

NOHA Joint Master's in International Humanitarian Action Student Handbook 2015

NETWORK ON HUMANITARIAN ACTION
INTERNATIONAL ASSOCIATION OF UNIVERSITIES

NOHA 2015
Student Handbook

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1 Welcome & Purpose of the Handbook

Welcome to the NOHA Joint Master's Degree in International Humanitarian Action. This is an inter-university, multidisciplinary postgraduate programme offered by the Network on Humanitarian Action (NOHA). The programme provides high quality academic education and professional competencies for people working or intending to work in the area of humanitarian action.

The purpose of this handbook is to explain how the NOHA Master's in International Humanitarian Action works and what you can expect from it. The information is intended to help you find your feet during your studies and settle into postgraduate life as quickly as possible. The handbook outlines what you can expect at each stage of your studies, the resources available, the structure and staffing at each Member University and the procedures for dealing with any problems you may encounter.

Please read this handbook carefully as it is in your interest to familiarise yourself with the regulations and procedures. Students who are uncertain about the information in this handbook should ask their NOHA coordinator or contact any of the NOHA departmental offices (refer to section 10).

We hope you will find your time as a member of the NOHA family and of the postgraduate community at each university rewarding and enjoyable.

2 The Network on Humanitarian Action

NOHA is an International Association of Universities that aims to enhance professionalism in the Humanitarian sector by promoting humanitarian values through higher education accredited courses (not only the Joint Masters in International Humanitarian Action, but also shorter courses), and by fostering a humanitarian research ethos that encourages innovation in humanitarian policy and practice. Since it was created in 1993, more than 3,000 graduates have completed the NOHA Joint Master in International Humanitarian Action.

NOHA counts on the cooperation and support of the European Union through the Directorate General for Humanitarian Aid and Civil Protection (DG ECHO) and the Directorate General for Education and Culture (DG EAC).

2.1 Vision & Mission

NOHA believes that humanitarian action must be an effective and ethical expression of human solidarity. This should be achieved by joining efforts through a professional and ethical management of humanitarian action by policy makers, managers and humanitarian workers of the global humanitarian system.

NOHA's mission is to increase the effectiveness and quality of humanitarian action through the provision of excellence and internationally recognised education, research and training. NOHA promotes intellectual debate and thinking on humanitarianism with a solid base on humanitarian, professional and human values.

2.2 Member Universities

NOHA is composed of twelve European Universities, operating in an egalitarian decentralised system enabling each university to develop their programmes and activities within their own context and reality.

The NOHA member universities are:

- **Aix-Marseille Université** (AMU), Aix-en-Provence, France
- **Københavns Universitet** (KU), Copenhagen, Denmark
- **L-Università ta' Malta** (UM), Malta
- **Rijksuniversiteit Groningen** (RUG), Groningen, The Netherlands
- **Ruhr-Universität Bochum** (RUB), Bochum, Germany
- **Universidad de Deusto** (UD), Bilbao, Spain
- **University College of Dublin** (UCD), Dublin, Ireland
- **Università di Pavia** (UP), Pavia, Italy
- **Université Catholique de Louvain** (UCL), Louvain-la-Neuve, Belgium
- **Uniwersytet Warszawski** (UW), Warsaw, Poland
- **Uppsala universitet** (UU), Uppsala, Sweden
- **Vilniaus Universitetas** (VU), Vilnius, Lithuania

2.3 Global Partner Universities

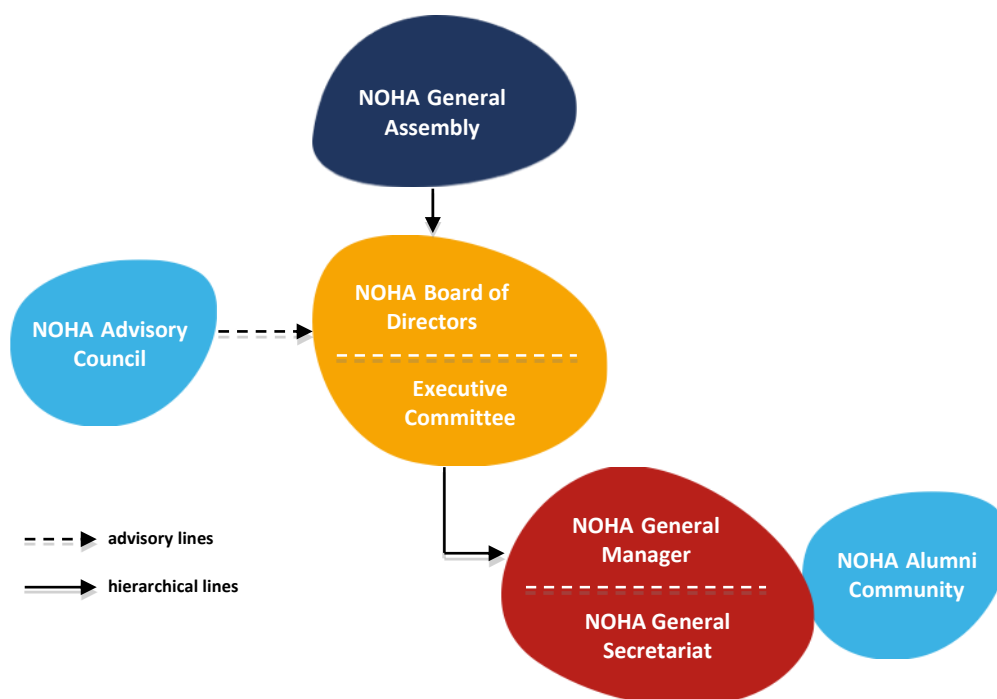
NOHA has established partnerships with six third-country higher education institutions, as follows:

- **Fordham University**, New York, USA
- **Pontificia Universidad Javeriana** (PUJ), Bogotá, Colombia
- **Université Saint-Joseph** (USJ), Beirut, Lebanon
- **Universitas Gadjah Mada** (UGM), Yogyakarta, Indonesia

Further information on NOHA's third-country partners is provided in section 4.2.2.

2.4 NOHA Governance Structure

NOHA has a well-established structure that is shaped to realise its overall strategy. The Network established the **NOHA Association** in 2001, under Belgian Law. It is broader than the NOHA Master's Programme, including more partners, events and activities. The NOHA Association's governance and management structure is composed of the following organs:



2.4.1 General Assembly

The General Assembly is the highest authority of the Association. It has full powers allowing the purpose of the Association to be fulfilled.

2.4.2 Board of Directors

The Association is governed by a Board of Directors comprising all member representatives. It oversees management and administration. This includes: approving annual accounts and budgets, approving the multiannual Strategic Plan and operational plans and promoting activities and deciding on high level management issues including policy content, membership, growth strategy, fundraising and financial matters. It is composed of one NOHA Director per Member University and meets on average four times a year and whenever necessary.

The Executive Committee is composed of a President, a General Secretary and a Treasurer. It is responsible for deciding on behalf of the Board of Directors on issues requiring urgent action, assuming external representation of the NOHA Association, coordinating strategic activities, legal responsibilities and financial matters in order to achieve full synergy and providing input and guidance to the NOHA General Manager.

2.4.3 General Secretariat

The NOHA General Secretariat is the administrative office of the Association. It is mandated by the Board of Directors and assumes the daily management of the Association. It is responsible for ensuring implementation of the operational and strategic plans, supporting Board of Directors in their deliberations, meetings and implementation of decision making, preparing the annual accounts and the budget, facilitating communication across the Association, providing information to third parties,

