. The first academic head was Prof. Steve Kaplan, former dean of the Humanities, and an expert on Ethiopia. The first cohort of students consisted of 13 students, whereas nowadays we have some 25 students from a large variety of countries: Nepal, South Korea, Brazil, Ecuador, Uruguay, Colombia, Mexico, Chile, Kenya, Uganda, Burundi, Ghana, Rwanda, Congo, USA, Canada, Israel, Palestine, Italy, UK, Serbia and Lithuania.

Gradually the program became a knowledge and expertise center in the field of development studies. As such in 2012, SID Israel organization asked the program to serve as its informal academic advisor, and the program staff were asked to provide lectures and workshops to MASHAV (the Israeli Ministry of Foreign Affairs' development agency). In 2012 Glocal also hosted the first annual international development day in Israel.

In 2013 the program established research collaboration with organizations in the West Bank including *Care*, and *Oxfam*. The program also started fostering its relationships with the sister programs at the Hebrew University, i.e. the International program in agriculture, and the International MA in Public Health.

In 2013 Glocal started accepting applicants from eastern Europe and in 2014, with the help of the Rothschild Foundation, Glocal recruited 3 Palestinian students from the West Bank to the program.

1.3 Main principles of the academic program

The program is 18 month long. During the first year students go through intensive learning of both theoretical and practical courses, as well as professional workshops. The courses are described below. After concluding the courses students go on a 4 months internship and upon their return they attend the concluding seminar for 2 months.

The courses are interdisciplinary and offer the students both introductory and advanced theoretical knowledge about a variety of aspects of development work: including development economics, poverty, development ethics, population and demographics, development and international law, gender, etc. Furthermore, the program includes professional workshops in which the students gain tools for working in the field, as well as courses and individual work of preparing for the internships.

While there is a detailed description of the courses below, here we would like to shed light on three main components of Glocal: the internships, lecture series, and final seminar.

Internships: An integral part of Glocal's unique approach to the holistic teaching of international community development is the internship, where annually 25 students undertake a four-months placement in a national or international organization working with vulnerable populations in Africa, Asia, Latin America, and the Middle East. Designed to expose students to the practical know-how of leading organizations in the field and the communities themselves, the internship is a product of careful planning, cooperation and communication between students, Glocal's internship coordinators and local partner organizations.

During their internships (which run annually from early September to the end of December or early January), students receive personal supervision from Glocal staff, submitting regular assignments which encourage reflection on the linking of theory and practice. In addition, Glocal internship coordinators remain in regular contact with on-site supervisors in the organization throughout the internship, providing a triangular supervision framework that facilitates structure, while enabling students to feel secure to exercise independence in confronting challenges (for examples of internship projects, see Glocal's brochure).

Students' experience has shown us that the internships and other practical elements in the program, such as the mini-practicum (in which students work in groups in community organizations across Israel during the first year of study), truly allow the students to graduate and become trained professionals, aware of the complexities of working with communities in the field, holding solutions which were discussed in academia and practiced in the field.

Lectures Series The essence of the Glocal program is the connection between theory and practice. In order to enrich students' learning by exposing them to the complexities of development work being undertaken worldwide, Glocal has developed an annual lecture series. This seminar, which is held twice monthly throughout the academic year, provides students with access to leading development academics and practitioners (including key figures in development from abroad), literally bringing the classroom to the field, and vice versa. Speakers in this seminar range from academics in the fields of development history or economics, directors and practitioners from NGOs both in Israel and from our project partners situated internationally throughout the developing world, as well as philanthropists, political figures and those from the private sector. Thus far we have had the privilege of hosting a wide-range of individuals- from former President of the World Bank, James Wolfenson, through Rabbi Micha Odenheimer (Tevel B'tzedek), representatives from the Moriah Fund, and Pears and Shusterman Foundations on a philanthropy panel, to Dr. Ori Schwartzman, a psychiatrist who works in West Africa, to Deogratias Niyizonkiza, the founder of a community-based health clinic in Burundi where a number of our students have interned.

