



Laurea / B.A. in Global Governance

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- 1. The Bachelor of Arts in Global Governance – as you can see from our Courses described in the booklet - offers interdisciplinary teaching, which aims to prepare professionals to face global challenges that require specific legal and socio-economic competencies, as well as a wide range of technical and scientific knowledge and soft skills to manage cultural integration, mediation and team dynamics. With regard to the issues that your sector faces, can they be addressed by relying only on a single field of knowledge or do they require the melding of several specialties?**

Relating to the concept of education, we can divide two main areas: the area of knowledge and the area of pedagogy. Both of them are extremely multidisciplinary, related to so many features. In order to be a good teacher, you need to know quite a bit of psychology, philosophy, history, and, top of that, you need to know your own field. Then, as you go wider you become a better educator, you can understand more points of view, and more students. As a teacher, you always work with individuals who are very different from each other. You need to go deeper to find things that are fitting to them.

- 2. One of the main goals of the 3-year B.A. in Global Governance is to support the academic education of our students with a series of professional trainings so as to better identify their potential work opportunities after they graduate. For this reason, Global Governance encourages training programs and internships within institutions, firms and organizations, both in Italy and abroad, selected on the basis of their prestige and quality of the experience. Do you think that these activities are important for the placement of our students in a company/institution like yours or is it too early to do them during a Bachelor?**

Doing is a very crucial part of knowing and a way to develop your personality and ability. It is never too early to do that. When I was a middle school teacher I had high school students that were my teacher assistants. They had a real life experience of working with knowledge acquired one or two years earlier which could be applied when they had actual responsibilities. I think that acquisition of knowledge without doing, without any practical aspects linked to it, is sometimes close to be irrelevant. Relevancy comes with practice. And it is never too early. I hope that University and the academic part will touch the internship, the practical part. A combined approach between learning and doing is the best one.

- 3. Global Governance is implementing the so-called “Mentors Project”. The main purpose of the project is to provide advice to students regarding choices on future studies and/or careers by putting them in touch (throughout the duration of the course) with a professional for advice and counsel. Do you think it is a worthwhile project? Would you be willing to mentor once a year a GG student (via skype or in Rome)? Do you think they are effective projects for the personal growth process of students?**

Yes! Mentoring is always helpful. Getting a one on one opportunity to develop and learn bias is highly effective. It is very beneficial, but not only the usual way, also the other way around. At EMIS we practiced “Reverse Mentoring”. Each teacher gets a mentor from one of the students, in this way they could benefit from the perspective of a student about the educator’s work. Both ways are relevant. By mentoring, someone who is higher than you makes you push yourself in his shoes and in his advanced state of mind in order to be useful.

- 4. In order to help our students select an appropriate academic pathway to follow after they have completed the B.A. in Global Governance, the course offers three majors to choose from: Economics and Philosophy; Political Science, Law and History; Science and Technology. Do you think it is advisable to offer majors, or in other words, subject areas that students specialize in, in a Bachelor Degree? Would your company/institution give a greater attention to a candidate from one of those three paths or would you look only at other dimensions of their Bachelor studies? In case yes, which one of the 3 majors?**

I don’t think it really matters in my field, but the idea of choosing a major is important. Generally, the idea of choosing in education is very relevant. In your Bachelor, you have the same foundations and you can then dive into something that can fit you better, and I believe this is a good thing. Choosing something you are passionate about is very relevant. I have only noticed a lack related to the “Art” part of your course. Practicing arts really opens your mind, especially when dealing with such topics, Global Governance. And I’m looking forward to see such a course within your Bachelor.

- 5. What are the competencies, skills and abilities that in general your company/institution cherishes in an applicant? Do you hire Bachelor-only students or you require a Master?**

What type of Master would you advise a GG student to follow to have a chance to enter your company/institution?

The question is not relevant to me, because we hire mostly teachers. If some of the Global Governance students want to take the educational path, I advice them to learn how to teach. However, I can say that I really appreciate a solid philosophy behind the profession when I'm hiring teachers. Even if the view of a teacher is wrong, coming with a strong state of mind is essential. I need you and your understanding, your motivation, your idea about how things should work. then, you have to be flexible enough to change your mind and perspective, because you can be wrong, so flexibility is something that I cherish.

6. Would your Company potentially interview an interested candidate graduated in Global Governance? If yes, would you need to provide him with extra-training once in? Of what kind?

I would be really happy to have applications from Global Governance students, however, as I said, we look for teachers, so they should know how to teach.

7. How can we improve the training of our students so that their skills can better respond to the needs of your sector?

Generally speaking and not relating specifically to my sector, the basics are the same. Embedding doing with knowing is the best approach to prepare people to lead and to be good professionals. Whatever course you are taking there should be a practical aspect to it, or at least an aspect that can make you involved. The most dangerous part in education is to develop ethics, that you will not care about what you are doing and learning. Engage students is a guarantee to be good professionals.

8. How can we improve the training of our students so that their skills can better respond to the needs of your company/institution?

N/A

9. Would you or someone in your company/institution be willing to ask for a specific profile to our Global Governance Alumni Association (composed as of now of more than 100 GG graduates most of them holding a further Master/Laurea Magistrale degree)?

N/A

10. Would your company/institution be interested in offering internships to Global Governance students? If yes, are there any specific prerequisites or competences that our students should have in order to be selected to carry out the internship?

For sure yes! Every year we have at least 1 or 2 volunteers from abroad. They get full accomodation working in the non teaching part of the school. They can develop several projects



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and there are many interesting fields to practice as an intern in an International School. I'm sure EMIS will be happy to take candidates from Global Governance, because they are highly relevant.

11. Please report here any other comment or suggestion regarding the structure and contents of the Global Governance BA

As I said, combining soft and hard skills courses can be highly beneficial for you. Moreover, every school needs to have a social mission in order to have a broader meaning in the studies, rather than just studying. I think that your school should create its mission. This mission should be ambitious in order to make a difference in this world. Especially related to your course, it can be related to a global perspective. I do believe that having a mission and an ambition regarding the world is something that will change the way you look at education.