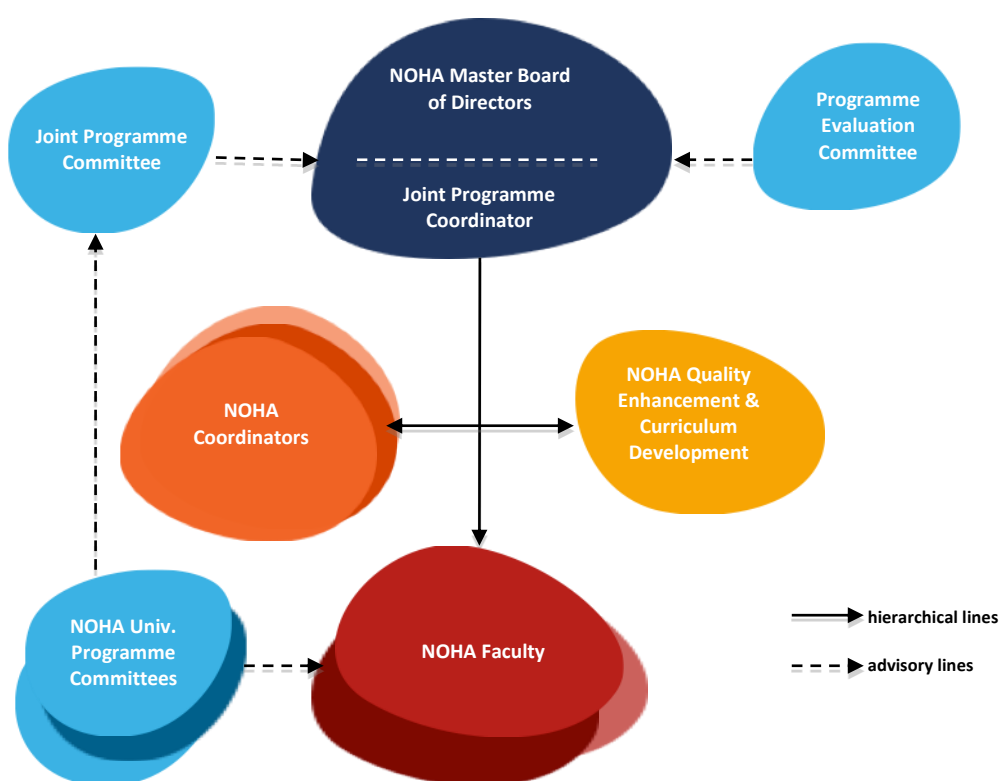
keeping files and documentation and assuming external representation as required. The NOHA General Secretariat is managed by the NOHA General Manager.

Contact information

NOHA General Secretariat
Regus Stephanie Square Centre
Avenue Louise 65, Box 11, Brussels - 1050, Belgium
tel: +32 (0)2 535 7932 - fax: +32 2 535 7700
Email: info@nohanet.org - Website: www.nohanet.org
Facebook: NOHA International Association of Universities
Twitter: @NOHANetwork

2.5 NOHA Master's Governance Structure, Management & Faculty

Linked to the Association's management framework, the NOHA Master's has the following management structures defined with responsibilities of decision, of evaluation and execution.



2.5.1 The NOHA Master Board of Directors

The NOHA Master Board of Directors is the programme's main decision-making organ. The board assumes overall responsibility for all the Joint Master's programme activities. It is composed of the NOHA Master Director at each university and meets at least four times per academic year. The working language of these meetings is English. The Business Meetings are planning and co-ordination meetings at which important decisions are taken and follow up actions decided such as joint policy for student selection. These board meetings take place two weeks after application deadlines and during the IP. The Board will consider complaints about academic judgments, and about matters to do with the student's course of study or research only if the candidate is not satisfied with the outcome reached at the home or host university. The Board does not deal with the effective organization of the tests and examinations which are carried out by the NOHA Faculty at each university. With regard to results of examinations the Board may function as a Review Committee only if the student is not satisfied with the outcome reached at the university level.

2.5.2 The Joint Programme Coordinator

The Joint Programme Coordinator has overall coordination responsibility over the master's degree programme. He/she represents the NOHA Master Universities consortium before the Commission and is the interlocutor between this and the European and non-European universities of the Master. He/she reports to the NOHA Board and other stakeholders on the operation of the program coordination issues and quality enhancement.

2.5.3 The Programme Evaluation Committee

The programme Evaluation Committee, established by the Board of Directors, meets with regular intervals to carry out major evaluations of the programme. A major evaluation will be carried out every five years. It should evaluate the competence and capacity of the degree programme provider to assess, assure and enhance quality. Its composition will consist of one internal (the Joint Programme Coordinator) and two external officials nominated and appointed by the Board. The external officials will be two quality assurance experts from accreditation/quality assurance organisations related to NOHA. The Programme Evaluation Committee can advise, upon request or on its own initiative, the NOHA Board on issues regarding quality enhancement.

2.5.4 The Joint Programme Committee (JPC)

The JPC acts as advisor to the NOHA Master Board of Directors. It is responsible for the system review and advice on policy developments of the master programme. It is composed of representatives of the stakeholders of the course: student representatives (one per NOHA Master University) and NOHA Faculty representatives (one per NOHA Master University). It meets annually during the Intensive Programme to ensure the coherence and consistency of the concept of the joint degree programme. The NOHA student representative and lecturer representative in the Joint Programme Committee are elected by their respective NOHA University Programme Committee.

2.5.5 The NOHA University Programme Committee

The Committee acts as advisor at the home university level. The NOHA University Programme Committee is composed of student and faculty representatives and the NOHA Coordinator or other administrative personnel acting as secretary. It is convened at the beginning of the programme and meets at least once per semester. Each NOHA University Programme Committee has its own rules of procedure in agreement with its universities regulations. A general template "Rules of Procedure NOHA University Programme Committees" is available however (IQH.03.d4). Each NOHA University Programme Committee should elect 1 staff and 1 student representative for the Joint Programme Committee on network level.

2.5.6 The NOHA Quality Enhancement and Curriculum Development Taskforce (QECD)

The QECD comprises the designated substitute at the NOHA Board (deputy director) from each university who reports to the NOHA Master Board of Directors and the Joint Programme Coordinator. The QECD Taskforce's main task is to facilitate the implementation of quality enhancement and curriculum development measures throughout the network. For this purpose, it assists the Joint Programme Committee to evaluate the degree on the achievement of learning objectives and the coherence of the programme. The QECD Taskforce should ensure that the data collection system, information analysis and proposals and suggestions for improvement of the Master's Degree are structured by processes. The evaluations should be followed by a written report, on the basis of which, the QECD Taskforce advises the NOHA Board on any action to be taken. The procedures should be implemented in a coordinated manner by the different NOHA Master Universities, the NOHA Master Board of Directors, the NOHA Master Secretariat, the QECD Taskforce and the NOHA Coordinators in their respective areas of competence. The QECD Taskforce meets twice a year, once in the beginning of the second semester (March) and the second time just before the IP.

2.5.7 The NOHA Coordinators

Besides the teaching staff, there is the part-time (half-day, every day of the week for NOHA students) presence of the NOHA Coordinators. He/she assists the NOHA Director, and carries out day-to-day administrative and technical tasks for the students. He/she liaises with other NOHA Coordinators, the Joint Programme Coordinator, students at other universities of the Network, and with external partners (NGOs, IGOs, government institutions/agencies, etc.). In addition the NOHA Coordinators support the QECD TASKFORCE and NOHA Master Secretariat with the data collection system, information analysis and proposals and suggestions for the quality enhancement of the Master.

For most matters, NOHA students can address their coordinators first. The NOHA coordinator, whose main responsibility is to be in charge of the students of the programme in each university, provides guidance and help to the students for all practical aspects of the programme (housing, language and orientation courses as well as general information about services and facilities at his/her institution) as well as with regards to the content of the course. Induction sessions and social events are usually organised enabling students to get to know their NOHA coordinators and fellow students.

Students should always refer to their home university coordinators for assistance as a first step.

2.5.8 The NOHA Faculty

NOHA's core teaching staff includes the academics from the NOHA European and third country institutions directly involved in the development of the programme. It comprises highly qualified senior lecturers and researchers in several different disciplines and faculties. The NOHA Faculty draws from a variety of disciplines related to humanitarian studies including Agriculture & Food Sciences, African Studies, Anthropology, Asian Studies, Demography, Development Studies, Economics, European Studies, Geography, Geopolitics, International Law, International Relations, Latin American Studies, Medicine, Peace and Conflict Research, Political Science, Public Health, Psychology, Religious Studies and Social Sciences.

The NOHA Faculty's prime responsibility is to develop ideas on curriculum matters, to agree on innovative teaching materials and methods, to engage in professional discussion with fellow academics and to embark on cross-curricular interdisciplinary thinking. They participate in teacher exchange, joint teaching programme design in line with convergence process started in the Tuning project and student mentoring. The NOHA Faculty focuses on approaches to teaching and learning, assessment and performance, and comparative analysis of student workload. The NOHA Faculty is committed to providing the best possible service to students of the Masters programme.

A large number of practitioners from leading humanitarian organisations, including NGOs and governmental institutions, also participate in the teaching as external lecturers.

The NOHA Faculty includes more than 150 professors, teachers and lecturers.

2.5.9 The NOHA Masters Secretariat

The NOHA Masters Secretariat is based in the University of Deusto, Spain and handles procedural matters regarding the joint master's, the applications for the joint masters and assistance to prospective students.