Final Seminar: The Glocal integrative seminar and final paper are the concluding stages of the learning process towards the MA in community development studies. During the seminar the students re-examine and critically reflect upon both the theoretical knowledge they obtained and practical experience. Each student presents her or his internship experience in the framework of a professional product. The final event concludes this seminar: it begins with a guest lecture, to be followed by a posters conference in which the students present their internships and their academic reflection on it. Lecturers from the university are invited, and the rector and dean attend this event. Afterwards several panels are conducted during which different topics related to community development are raised, and discussed by professionals (guests) and the students.

1.4 Glocal and the Hebrew University's Mission

Glocal is part of the Hebrew University's goal of internationalization. Moreover, as president Ben Sasson said: "the Hebrew University aspires to train society's serving elite in every possible frontier, the Glocal program stands as the essence of the academic and social mission of the university. It brings together all the different meanings of TIKUN OLAM (repairing the world).

1.5 Glocal and other programs

Glocal is unique in two ways:

- i. There is no such program in any other university in Israel.
- ii. At the HU it is one of the only international programs given from within faculties and not by the international school.
The immediate implication is that there is constant exchange and cooperation between Israeli and international students, as well as sharing of courses with our sister programs.

1.6 An important comment

To conclude this introductory section and before we continue we would like to emphasize that we shall highly appreciate any advice on the following issues:

- i. Do our courses provide a coherent tool kit for development workers?
- ii. Should we adhere to a practical approach solely, or should we allow opportunities to write MA dissertations?
- iii. What is the role of research in general in the program? At the moment we have one post doc position financed by a donation, and no other positions which allow the teachers to conduct proper research. Related to this is:
- iv. At the moment Glocal has no tenure track positions of its own; the academic head is a member of a different department who serves as head for 2-3 years. All the

teachers are either professors from other departments who offer courses for Glocal, or adjunct lecturers. The only professor who has training in development studies is Dr. Reut Barak-Weekes (D.Phil SOAS, London) who is an adjunct professor. We strongly believe that slots should be allocated to the program so that people have joint appointments in e.g: Anthropology and Glocal, or Political science and Glocal.

2. Structural organization

2.1 A list of the persons involved and their roles

Academic advisory committee:

Professor Guy Stecklov- Sociology and Anthropology department; chair of academic committee

Professor Gili Drori- Chair of department, Sociology and Anthropology

Professor Elisheva Sadan- School of Social Work

Dr. Danny Miodownik- Dept of International Relations

Academic head: Professor Avner De- Shalit, Political science (commencing September 2015,

Professor Guy Harpaz, Law and International Relations)

Program coordinator: Mr. Ido Benvenisti

Internship coordinators: Dr. Reut barak Weekes, Dr. Amelia Weinreb.

2.2 Decision making (courses, students, and staff)

To be frank, the program is run in a rather non-hierarchical, cooperative and egalitarian manner. We have staff meetings every fortnight and decide about matters together. Nevertheless only the head reports to the dean. Decisions are made after serious consideration and cooperation between the staff. The program coordinator has a key role in such matters as well.

The dean nominates the head and asks the rector and president to approve.

The academic committee is nominated by the dean after consulting the head.

2.3 Glocal and the faculty of Social Sciences

Glocal has very strong and productive relationships with the faculty of social sciences.

The program coordinator works with the assistant dean and the head works with the dean. Every change in the academic program has to be approved by the faculty's committee for teaching. As for finance, the HU's model is that the rector budgets the faculty which then allocates money to the departments and programs. From the administrative point of view the program relies on university's infrastructure for enrollment, recruiting, grading, informing students, etc.

2.4 Administration

There is a single person working as administrator, or program coordinator. His position at the moment is temporary, which is something that bothers us. It is a full position. The administrator is responsible not only for the budget, admission processes (with the academic head), working with the faculty of social sciences, calendar planning, informing the large body of lecturers, working vis a vis the other departments, etc., but also for consulting the students on administrative matters, as well as sharing thoughts with the head and the rest of the teachers on academic matters, the internships, etc.