Contact information:

NOHA Masters Secretariat
Tel: +34 944 139 000 ext 3241
Email: nohamasters@deusto.es

The General Secretariat serves as the main management and administrative organ to the NOHA Network, while the Masters Secretariat (section 2.5.9) deals with matters regarding the Master's (including applications). NOHA coordinators (section 2.5.7) in each university provide assistance to students.

2.5.10 The NOHA Alumni Community

The NOHA Alumni Community was established in 2003 with the aim of enabling both students on the NOHA Master's and NOHA-graduated professionals to establish and maintain contact and collaboration with the NOHA family and the rest of the world's humanitarian community. There are currently more than 3,000 NOHA alumni qualified to work in the field of humanitarian relief and international co-operation. They hold various positions of responsibility in all kinds of international and national agencies, institutions and organisations both in the field and at headquarters level all around the world.

The NOHA Alumni Community offers a number of communication channels through which any NOHA student, graduate or staff can keep in touch to exchange ideas, information, events, job opportunities and/or to find out who is working in the same region, in short: to network.

Visit www.noha-students.org and create your account, and follow the Alumni Community on social media:

Facebook: NOHA Alumni Community
Twitter: @nohaalumni
LinkedIn: NOHA Alumni Community
Instagram: @nohaalumni
Flickr: Nohaalumnicommunity

2.6 Stay Connected

In addition to the Joint Masters in International Humanitarian Action, the network offers short-term courses, seminars and conferences. It is also actively involved in research and publications as well as in various projects with other humanitarian organisations.

To keep up-to-date with the general activities of the network as a whole, visit www.nohanet.org and follow NOHA on social media:

Facebook: NOHA International Association of Universities
Twitter: @NOHANetwork
Youtube: NOHA International Association of Universities
Linkedin: NOHA International Association of Universities

Some of the universities have specific NOHA Facebook pages and Twitter accounts. There, you will be able to join a community of NOHA students in the university in which you are studying and stay up-to-date with the NOHA-related news in your university.

3 The NOHA Joint Master's in International Humanitarian Action

3.1 Introduction

The NOHA Joint Master's Degree Programme in International Humanitarian Action was created in 1993 as result of concerted efforts on the part of NOHA Universities, working in close collaboration with DG ECHO and DG EAC. The initiative was a response to a growing need for higher educational qualifications specifically suited to addressing complex humanitarian emergencies.

In September 2004, the European Commission awarded the NOHA Master's the status of an Erasmus Mundus Programme. In 2005, NOHA was awarded an Erasmus Mundus Partnership by the European Commission in order to establish and develop a framework for cooperation and student and scholar mobility between the NOHA institutions and other partner universities worldwide.

More than two decades of experience has proved NOHA's commitment and capacity to educate and train highly committed, interdisciplinary persons who can act at all levels of humanitarian relief operations and who can function in a variety of ways to enhance the delivery of humanitarian action and sustainable interventions.

3.2 NOHA Masters Partners

3.2.1 The European Partners

The programme is delivered by eight of the NOHA network members. Universities have come together taking into consideration their different historical teaching background and variety of expertise with the aim of building on complementarity. All universities are able to provide students with the required knowledge and skills in a complex interdisciplinary and international learning framework.

The universities have developed critical mass in different capacities, expertise and strength:

NOHA Member Universities

Aix-Marseille Université, Aix-en-Provence, France: The Institute d'Études Humanitaires is a pillar of excellence in education recognised by the French State. It benefits from the support of a specific Research Team on Human Security (<http://www.securitehumaine.univ-cezanne.fr/equipe/iehi.html>).

Université catholique de Louvain, Louvain-la-Neuve, Belgium: The programme is hosted by the Louvain School of Political and Social Sciences. It benefits from the expertise of the *Centre d'étude des crises et des conflits internationaux* (CECRI). Studies are held within the *Institut de science politique Louvain-Europe* (ISPOLE) in the Université catholique de Louvain (UCL). (<http://www.uclouvain.be/en-cccri.html>).

University of Groningen, Groningen, The Netherlands: The Globalisation Studies Groningen (GSG) is an inter-faculty and interdisciplinary institute that spans the entire University of Groningen. It connects academic work of research groups and individuals on issues relating to globalisation, development and humanitarianism and offers the NOHA Master's programme. (<http://www.rug.nl/masters/international-humanitarian-action/>)

Ruhr-Universität Bochum, Bochum, Germany: The main objective of the Institute for International Law of Peace and Armed Conflict (IFHV) is to intensify academic research and instruction in the fields of armed conflict and peace. Of special significance are the humanitarian issues arising from armed conflicts and situations threatening peace (<http://www.ifhv.rub.de/>).

Universidad de Deusto, Bilbao, Spain: The *Instituto de Derechos Humanos Pedro Arrupe* (Institute of Human Rights Pedro Arrupe) has three priority areas of work (humanitarian action, the rights of indigenous peoples and migration and diversity) structured and developed around four core functions: teaching, research, dissemination and public awareness. The area of humanitarian action focuses on new legal and management challenges of humanitarian action in peace operations (<http://www.idh.deusto.es/>).

University College Dublin, Dublin, Ireland: The Centre for Humanitarian Action (UCD CHA) is based in the School of Agriculture and Food Science. It links closely with other Schools and Institutes within UCD as well as with Irish Aid and international and Irish humanitarian NGOs to deliver high quality, multi-disciplinary education and research in humanitarian action. NOHA students have the opportunity to participate in on-going research and to network with UCD CHA partners during the Masters.

(<http://www.ucd.ie/agfood/graduateprogrammes/graduatetaughtprogrammes/mschumanitarianaction/>)

Uppsala University, Uppsala, Sweden: The Faculty of Theology at Uppsala University offers the NOHA Joint Masters in International Humanitarian Action in conjunction with highly qualified researchers and senior lecturers from several other disciplines and faculties, such as cultural anthropology, peace & conflict, women's and children's health, management and law.

(<http://www.uu.se/en/admissions/master/selma/program/?pKod=HIH2E&lasar=14/15>).

Uniwersytet Warszawski, Warsaw, Poland: The programme is managed by the Faculty of Law and Administration and the Institute of International Relations (Faculty of Journalism and Political Science) with the contribution of external experts. Studies are fully interdisciplinary with a focus on legal and security dimensions of the humanitarian action as well as the Eastern European context. Both faculties have at their disposal highly qualified personnel and a wide network of international cooperation agreements with academic centres around the world. The programme run in Warsaw has 120 ECTS and lasts 4 semesters – an extra semester for home students offers regional specialisation in Humanitarian Action in Eastern Europe.

(<http://noha.uw.edu.pl/>)

3.2.2 NOHA Global Partners

The NOHA Global partners are third country higher education institutions, which provide a valued input during the last component of the programme (Research and Work Placement Component). They have been selected on the basis of mutual benefit for students and scholars. The third country higher education institutions provide a strong contribution to the programme in four different aspects:

- They provide a comparative setting where the instruments of geopolitical analysis learnt in the first part of the programme can be applied, compared and tested;
- They offer a significant opportunity to participate in on-going research with local teams and hands-on research in relevant areas of humanitarian action;
- They provide a richness to the NOHA Programme, adding new perspectives from different cultural and geographic traditions; and
- They provide a joint supervision for the student thesis.

In short, the third country partner universities provide an overview of humanitarian action related teaching, research, policies and practices in different political and cultural contexts as a foundation to guide future collaborations for knowledge building and shared learning.

NOHA Global Partners

Fordham University, New York, USA: The Institute of International Humanitarian Affairs (IIHA) was created at Fordham University in December 2001 to forge partnerships with relief organisations, offer rigorous academic and training courses at the graduate and undergraduate level, host symposia and publish books relating to humanitarian affairs. The Institute enables humanitarian workers to develop relationships with the University and the international community in New York City, in addition to being a university wide centre reporting directly to the President of Fordham. With the creation of a graduate Master's and undergraduate Minor and Major degree programs, the Institute offers an academic base for the study and development of international health, human rights and other humanitarian issues, especially those that occur in periods of conflict.

(http://www.fordham.edu/academics/programs_at_fordham_/international_humani/)

Pontificia Universidad Javeriana (PUJ), Bogotá, Colombia: The Faculty of Political Sciences and International Relations provides expertise in the processes of conflict and understanding and development of abilities for conflict transformation by peaceful means.
(<http://sparta.javeriana.edu.co/politicas/index.php>).

Université Saint-Joseph, Beirut, Lebanon: The Programme involves all the USJ institutes and the support of multidisciplinary groups (named Activities Groups) in order to provide a more comprehensive approach of the post-conflict process (<http://www.usj.edu.lb/>).

Universitas Gadjah Mada (UGM), Yogyakarta, Indonesia: Seven faculties in UGM and four research centres participate in studying the Post Disaster / Post Conflict management issues within the borders of Indonesia (www.ugm.ac.id/).

3.3 Programme Specifications

3.3.1 Objectives

The objectives of the NOHA Master's Programme are the following:

- To pool academic resources and cultural traditions in order to accommodate the diversity of individual, academic and employment needs in the field of humanitarian action;
- To train teams of professionals in the field of humanitarian action who critically reflect and analyse their experiences and have the competences to contribute to knowledge;
- To contribute to the quality and visibility of European higher education and to foster intercultural understanding through the implementation of a well-defined joint master's programme offered in eight universities. The Programme provides an academic and professional profile in a common framework of comparable and compatible qualifications that describes qualifications in terms of profiles, learning outcomes, competences, workload and levels (comparable levels of intellectual academic endeavour); and
- To become a world quality reference education and training system in the field of humanitarian action offering a programme open to the participation of third-country higher education institutions and academic staff in Europe and Third Countries with a view to creating a pillar of excellence and providing highly trained human resources.

3.3.2 Degree Profile

The NOHA Master's has been designed for people working or intending to work in the field of humanitarian aid; regardless of their race, gender, religion, age, and/or geographical origin. Candidates are chosen on the basis of the quality of their education and professional background, their experience in and concern for humanitarian issues, their multicultural sensitivities and their linguistic abilities.

More than two decades of experience has proven the NOHA commitment and capacity to educate and train highly committed, interdisciplinary persons who can act at all levels of humanitarian relief operations and who can function in a variety of ways to enhance the delivery of humanitarian assistance and sustainable actions.

Some 3,000 NOHA-graduated professionals work in the field of humanitarian relief and international co-operation. They hold various positions of responsibility in all kinds of national and international agencies, institutions, and organisations both in the field and at headquarters around the world. Such positions include project managers, administrators, researchers, evaluators, consultants, and delegates.

NOHA-graduates from former years are working for a wide range of organisations, including universities, foreign ministries, DG ECHO, the European Commission External Relations (RELEX), the

International Committee of the Red Cross (ICRC), the International Federation of the Red Cross and Red Crescent Societies (IFRC), national Red Cross and Red Crescent societies, Médecins Sans Frontières (MSF), the Center for International Peace Operations (ZIF), the United Nations Children Fund (UNICEF), World Vision International (WVI), CARE International, Caritas International, the International Court of Justice (ICJ), the World Food Programme (WFP), the High Commissioner for Human Rights (UNHCHR), the United Nations Development Programme (UNDP), Oxfam, the World Health Organisation (WHO), the United Nations High Commissioner for Refugees (UNHCR), the Food and Agriculture Organisation (FAO), the United Nations Office for the Coordination of Humanitarian Affairs (UN OCHA).

3.3.3 Professional Profile

There is consensus among the humanitarian action community that emergency situations require trained and qualified professionals. The profile required of these professionals includes:

Professionalism: Expert knowledge in the field of humanitarian action and sound understanding of the processes involved in the delivery of humanitarian assistance. Planning and Organizing.

Context sensitivity: Proven ability to plan and manage a humanitarian operation requiring an in-depth understanding of the situations that require humanitarian action.

Judgment/Decision-making: Mature judgment and initiative, imagination and resourcefulness, ability to provide strategic direction and ensure an effective work structure to achieve goals;

Managing Performance: Ability to exercise leadership and proven supervisory skills. Ability to establish priorities and to plan humanitarian operations;

Ability to coach, mentor and develop staff: Capacity to encourage good performance, to coordinate and monitor the work of others, and to delegate appropriate responsibility, accountability and decision-making authority;

Teamwork: Good interpersonal skills; demonstrated ability to work in a multicultural, multi-ethnic environment and to maintain effective working relations with people of different national and cultural backgrounds;

Leadership: Ability to lead and promote cooperation in a team endeavour; and

Communication: Excellent drafting ability and communication skills, both oral and written.

3.3.4 Purpose, Competences & Programme Learning Outcomes

The purpose of the NOHA Master's programme is to provide students with a broad education and training in the area of international humanitarian action, in which both critical thinking and research skills are emphasised. The goal is to train high level, committed, interdisciplinary trained personnel who can function with enhanced professionalism and provide quality services in the broad field of humanitarian relief, informed on their theoretical insights and humanitarian principles.

In more detail, the programme believes that its students should develop, work on and enhance the following competences:

Competences
VISION: GLOBAL AND COMPREHENSIVE VISION OF THE HUMANITARIAN WORLD <ol style="list-style-type: none"> 1. Capacity to develop global and comprehensive visions of conflict, disaster and related vulnerable situations, in terms of theoretical approaches, as well as the responses and their effects. (THEME SPECIFIC) 2. Capacity for critical thinking, conceptualising, analysing, assessing and judging complex humanitarian situations. (GENERIC / THEME SPECIFIC) 3. Ability to integrate knowledge and handle complexity in responding to new humanitarian challenges and paradigms with innovative approaches. (GENERIC / THEME SPECIFIC) 4. Capacity to identify and investigate new trends in humanitarian action and do applied research to create new knowledge and thinking, promoting new ideas, developments and solutions. (THEME SPECIFIC / GENERIC)
STRATEGIC MANAGEMENT: CAPACITY TO MANAGE HIGH IMPACT ORGANISATIONS AND COMPLEX HUMANITARIAN RESPONSES

5. Capacity to apply knowledge and understanding to manage humanitarian operations in complex and uncertain environments, including risk assessment. (THEME SPECIFIC)
6. Capacity to manage policies, strategies, and programmes according to humanitarian principles and values. (THEME SPECIFIC)
7. Capacity to understand and promote constructively global coordination of humanitarian efforts in a set of multiple and diverse actors on global, national and local level. (THEME SPECIFIC)
8. Capacity to make humanitarian action accountable to beneficiaries and other humanitarian stakeholders. (THEME SPECIFIC)
9. Excellent communications skills and ability to build and lead diverse teams, moving them to the highest collective performance. (GENERIC)
PERSONAL INTEGRITY: CAPACITY FOR SELF-MANAGEMENT AND TO INSPIRE AND PROVIDE HUMANITARIAN STRATEGIC LEADERSHIP
10. Knowledge of key international humanitarian principles and values and professional codes of conduct, and commitment to their implementation in practice. (GENERIC / THEME SPECIFIC)
11. Capacity to make informed and reasoned complex decisions and take action. (GENERIC)
12. Ability to deal with ethical and moral dilemmas and take responsibility for decisions. (GENERIC / THEME SPECIFIC)
13. Ability to cope with humanitarian crises on a personal level in relation to oneself and to those one is responsible for: being flexible, adaptable and dealing with stress. (GENERIC / THEME SPECIFIC)
14. Sensitivity to culture, gender and diversity in humanitarian action. (GENERIC / THEME SPECIFIC)
15. Learning skills to self-reflect and the ability to continue learning using experiences for future interventions. (GENERIC / THEME SPECIFIC)

The competences cover both the three EQF-LLL descriptors and the five Dublin descriptors of the QF for EHEA

Concretely, this means that, with the successful completion of the NOHA Master's programme, a student should have achieved the levels as described by the following programme learning outcomes:

Programme Learning Outcomes	
1a.	Has demonstrated a sound understanding of political and legal contexts that determine HA.
1b.	Has demonstrated a sound understanding of the main issues and challenges related to anthropology, public health and management that humanitarian workers are confronted with in the field.
2a.	Has demonstrated the capability to analyse the logic of own and others' judgements, weighing their personal and social implications in order to prevent foreseeable harm by humanitarian interventions.
3a.	Has demonstrated the ability to assess complex humanitarian crises in a systematic way and to formulate adequate and ethically sound recommendations for humanitarian action in accordance with the Humanitarian Principles.
4a.	Has justified and applied methodology and scientific methods correctly in HA research.
4b.	Has demonstrated the ability to conduct and complete a medium-length research project on Master-level, while positioning one's own research findings in the broader context of humanitarian action.
5a.	Has demonstrated the ability to apply interdisciplinary knowledge and understanding of humanitarian action to problems emerging in practical situations and the ability to come up with possible solutions.
6a.	Has demonstrated the ability to translate in practical terms humanitarian principles and values to policies, strategies and programme management.
7a.	Has demonstrated a thorough understanding of the diversity of actors and stakeholders in the humanitarian system and the importance of coordination between them on different levels.
8a.	Has demonstrated responsibility and capacity to be accountable and transparent of own decisions as well as communicative skills to listen and convey own ideas in a structured, intelligible way while adapting the means and the message to the characteristics of beneficiaries and stakeholders in a multi-cultural humanitarian setting.
9a.	Has shown teamwork and leadership skills by actively contributing to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in-group projects.
9b.	Has demonstrated the ability to communicate humanitarian expertise as well as research findings and their limits to specialist and non-specialist audiences clearly and unambiguously.
10a.	Has demonstrated the ability to apply humanitarian principles and values and professional codes of conduct.
11a.	Has demonstrated the ability to carefully assess the relevant factors for the decision-making, such as operative context, possible effects and risks.
11b.	Has demonstrated the ability to act on the decisions made.
12a.	Has demonstrated the ability to manage dilemmas making use of sound informed judgements, listening to peers and involved actors and respect to humanitarian values and principles and takes responsibility for decisions made.
13a.	Has demonstrated a clear understanding of personal security risks in humanitarian fieldwork, including possible self-coping mechanisms.
13b.	Has shown an ability to assist others in coping with security risks.
14a.	Has cross-cultural cooperative skills by showing awareness of cultural and gender diversity and possessing tools to act accordingly.
15a.	Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
15b.	Has gained an open attitude towards acquiring new knowledge about developments in the humanitarian action area.