2.5 Students' enrolment to the program

Candidates that wish to enroll in Glocal, must submit their CV, transcript and diploma from the undergraduate studies with a grade of 85 (although for development workers we can be flexible), a letter of intent, and three letters of reference (one academic, one professional, one of their choosing). International students enroll through the overseas admissions office; graduates of Israeli universities enroll through the Faculty of social sciences.

After receiving all the data applicants are asked to submit a written assignment responding to two different views on globalization. Following the assignment candidates are invited for an interview with the program staff, which is the final stage in the process.

2.6 Website

Our Internet website www.glocal.huji.ac.il is brand new. We had a rather good website, but the university decided that it wanted the various websites to be in a similar format, hence we modified it. It serves three functions: information for donors, information for potential students, and information for organizations and partners with whom we work.

Glocal also has a facebook page which is very active. We currently have over 900 friends.

3. Students

3.1 Students registration and enrolment

Glocal's first cohort had 13 students. At the moment we have around 70 applications out of which we accept 25. We could accept many more students from the developing world, only we are limited by our scholarships that we can offer, all of which were donated by private individuals and foundations. In the past year we have offered 5 such scholarships to African and Asian students, 3 to Palestinian students and several smaller grants to a Brazilian student and so on. We also receive support from the multicultural scholarship (the Rector Office).

From those accepted to the program usually 95% accept our offer and join the program.

Every year we have 1 or 2 students who leave the program in the first months, because they find they do not suit this sphere of activity. Those who remain finish their studies on time – nearly 90% of the students finish within two years.

3.2 Marketing

We work closely with the university marketing department, and its head Ms Ofra Ash, who is an enthusiastic supporter of Glocal, and with the foreign relations department of the University, in particular Ms. Brenda Needle-Shimoni. Another channel Glocal uses is the Israeli social sciences network. We do very little marketing outside of the university infrastructure- only a few ad campaigns on facebook – and through other development organizations in Israel and abroad, as well as organizations who take our interns.

We believe we need to improve in this; we need to attract more good students and find more donors so that we can allow more places to students from developing countries.

3.3 The Buddies program

Because there are so many foreign students who find it a bit difficult to cope with the language barriers and other issues (e.g. finding out on their first Friday night that there is no public transportation and shops are not open) we initiated the Buddies program, in which Israeli students "adopt" overseas students on a one on one basis and help them.

4. Academic program

4.1 Learning outcome and graduates' profile

Glocal graduates are meant to work as development agents or as evaluators, etc. for development NGOs. Some may work in other international and local NGOs. Until now very few continued to do PhDs, all of them abroad (in the UK and Canada). Currently three students of cohort 5 who are due to begin their second year at the time of writing this report are interested in applying for PhD programs in the USA, UK and Israel.

Since 2010, four cohorts of Glocal students completed their studies, with a completion rate of more than 90% within two years, significantly higher than the average rate at the Hebrew University and other universities in Israel. Specifically, all of the students supported by scholarships have successfully completed their studies.

Glocal alumni have successfully found employment in development organizations in Israel and abroad, including: IsraAid, Shatil, Tevel B'Tzedek, Weitz Center for Development Studies, the program for Food Security at the Tel Aviv University, Koret Foundation, and in World Education, Médecins Sans Frontières (MSF) and the Jewish Joint Distribution Committee.

A few of our alumni have established their own projects. For instance, [Become](#) is a small NGO based in Israel and working to support children, families and communities in Kenya, Haiti and south Sudan. Become was originally established by Glocal student Anne Sophie Cardinal and her husband Ziv Gar On. During the past year six Glocal alumni have joined them as voluntary staff members and advisors to support their work.