4 NOHA Masters – Programme Description

The NOHA Master's Programme comprises 3 semesters and is delivered over a period of sixteen months, from early September through to December of the following year, accounting for a total of 90 ECTS credits.

The programme is structured around four main components all of which contribute to its overall aim in a specific way. These four components are well articulated, integrated and continuously updated. They are delivered as follows:

First Semester (30 ECTS credits)

- Intensive Programme (IP)
- Location: NOHA Coordinating University (first two weeks of September)
- Core Course
- Location: Home University (mid September- end of January)

Second Semester (30 ECTS credits)

- Orientation Period
- Location: Any of the NOHA Member Universities of your choice (February-June)

Third Semester (30 ECTS)

- Research and/or Internship
- Location: NOHA Home University and/or Partner University and/or Humanitarian Organisation/Agency linked with the Home University (June - Dec)

The programme is modularised to allow better flexibility and comparability. All parts have been regularly reviewed by the national university structures, independent consultants and the organs set up in the NOHA Association.

A detailed description of each component of the NOHA Master's is provided in section 5.

4.1 Languages of Instruction

English: Ruhr-Universität Bochum (RUB), Germany; University College Dublin (UCD), Ireland; Uppsala universitet, Sweden; University of Groningen (RUG), the Netherlands; Uniwersytet Warszawski (UW), Poland

French: Université Catholique de Louvain (UCL), Belgium; Aix-Marseille Université, France

Spanish: Universidad de Deusto (UD), Spain

4.2 First Semester

4.2.1 Intensive Programme (IP) (5 ECTS credits)

A 7 to 10-day initial inter-university joint course gathering approximately 160 students (an average of 20 per NOHA University), over 40 lecturers and researchers as well as a significant number of consultants, international experts, policy makers, aid managers, and other guest speakers from the humanitarian community.

The IP:

- Presents a wide range of humanitarian action issues by different specialists both from the field and academia;

- Combines activities that are vital for the multicultural and interdisciplinary training of the future humanitarian action professional;
- Successfully combines theory (through lectures) and practice (through workshops and case studies) based on the Network's teaching-learning policy; and
- Serves as a unique forum where participants from different parts of the world and with different backgrounds, perspectives and expectations share knowledge and experiences on current issues and problems in the area of humanitarian action.

The IP also introduces students to:

- Mobility programmes at each of the member universities;
- Key principles and concepts underlying humanitarian action;
- Main actors in the field of humanitarian relief, their policies and strategies; and
- Challenges facing humanitarian actors in co-ordinating their activities.

Language of instruction: English

4.2.2 Core Course (25 ECTS credits)

The IP is followed by a common core course period at the graduate's home university (where he/she has registered) consisting of five common core course units – the NOHA modules – which have been jointly elaborated by academics of the NOHA universities. The curriculum is developed on the basis of learning outcomes and competences, as detailed above.

The five NOHA modules are Geopolitics, Anthropology, International Law, Public Health, and Management in Humanitarian Action. Each has a workload of 5 ECTS credits.

The learning outcomes in all participating universities are built around the professional profile of a humanitarian professional which requires a solid knowledge and understanding of humanitarian action as an important field of international humanitarian studies as well as a number of competencies and skills such as problem solving capacities to work effectively in the field. The content of the modules, their layout and the complementary capacity building and problem solving activities aim to provide the required knowledge and skills in a complex interdisciplinary and international learning framework respecting the different historical teaching background and variety of expertise in the NOHA-partner universities.

Learning Outcomes of NOHA Core Modules

Geopolitics in Humanitarian Action

- Has shown familiarity with the main approaches and concepts of international relations and geopolitics.
- Has shown the ability to anticipate new crisis situations in geopolitical settings.
- Has shown adequate capacity for (self-) reflection on academic argumentation.
- Has demonstrated the capacity to identify the roots and causes of conflicts/complex emergencies in a particular case.
- Has shown the ability to apply certain key concepts of International Politics and Geopolitics to concrete disaster situations.
- Has shown to be able to transfer acquired knowledge to other humanitarian situations
- Has demonstrated a clear understanding of the international humanitarian system in its geopolitical context, with an emphasis on the power relations between actors.
- Has developed basic skills to act and intervene in contexts that are culturally different.

Anthropology in Humanitarian Action

- Has shown an articulated understanding of the importance of identifying underlying economic mechanisms, social structures, ideas and values related to different groups and societies.

- Has shown the relevance of specialist ethnographic knowledge and how this applies for instance to landscape, causes of natural disasters, the importance of common vs. codified law; kinship vs. citizenship; health/disease models predicated on moral notions of evil/goodness vs. allopathic medicine.
- Has shown key skills necessary for empowering beneficiaries by supporting local participation.
- Has demonstrated the skills to understand and communicate with beneficiaries, authorities and donors from different cultures and social and political levels and/or different pre-established situations.
- Has shown appreciation of the delicate subtleties and difficulties in working in multicultural and multidisciplinary teams.
- Has demonstrated the capacity to communicate with audiences in an ethical manner and beyond description.
- Has demonstrated a good understanding of social relationships in HA intervention situations at various levels.

International Law in Humanitarian Action

- Has demonstrated a good understanding of the basic concepts of International Law.
- Has demonstrated to be able to identify different aspects of International Law and its implications for humanitarian action.
- Has shown the ability to apply key legal instruments.
- Has demonstrated the principal skills for applying mechanisms of dispute settlement.
- Has shown to be able to convince as far as legal argumentation in HA is concerned.
- Has demonstrated the capacity to introduce personal responsibility.
- Has a clear understanding of the limits in applicability of International Law.

Management in Humanitarian Action

- Has demonstrated a good understanding of local participation in humanitarian interventions within the broader context of international cooperation and the importance of a long-term perspective.
- Has demonstrated to be able to assess humanitarian programmes / projects on key aspects.
- Has shown the capacity to identify the key issues in humanitarian action planning.
- Has the ability to use language with precision on the different topics, which gives identity to Humanitarian action and to articulate it fluently and consistently through policies, strategies and guiding organisational and operational documents.
- Has demonstrated a sound knowledge of the international humanitarian system and of different actors and stakeholders involved.
- Has demonstrated the capacity to work adequately in a team in a controlled classroom setting.
- Has demonstrated the ability to consider a multiple set of factors affecting a decision, weighing and prioritise them with a strategic perspective and within the humanitarian principles and to make firm a decision in a limited period of time and consistently implement that decision.
- Has the capacity to cope with dilemmas in a professional manner, articulate a solution to them and communicate it in a reasoned and convincing manner.
- Has the capacity to implement the solution provided to the confronted dilemma in a careful, assertive and sensible manner.
- Has developed capacity to address security risks in a HA management context.

Public Health in Humanitarian Action:

- Has a comprehensive understanding of public health in different emergency contexts.
- Has demonstrated the ability to integrate a public health response into the often complex social and cultural environment of those affected informed by humanitarian principles.
- Has demonstrated to possess the fundamental skills to plan and implement health interventions in emergencies regarding food security, water & environmental health, communicable diseases, psycho-social/psychological issues, health care services and health information systems.
- Has demonstrated the necessary skills for communicating public health situations and conclusions, to specialist and non-specialist audiences.
- Has a clear understanding of personal health and security risks in disasters.
- Has developed an enhanced capacity to cope with personal health & security issues.

4.3 Second Semester

4.3.1 Orientation Period (30 ECTS credits)

The orientation period deals with specialisation and is delivered during the second semester in all participating universities. Upon successful completion of the Core Course at home universities, students follow the second semester specialisation in the NOHA host university of their choice. This component allows students to get a deeper knowledge and competences in specific aspects of humanitarian action and to strengthen the areas where the candidate attaches significant importance.

The period is based on the specialisation of each university and the students can opt to attend a university of their choice as follows:

- Field Legal Activities in a Geopolitical Context - Aix-Marseille Université (AMU), France.
- Disaster Analysis and Intervention Design - University of Groningen (RUG), the Netherlands.
- International institutions in humanitarian emergencies - Ruhr-Universität Bochum (RUB), Germany.
- New legal and Management Challenges in Humanitarian Action. Special reference to Peace Operations - Universidad de Deusto (UD), Spain.
- Post-conflict rehabilitation with emphasis on Public Health and Geopolitics - Université Catholique de Louvain (UCL), Belgium.
- Societies in Transition - University College Dublin (UCD), Ireland.
- Conflict, Peace-building and Religion and Theory and Methods - Uppsala universitet, Sweden.
- Humanitarian action in the times of changing security, economic and legal conditions – Uniwersytet Warszawski (UW), Poland

4.3.2 Second Semester Options Specifications



Post-conflict rehabilitation Université Catholique de Louvain (UCL), Belgium

The second semester option offers students further conflict/post-conflict analysis skills and competences. It aims at developing the students' capacity to develop a comprehensive approach to situations that require humanitarian action and is divided into five modules.

Modules

Module 1: Foreign Policy and Humanitarian Action (5 ECTS)	Competences related to this module
<p>Main themes</p> <ol style="list-style-type: none"> 1. Analysis of the complex relations of the "humanitarian - military - political" basic triangle as well as the interactions of this basic triangle with the media sphere and the economy and the market. 2. Analysis of the role of States, the armed forces, international organisations, non-governmental organisations, the media and economic interests. 	<p>Ability to carry out both a critical and a constructive analysis of the interaction between foreign policies and the humanitarian assistance.</p> <p>Capacity to identify the various issues at stake in the interactions of the humanitarian assistance with the political, military, media, economic and market dynamics.</p>

This module relates to the analysis of the various aspects of the relationship between the foreign policies of States and the dynamics of humanitarian action. Within this framework, students will study politico-diplomatic dimensions of the "political - military - humanitarian" basic triangle, to which are added to elements concerning the media and the commercial sphere. The analysis also refers to questions relating to the ambiguities of humanitarian action in the context of States' foreign policies and the role of the international organisations and non-governmental organisations. The course focuses more particularly on general issues of the humanitarian approach by referring to concrete cases. It also deals with the analysis of peacekeeping operations within conflicts of the post-cold war period and its impacts on humanitarian action. An analysis of the complex relationship between humanitarian action and development policies will also be carried out.

Module 2: Interdisciplinary seminar in humanitarian action (10 ECTS)	Competences related to this module
<p>Main themes</p> <p>Analysis of current international humanitarian problems through a project which is to be developed on the basis of a situation defined by the teaching staff at the beginning of the semester.</p> <p>Example of topics chosen for the year 2012-2013:</p> <ul style="list-style-type: none"> - Nutritional situation in the Darfur camps - Earthquake in Pakistan - Project of rehabilitation in South-Kivu. <p>The projects have to be written following the ECHO Single-form. At the end of the semester, each working group has to present and defend orally their project in front of a jury composed of teaching staff and two NGO representatives.</p>	<p>To acquire a comprehensive approach to situations requiring humanitarian action, integrating the various dimensions of the humanitarian domain.</p> <p>To analyse interactions between the different actors involved in a humanitarian action project.</p> <p>To improve the capacity for cooperation and teamwork.</p>

Guest-speakers (Médecins sans Frontières, Médecins du Monde, Caritas, ECHO) are invited to present their expertise in the selected field. Tutorial sessions to supervise the requested assignments.

Module 3: Humanitarian Action and Development (5 ECTS)	Competences related to this module
<p>Main themes</p> <ol style="list-style-type: none"> 1. The link between relief-rehabilitation-development 2. The importance of gender mainstreaming in humanitarian or development project 3. Resilience 4. Reconstruction and sustainable development 	<p>Ability to analyse the continuum vs contiguum humanitarian aid and development and its links with resilience</p> <p>Capacity to deal with gender aspects in post-conflict situation and development process.</p> <p>Ability to analyse a development project</p>

The role of local and international actors present in the field of humanitarian action.

Economic, social, cultural, political and environmental consequences of humanitarian action in specific regions, including the links between emergency, rehabilitation and development, and the strategies to reduce the vulnerability of populations to natural disasters

Gender and conflict and the role of gender in humanitarian aid and development programmes

Resilience and development
Theories of development
Deconstruction of a development intervention: agency of actors involved
Development aid and Poverty Reduction Strategy Paper
Case study analysis of development projects

Module 4: Health in the rescue operations (5 ECTS)	Competences related to this module
Main themes This module is divided into 4 sub-modules 1. Water and drainage work 2. Transmissible diseases 3. Nutrition 4. Healthcare structures and medical plans. Each one of these modules is approached within the framework of a medical intervention emergency.	Ability for each module: To understand the total health interactions between the populations in crisis and their environment. To evaluate and apprehend the operational emergencies related to health To understand the principles of the program scheduling of an intervention and their logistic medical implications To estimate the principal elements of the sanitary and health situation of a population and to propose planning an intervention To assess and criticize a specific situation and to propose programs of intervention in this situation (case study).

During each module, the various aspects of a health evaluation and intervention are dealt with via lectures (general framework, talks given by field experts, theoretical and/or historical case studies, analysis of specific cases).

Module 5: Seminar: conflict transformation (5 ECTS)	Competences related to this module
Main themes 1. Notion of "conflict transformation" 2. Theoretical approaches of reconciliation: structural, psycho-social and spiritual approaches 3. Key-questions: truth, justice, forgiveness 4. Case studies Methodology - Based on a constant interaction between theoretical mechanisms and case studies, the purpose being to enlighten both theoretical and pragmatic aspects of reconciliation.	Ability to analyse the variables that explain why relationship between former adversaries can or cannot be transformed. Ability to question any concrete case of reconciliation - be it after an international war, an internal war or even a post-colonial war.

Despite its increasing use, reconciliation appears as a polemic and contested concept. So far, there is no consensus about the necessary conditions for it. For some, reconciliation requires above all the establishment of order based on a negotiated settlement or a cease-fire. Beside this pragmatic vision, others call attention to the "transcendent" nature of a far more demanding process requiring truth, mercy, justice and peace. Between these two conceptions, most of the scholars underline different and sometimes competing definitions of the concept. Although many scholars describe reconciliation as a succession of stages, this course does not talk about the issue in terms of strict sequence. The process of reconciliation is not a linear one. At each stage, a relapse back into violence means dealing with conflicts is possible. Furthermore, the stages that are stressed in the literature (joint projects, cultural exchanges, truth telling, mutual acknowledgement, apology, justice and reparation, forgiveness...) do not always follow each other in a set order. Thus, rather than directly skimming through a list of specific techniques and ingredients for lasting reconciliation, the course focuses on concrete cases that are often qualified as "exemplary", namely the Franco-German case and the South-African case (1st section). The analysis of these cases allows to question the processes at stake in conflict transformation (2nd section). How to launch a process of "reframing" in order to encompass the majority of individuals affected by the conflict? Or, to put it in a metaphorical way, how to "demobilise" minds? Three main questions will be taken into account to understand how former adversaries try to restore a clear line between the past and the future: how (1), who (2) and when (3). A third and last section will be devoted to the analysis of various cases of international or intercommunity conflicts (Balkans, Cambodia, Middle-East, Germano-Polish case, Chile).

Additional remark

Field trips are organised each academic year to acquaint students with post-conflicts / post disaster situations. Over the last six years, these trips have been held in Bosnia-Herzegovina. They provide an opportunity for students to meet different kinds of actors from NGOs to institutional actors such as the EUFOR or the EU special representative.

Aix-Marseille Université devotes the second semester of the NOHA Masters Programme to Field Legal Activities. The course was established in the 90's and focuses on crisis prevention, mitigation and peace consolidation. Providing services is not sufficient when a society is falling apart and when the quest for revenge is stronger than the call for justice. New kinds of activities are put in place to deal with human rights breaches, for monitoring elections and managing field inquiries for the International Criminal Court, reforming the security sector and facilitating disarmament, demobilisation and reintegration. These activities are tightly linked to the context and should be studied from both, a legal and a geopolitical approach.