Another project which has been developing in the past two years is [Amar Majuli](#), led by two of our alumni of the first cohort, Gili Navon and Shaked Avizedek in an island in Northern India. The project aims at empowering women from a lower cast through creating a weaver cooperative; strengthening their agricultural practices; and operating various services such as a bicycle bank.

Itay Ziv, a teacher in training, developed a curriculum on Globalization and development for high schools in Israel. This was approved by the Ministry of Education and has now been adopted by schools across the country.

Furthermore, we see a growing relationship between our alumni and students between the different cohorts. For instance, our alumnus, who manages the work of IsraAid at the refugee camp at Kakuma, Kenya, acted as a supervisor for our cohort 4 student at the camp, and another alumnus, who manages Become, also in Kenya is currently acting as the supervisor for a student from cohort 5.

4.2 Students - numbers, origin, etc.

Glocal students' countries of origin vary. We aim at balancing between Israeli students (a third) students from developing countries (a third) and students from developed countries (a third). This would be an ideal balance because we believe that students learn a lot from each other and from their experience (as many of them arrive already equipped with a few years of experience in the field).

Cohort	Countries of origin	number of graduates	Cum Laude
1	Israel (8) USA (1) UK (2) South Africa (1)	12	NA
2	Israel (9) USA (6) Lithuania (1) Canada (1) South Africa (1) Nepal (1)	19	5
3	Israel (20) USA (2) Uganda (1) Ethiopia (1)	23	1
4	Israel (9) UK (2) Italy (2) USA (2) Ghana (1) Burundi (1) Ethiopia (1) Brazil (1) South Korea (1) Ecuador (1) Uganda (1)	22	5

5	Israel (12) Palestine Authority (3) USA (3) Congo (2) Rwanda (2) Brazil (1) Serbia (1) Uganda (1) Uruguay (1)	(26) graduation due 2016	
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4.3 The program's effectiveness so far

From interviews and discussions we conducted with our students we have learnt that many of them moved from colleges and other universities (Tel Aviv University, Ben Gurion University, etc.) to the Hebrew University in order to be able to take Glocal program. In addition, it is clear that all overseas students come especially for this program. So we can say that definitely the program attracts new students to the Hebrew University. A few students (one or two in each cohort) told us that they were considering taking other programs at the HU, such as an MA in social work, or an MA in Political Science. See also our summary below.

4.4 The structure of Glocal's academic program

The ratio between theoretical and practice oriented courses changed a little bit between the years; however, in general most of the first semester and much of the second semester are devoted to theoretical courses, whereas during the second semester there are more practice oriented courses. In addition we offer workshops which provide tools for working in the development field, such as multicultural meetings, project design, website construction and fund raising.

The highlight of the program is the internship, which we regard as a course as well (although no credit points are given). The students have to collect data and report about their internships afterwards in our final seminar. Before and during the internship students receive careful supervision both on grounds and from Israel, by Skype.

Additionally, we offer the students field trip courses. For example, the plan for the coming year's research methods course is at a certain stage to send the students for a few days to a learn about a certain community and conduct research with it: they will have to form a research question, design the research, see what information they need in order to answer their question, and then learn what they need in order to conduct the research and find the answer to that question. In other words this research will be inspired by their visit to the community and encountering various political/ anthropological / social / economic issues.

In the coming year we shall be teaching a course in research methods. So far we have not done so because we thought that since the program was practice oriented there was no need for an intensive course in research methods, and that what students studied in their first degree was enough. However, we decided we do need such a course for three

reasons: (i) Students have to understand the logic, rationale and method behind research about which they read, either during their studies or later on when they work in an NGO etc.; (ii) Students' writing abilities will improve a lot if they understand the method behind the research about which they report; (iii) A few students asked to have such a course because they were thinking of applying later to study towards the doctorate.

4.5 Lecturers

Our lecturers come from four different faculties: Social Sciences, Humanities, Law and even Public Health. The decision is according to our teaching needs but we also depend on the goodwill of these departments and their heads. Glocal compensates (financially) departments whose teachers teach courses especially for Glocal students. Sometimes the arrangement is that the courses are given in the departments and are offered to both Glocal students and the department's students. The latter suits Glocal because (a) our students meet with other students in the faculty; and (b) we do not have to compensate the department in money.