A legal background is not required for attending the second semester in Aix-en-Provence. Lectures are delivered mostly in French, as well as in English and sometimes in Spanish.

Modules

Module 1: Advanced Legal Tools for Human Security (6 ECTS)	Competences related to this module
Advanced International humanitarian law	Ability to identify gaps in protection
International Refugee law	Capacity to analyse complex legal situations
Humanitarian assistance	Ability to conduct a thorough analysis of challenges posed by overlapping bodies of law
Module 2: European Union & Human Security (3 ECTS)	Competences related to this module
The EU and Human Security	Ability to analyse the EU external action through the prism of human security
EU and Crisis Management	Capacity to identify the different stages of EU crisis management operations
Module 3: Strategies & Actors of human security (3 ECTS)	Competences related to this module
Human Rights based Strategies	Ability to analyse the role of the different stakeholders
Assistance and Protection	Ability to conceive an intervention strategy
Prevention and Risk reduction in the legal context	Capacity to identify gaps and give advice in order to overcome them
Module 4: Geopolitical watch (3 ECTS)	Competences related to this module
Geopolitics of Africa	Ability to understand a crisis
Geopolitics of Asia	Ability to identify links between phenomenon
Geopolitics of Latin America	
Geopolitics of the Muslim world	
Geopolitics of the "peri-slavian" world	
Geopolitics and religions	
Module 5: Field Legal Activities (6 ECTS)	Competences related to this module
Techniques of Field Inquiries	Ability to conduct field inquiries
Legal Assistance	Ability to provide legal assistance to various stakeholders (local authorities, beneficiaries, etc.)
Electoral observation and supervision	Ability to participate in electoral observation missions
Module 6: Institutional Development & Peace Consolidation (6 ECTS)	Competences related to this module
Security Sector Reform	Capacity to analyse the challenges posed by the power-sharing mechanisms
Peace Consolidation and Power-Sharing	Ability to assess needs and weaknesses in situations of institutional development and peace consolidation
Justice Sector Reform	
Module 7: European Union & migrations' management (3 ECTS)	Competences related to this module
EU and Migrations	Ability to understand the role played by the EU in these fields
EU and asylum seekers	Capacity to identify gaps in existing legal frameworks governing asylum seekers
EU and regional refugees protection	

The (second semester) at Ruhr-Universität Bochum, Germany starts in mid-February and finishes at the end of May. It is divided in different modules, which are organized in four horizontal learning paths and six vertical learning stations. In terms of the organisation, the first two modules at the beginning and the two modules at the end of the second semester are compulsory (modules 310, 320, 350, 360). The remaining two vertical learning stations (330, 340) are composed of at least three different elective modules each (i.e. compulsory attendance of one out of the offered optional modules). Each module is equivalent to 5 ECTS.

Learning stations

The modules in a column (learning stations) centre on a learning process in the field of humanitarian action.

- Learning Station 1 centres on embedding all further steps in thorough reflections on the political logic and ethical considerations of humanitarian action (310: Standards of Humanitarian Action).
- Learning Station 2 is aimed at understanding the international, national, regional and local organisation of humanitarian action in its wider settings. The main learning objective could be described as “emphatic understanding of the system”. The discourse is more of an analytical (scientific, theoretical) nature emphasizing thinking in terms of causes and effects (320: Institution Building).
- Learning Stations 3 and 4 move on to planning in a broader sense, i.e. preparing implementation. In these phases, means and ends (rather than cause and effects) are organising principles of the learning process (330: Programming & 340: Project Design).
- Learning Station 5 attempts to integrate the contents of previous classes under the aspect of leadership and communication (350: Leadership).
- Learning Station 6 is integrative in the sense that it offers an opportunity to apply the skills and competencies in a complex simulation exercise (360: SEW).

Additional courses and trainings during the second semester (subject to change)

The second semester offers students the opportunity to gain practical training during their studies. They will be given the opportunity to participate in a First Aid in the Field Training for future humanitarian aid workers. The training is organised by the IFHV together with the German Red Cross and provides students with fundamental knowledge in the following areas:

- Security and mine awareness
- Use of telecommunication facilities (Radio, SatCom, GPS)
- Wounds/haemorrhage, unconsciousness and recovery positions, fractures/immobilisation and transport of casualties, improvised ambulance, emergency removal
- Fire drill, burns
- Vehicle maintenance
- Off-road training

In addition, a three-component Safety and Security Training is organised in Bochum including instructions and exercises on how to behave in case of kidnapping, in conflict areas when encountering armed force, and at illegal and legal checkpoints. These instructions and exercises are conducted by experienced police and military trainers.

Finally, study trips to the International Criminal Court in Den Haag, and to the European Parliament and the European Commission in Brussels are organised. The trip to Brussels is combined with a joint conference with the Université Catholique de Louvain.



The purpose of the second semester orientation period at UCD CHA is to provide students with competencies to work professionally in societies in transition.

Transition is a multi-dimensional concept, which is increasingly being used by humanitarian stakeholders to describe the complex process or period of change in societies emerging from natural or political emergencies.

The orientation semester comprises three compulsory modules of 10 ECTS each (total 30 ECTS) which are designed to give students the theoretical knowledge and transferable skills to appreciate the dynamics of transition context, design and manage contextualised transition interventions and research the transition situation for evidence-based action.

UCD CHA brings together highly qualified academics and practitioners to engage and challenge students through quality teaching and incorporation of the best disciplinary and interdisciplinary knowledge. Classroom lectures and group discussions are complemented by a 3-day field trip to Northern Ireland and a day trip to the UN Military School in Ireland to help appreciate the challenges of societal reconstruction and civil-military coordination in transition contexts.

A brief description of the three taught modules is provided below.

**Issues & Strategies of
Transition Programming**

(Systems & Structures)

10 ECTS

- Introduction to humanitarian action & transition concepts
- Issues: partnership, participation, empowerment, capacity building, gender, leadership
- Strategies: Disaster Risk Reduction, Disarmament, Demobilisation and Reintegration, Linking Relief & Rehabilitation to Development, Resilience, Reconciliation, Cash Transfer Programming, Urbanisation, Transformative Agenda
- Communication skills

Sociology of Institutions

*(Institutions, Norms &
Customs)*

10 ECTS

- Introduction to theories relevant to societies in transition
- Impact on and role of social institutions (family, education, economic, religious, media, political) in transition contexts
- Working with communities
- Interrogating humanitarian interventions in transitions contexts (case studies)

Research Transition

10 ECTS

- Introduction to key research issues in transition contexts
- Stages of applied research design for academia and practice
- Research methods (quantitative & qualitative)
- Data presentation & analysis (including software applications)



Module	Learning Outcome	Content
Module I: Protection in conflict, transition and peace building processes (5 ECTS) The aim of this module is that students learn and understand the concept of protection and new trends and key challenges in protection arising in conflict and in situations of transition from war to peace and peace-building processes. It provides students with the tools to analyse and evaluate the protection needs of vulnerable groups such as internal displaced persons (IDPs) and refugees in the context of peace operations and peace building. Durable solutions to internal displacement and the problems facing IDPs in urban settings and refugee camps will be particularly address.	At the end of the course, the student: <ul style="list-style-type: none">● Has demonstrated advanced knowledge and understanding concerning the relation between humanitarian protection and peace building, including the latest developments in research.● Has shown the ability to formulate proposals for possible solutions in relation to humanitarian protection and peace building taking into account ethical and social dilemmas.● Has shown the ability to develop analytical frameworks based on adequate literature research.● Has demonstrated learning skills how to quickly acquire knowledge and understanding concerning humanitarian action and peace building issues that are newly presented or raised by new personal professional interests.● Has demonstrated the ability to apply knowledge and understanding in order to solve complex and ill-defined problems related to humanitarian action and peace building● Has shown to have developed an attitude of openness to the latest developments in humanitarian action and peace building● Has developed the learning skills necessary to complete an autonomous piece of research	<ul style="list-style-type: none">● Protection and peace-building● Protection of civilians in peace operations● Land issues, protection and peace building● Protection from communities● Internally displaced persons, durable solutions and peace building● Assistance and protection of refugees in camps and settlements
Module II: New trends and Legal Responses in Protection (5 ECTS) The main objective of the course is to gain an understanding of the new trends and responses to conflicts and human rights violations, under the International Law approaches, both normative and socio-historic. The aim of the analysis will be identifying the complexity and legal challenges arising in these contexts with the goal of understanding the legal tools for human rights protection in peace building operations.	At the end of the course, the student: <ul style="list-style-type: none">● Has developed integrative knowledge and understanding of the different aspects of International Law regarding peace operations, migrations and International Criminal Law.● Has demonstrated advanced knowledge and understanding concerning International Law in peace building process, including the latest developments in research.● Has shown the ability to develop analytical frameworks based on adequate literature research.● Has demonstrated the ability to select relevant information from incomplete and uncertain data, to develop an informed perspective based on this and to formulate rationally reasoned judgements in conformity with the Contemporary International Law.● Has developed the learning skills necessary to complete an autonomous piece of research.	<ul style="list-style-type: none">● Legal foundations of peace operations.● Responsibility regime of peace operations.● Introduction to International Criminal Law.● The crimes under the jurisdiction of the International Criminal Court.● International and European regime on migrations.● Application of the international legal regimes into the State's legal orders.
Module III: Strategic management of humanitarian action (5 ECTS) The aim of the Module is that students develop an in-depth understanding of the strategic management of humanitarian operations, with a focus on three of them: Strategic planning, human resources management and advanced evaluation (including quality frameworks).	At the end of the course, the student: <ul style="list-style-type: none">● Has developed integrative knowledge and understanding of strategic management to start dealing with management practice in a professional work setting.● Has demonstrated advanced knowledge and understanding concerning strategic management, including the latest developments in best practices and research.● Has shown the ability to formulate proposals for possible solutions in relation to strategic management, taking into account ethical and social dilemmas usually linked to management.● Has demonstrated the ability to apply knowledge in an interdisciplinary manner and has developed abilities to solve complex strategic management problems, presented in controlled situations (case studies and simulations).	<ul style="list-style-type: none">● Strategic management of Humanitarian Action● Main requirements for strategic management● Basic elements of strategic management● Decision taking in Humanitarian Action● Organizational capabilities components● Tools for strategic management● Quality management● Definition of strategic objectives● Decision making based on evidence: reasons for this approach, current situation and challenges