Some of the courses, especially the professional ones (e.g. Program Evaluation) as well as the course in development ethics are delivered by adjunct professors.

Here is a list of Glocal's current and last year's courses and the teachers.

Lecturer	Department	Course
Ms. Bella Kovner (PhD student)	Glocal	Introduction to development
Prof. Avner de-Shalit	Glocal	Program seminar
Prof. Avner de Shalit	Political science	Poverty, inequality, and disadvantage
Dr. Reut barak Weekes (adjunct; full time in Glocal)	Glocal	Development economics: Principles and application
Prof. Guy Stecklov	Sociology and Anthropology	Population dynamics and social change in the 3rd world
Dr. Nancy Strichman	Glocal	Program evaluation

(adjunct)		for community development and social change
Ms. Bella kovner (PhD student)	Glocal	Pears final seminar: Between theory and practice
Ms. Aya Navon (PhD student)	Glocal	Mapping the world of development
Dr. Gadi Prudovsky (adjunct)	Glocal	Ethics of international organizations
Ms. Aya Navon (PhD student)	Glocal	Development in practice: approached, challenges
Ms. Daniella Shidlovski (PhD student)	Psychology	Statistics - basics
Dr. Jonathan Mirvis	Rothberg international school	Entrepreneurship and social innovation
Dr. Michal Frenkel (In the coming year will be offered by Prof. Amy Weinreb)	Sociology and Anthropology	Gender, globalization and development
Prof. Gili Drori	Sociology and Anthropology	Management and organizations in the age globalization
Dr. Maureen Malawani	Public Health	Development and global health: a critical approach
Dr. Emily Silverman	Urban Planning, Geography	Social aspects of spatial planning

Prof. Moshe Hirsch	International relations	The international dimension of development (and international law)
Dr. Amelia Weinreb (Guest from Austin Texas)	Glocal	Qualitative research methods
Dr. Yonatan Gez (post doctoral fellow)	Sociology and Anthropology	Religion and Development
Prof. Michael Shalev	Sociology and anthropology	Researching inequality
Prof. Alex Weinreb (guest from Austin Texas)	Truman Institute	Population changes: why does it matter
Dr. Bashir Bashir (adjunct)	Political science	Development in Palestine
Prof. John Barry (Guest from Queens Belfast)	Guest	Environment and Development

Courses evaluation

See attached

4.6 Plans for development

Our plans for the near future are decided by the entire staff, with some consultations with the academic committee and the dean:

i) To be able to start a research track, and accept between 2 and 5 students each year who will do their dissertation through Glocalii)

ii) To have at least one opening for a tenure tracked academic and research position. (see below)

iii) To develop specializations in different fields relevant to development work: Urban planning, agriculture, health, gender, etc.

Academization - research track?

As of now the program does not offer a research track. Having said that we would very much like to start one on the 2015 academic year. We have started the process of compiling all the necessary data to be delivered to the different committees deciding to grant approval to begin a research track. We would like to leverage two outstanding students to be able to conduct research while on their internship together with a Glocal staff member, or with an academic who is research applies to Glocal's vision and mission.

4.7 Actions taken by the program when students criticize the program

Students' reflections are taken seriously, but to be frank, we are aware of their limits. They measure lecturers' popularity not less than the quality of their teaching. So when the grades and comments are not positive the head of program discusses this with the lecturer. The lecturer is asked about her/ his views and concerns about the course, and possible improvements are discussed.

Opportunities for the students to raise issues with Glocal

Students have several options of complaining. First and foremost they complain to the program coordinator, but also to the teaching assistant, or, quite often, to the head of the program. This year, for example, the head had a special office hour for Glocal students. It was not always used, as students in Israel generally speaking prefer to write emails rather than make use of the office hours.

When there are several complaints which repeat themselves, the program suggests to the students to meet after class and discuss these issues. These discussions are with the head of the program. We usually conduct one or two such meetings annually.

Description of the ways in which students' performance is evaluated:

Because students have to travel for their internships soon after the second semester ends, we cannot allow ourselves to use July for exams. Thus Glocal tends to ask the students to submit paper assignments instead of exams. So in most courses students write one to several papers. This, actually, creates a lot of frustration because students complain that throughout the year the burden of writing papers is just too high. We don't know what to make of it. We often think that they are too spoiled; that studying at the Hebrew University implies spending much time doing research and submitting papers; that because the program is an 18 months program we have no other choice. But we do agree that at the moment the burden of submitting so many papers implies that some of these

papers could have been better in terms of their quality. It might be a good idea to try one year to ask for less papers but ask the students to devote more time and energy to each one of them.

4.8 Academic program: summary

To be honest this is something we would be happy to consult the committee. Every year we conduct a profound and long discussion with our graduates about the courses they had taken and we revise and modify our program accordingly. We believe that at the moment we offer them a wide enough variety of courses so that they can flourish as development agents but also so that they can choose in which sub-field to specialize. But we keep asking ourselves whether we are offering the right courses, whether we miss some important topics and whether we do not impose too many courses on the students, and could, instead, ask them to devote more time to do research on their own. We also find it difficult to decide whether we have found the right balance between practice oriented and skills courses on the one hand, and theoretical courses on the other hand.

5. Program Budget:

5.1 Program budgeting

While Glocal is a costly program to Hebrew University, it also brings a generous income in donations and in tuitions fees (plus subsidies from the government). Our budget in 2014 was 1,792,261 Israeli Shekels, Total income from the faculty of social sciences was 540,000 Israeli Shekels; Total from donations was 1,252,261.

The budgeting of the program is broken into different categories: Salaries, Scholarship, and other expenses related to publications, office expenses, events, marketing, alumni relations, and special activities for student.

5.2 Faculty budgeting:

Budgeting from faculty is based on number of courses taught by the program in the previous academic year, as well as the number of students in the previous year. Each year the Hebrew University is budgeted by the budgeting and planning committee at the Israeli ministry of Education- the university then allocates funds to the different faculties who fund departments and programs.

The Faculty usually adds about 50,000 shekels to the Glocal budget since the program has to pay for positions (two internship coordinators, program coordinator, academic advisor) and does not have any slots.

5.3 Financial support:

Most students pay two years of tuition in full, and the cost of their internship (plane ticket, insurance, living expenses). Glocal offers 1 full scholarship for African students, and 3 more to either African or Asian students (tuition, monthly living stipend, insurance). Partial scholarships are granted to 2-3 Palestinian students every year since 2014. We also offer several smaller grants to Latin American students.

5.4 Fund raising

Fundraising for Glocal is done through the public relations department of the Hebrew University, and the Friends of Hebrew University around the world. We also have four main donors: Vital Foundation, Pears Family Foundation, Alan Doran Family Foundation, and Yad Hanadiv.

5.5 TA positions in the program

There are no TA jobs for the students. We have one teaching assistant who does academic work (helping the students) as well as administrative work (coordinating our work with the alumni, marketing the program and participating in the admissions process)

6: Staff and personnel:

6.1: Program Staff:

Head of the program - Prof. Avner de Shalit (Dept of Political Science); Commencing September 2015: Prof. Guy Harpaz (Law and IR)

Internship coordinator and lecturer in developmental economics: Dr. Reut Barak Weekes (adjunct)

Internship coordinator and lecturer in Research Methods and also Gender and Development: Dr. Amy Weinreb (U Texas Austin; with us for 2015/16)

Ms. Aya Navon - lecturer. PhD candidate, School of Business.

Prof. Avner de Shalit: Political Science

Prof. Guy Harpaz: Law and IR

Ms. Bella Kovner: PhD candidate, Criminology

Dr. Jonathan Mirvis, School of Education

Prof. Guy Stecklov, Dept of Sociology and Anthropology

Prof. Alex Weinreb, U Texas Austin and the Dept of Sociology and Anthropology (for 2015/16)

Prof. Gili Drori, Dept of Sociology and Anthropology;

Dr. Maureen Malawani, School of Public Health;

Dr. Michal Frenkel, Dept of Sociology and Anthropology;

Prof. Moshe Hirsh, Faculty of Law and Dept of IR

Dr. Emily Silverman, Geography

Adjunct lecturers: Dr. Gadi Prudovsky; Dr. Nancy Strichman;

Dr. Yonatan Gez (post doctorate fellow)

6.2 Lecturers level of commitment to Glocal:

Glocal's lecturers have been with us most years; they are truly devoted and some of them find the time to attend special events, such as our final event posters workshop.

6.3 Academic slots

The program does not have any slots. We recruited lecturers according to the program's academic needs and the availability of the lecturers from the different departments.

7. Overall evaluation:

7.1 Main achievements

Glocal has achieved, and is achieving many of its goals and objectives: we are at par with the university's graduating percentages, and above average in academic achievements. Glocal managed to establish strong working relationships with a great number of international organizations who accept our interns, and employ our graduates. Our graduates work in national organizations and international aid agencies and some have continued to Phd programs.

The aspects in which we believe that the program needs to improve are establishing and collecting data and research to advance and support the work of development in the academic arena. Glocal would also like to improve its recruiting and marketing in order to reach more strong candidates with relevant development work experience.

Needless to say, if we could raise more donations we could offer more scholarships and enlarge the number of students. In addition, the internships are quite expensive for the

students (we subsidize them only partly) and some potential students refrain from applying due to this cost.

7.2 Program objectives for the next three years

There are several challenges which we would like to consider:

- i) Offering research track for the best students. This is a demand that we hear from the students, and we believe that offering such a track will enable us to attract bright students. We also believe that this is a must because Israel needs a cadre of experts and researchers in development. At the moment there are very few lecturers with PhDs in development, one in Tel Aviv University and one in Glocal (Dr. Reut Barak Weekes).
- ii) Specialization. We believe that we should offer special tracks to students who are interested in them. These are the tracks we have in mind: Development and international Organizations - at the moment there is a special track in international organization at the dept of IR, but it is offered in Hebrew only; Development and Gender - with the Lafer Center for Gender Studies; Development and Migration; Development and Sustainable Development. All such tracks could be an extension of our program so that the student will study around 12-16 additional points, and will have to take course in the second semester of the second year as well; however, we are more than certain that there is demand for such programs.
- iii) In terms of number of students we do not want to have more students at the moment for two reasons; first we want to keep the special atmosphere and bonding which arises during the first year and continues throughout the studies; second, in order to allow for more students we shall need an additional person working in supervising the students towards their internship. It is not easy to find the right person to do this, and we are happy with the situation as it is.

7.3 Glocal's reputation

The program is the only such program in Israel; it is a member of SID and its head is a member of SID's governing board. It serves as an informal advisor to development NGOs in Israel and Mashav.

As for students, we have many applications from Israel and the developing world. However, we would like to advertise ourselves even more in Europe and North America and we believe that such strong marketing could help us increase the number of applications from these countries.

As for research, only this year did we start 'producing' research in development in Glocal. We believe that once we have slots and people on tenure tracks we shall see

applications for international and Israeli grants, and much more research conducted in the program.

7.4 Expectations from the relationship with the faculty of social science

Get us a classroom! ☺ We don't have our own classroom and depend on the good will of other departments. Glocal is expecting to continue being one of the flagship programs of the Social Sciences Faculty. We expect help in establishing an advisory committee (a project the dean is currently engaged in), as well as approving our request to open a research track. As a part of the faculty strategic plan, Glocal is considering the option of expanding registration to allow more students based on receiving slots, administrative support, and bigger budgets.