	<ul style="list-style-type: none"> ● Has demonstrated the ability to apply knowledge and understanding in order to solve complex and ill-defined strategic management problems. ● Has demonstrated the ability to work and cooperate in multi-disciplinary and pluricultural teams in the more complex and uncertain settings in which humanitarian strategic management is implemented. ● Has proven to be able to communicate specialist knowledge and expertise concerning strategic management issues to non-specialist audiences. ● Has demonstrated the ability to select relevant information from incomplete and uncertain data, to develop an informed perspective based on this and to formulate rationally reasoned judgments and decisions in strategic management, in conformity with the Humanitarian Principles. ● Has shown a proactive attitude to make an analysis at what needs to be done and to start working immediately and effectively on humanitarian strategic management in new and complex settings. ● Has shown to have developed an attitude of openness to the latest developments around humanitarian strategic management 	<ul style="list-style-type: none"> ● Assessment in Humanitarian Action ● Human Resources management
<p>Module IV: Programming protection in Humanitarian Action (5 ECTS)</p> <p>The central aim of this Module is that students learn how to design a humanitarian protection programme for civilian population in a conflict scenario: We will review the whole humanitarian protection process and then we will deal with its main aspects.</p> <p>This module has been conceived from the point of view of an international organization, taking into account the growing number of NGO and agencies which include protection activities among their projects. It will not provide a legal background to protection, but a hands-on operational approach to include and mainstream protection along the project cycle.</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> ● Has developed integrative knowledge and understanding of humanitarian protection to start dealing with protection situations in a professional work setting. ● Has demonstrated advanced knowledge and understanding concerning humanitarian protection, including the latest developments in research. ● Has shown the ability to formulate proposals for possible solutions in relation to humanitarian protection, taking into account ethical and social dilemmas. ● Has demonstrated the ability to apply knowledge in an interdisciplinary manner and has developed abilities to solve complex problems related to humanitarian protection, presented in controlled situations (case studies and simulations). ● Has demonstrated the ability to apply knowledge and understanding in order to solve complex and ill-defined problems related to humanitarian protection. ● Has demonstrated the ability to work and cooperate in multi-disciplinary and pluricultural teams in the more complex and uncertain settings in which humanitarian protection takes place. ● Has proven to be able to communicate specialist knowledge and expertise concerning humanitarian protection issues to non-specialist audiences. ● Has demonstrated the ability to select relevant information from incomplete and uncertain data, to develop an informed perspective based on this and to formulate rationally reasoned judgments about humanitarian protection, in conformity with the Humanitarian Principles. ● Has shown a proactive attitude to make an analysis at what needs to be done and to start working immediately and effectively on protection situations in new and complex settings. ● Has shown to have developed an attitude of openness to the latest developments around humanitarian protection. 	<ul style="list-style-type: none"> ● Introduction to protection in humanitarian action ● Programming protection ● Protection activities, from an advocacy approach ● Protection mainstreaming ● Sex and Gender based violence ● Community-based protection ● Forced displacement ● Durable solutions to forced migration ● Challenges and dilemmas in humanitarian protection
<p>Module V: Ethical management of humanitarian organizations (5 ECTS)</p> <p>This course aims to help students to: 1) asses the ethical dimension of Humanitarian Action from a</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> ● Has demonstrated advanced knowledge and understanding concerning a particular humanitarian action area, including the latest developments in research. ● Has shown the ability to formulate proposals for possible solutions in relation to a particular humanitarian action area taking into account ethical and social dilemmas 	<ul style="list-style-type: none"> ● Introduction: Ethics and Humanitarian Action ● Macro Level: Ethical Reading of the international agenda in humanitarian action ● Mid Level: Responsible Humanitarian Organizations: approaches and limitations of

<p>practical approach based on normative frameworks and humanitarian principles; 2) place this ethical dimension within the management framework of humanitarian organizations, identifying their social function and ethical criteria that impact on their internal management and stakeholders engagement; 3) emphasize key issues such as transparency, accountability, efficiency, volunteer management, networking, donation, and so.</p>	<ul style="list-style-type: none"> ● Has demonstrated the ability to select relevant information from incomplete and uncertain data, to develop an informed perspective based on this and to formulate rationally reasoned judgements in conformity with the Humanitarian Principles ● Has shown a proactive attitude to make an analysis at what needs to be done and to start working immediately and effectively in new and complex settings. 	<p>organizational accountability processes</p> <ul style="list-style-type: none"> ● Micro Level: Ethic challenges of the humanitarian intervention
<p>Module VI: Initiation to the applied investigation (5 ECTS)</p> <p>The course is an introduction to social research methodology, with the goal of providing students the capacities to analyse and synthesize when drafting the master thesis and also when applying scientific method to project design and management.</p> <p>Learning Outcomes</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> ● Has shown the ability to formulate proposals for possible solutions in relation to a particular humanitarian action area taking into account ethical and social dilemmas. ● Has demonstrated enhanced knowledge and understanding of research methods and methodology in preparation for the master thesis. ● Has shown the ability to identify possible research methods and methodology for the Master thesis research in accordance with ethical academic principles. ● Has shown the ability to identify research gaps and needs for a new angle for a viable research topic. ● Has demonstrated the ability to present research proposals in a logical manner orally and in written form. ● Has shown the ability to develop analytical frameworks based on adequate literature research. ● Has demonstrated the skills for communicating well-reasoned conclusions in an academic and non-academic setting. 	<ul style="list-style-type: none"> ● Introduction to research in the social sciences ● Quantitative and qualitative methodologies ● Sources ● Choice of subject ● Questions and working hypotheses ● Rationale and relevance of the subject ● Planning bibliography ● Development of a theoretical framework ● Group work to develop research proposals ● Develop and defend a research proposal

Conflict, Peace-building and Religion (25 ECTS) focuses on concepts and theories of conflict resolution, peace-making / peace-building with a specific relevance for situations of humanitarian disaster situations, the conditions and consequences of humanitarian action in conflict situations and the roles and functions of religion and culture as a phenomenon in different world conflicts. The course can be examined through written exams, papers, individual and group presentations.

The learning outcomes of the module provide a conceptual and theoretical frame for the analysis of political, social, cultural and religious dimensions of humanitarian disaster situations, with particular emphasis on conflict analysis and conflict resolution/peace-building. After the course the student is expected to have the following competences:

- An ability to apply the main schools of conflict theory and related concepts to concrete conflict and disaster situations in order to achieve a deep and broader understanding of such contexts;
- A broad understanding of the theory and practice of peace building;
- An awareness about the everyday life of war and armed conflict and how it affects local populations;
- An understanding and sensibility for religious and cultural differences at individual and group levels and how this can affect the policies and implementation of humanitarian activities;
- An ability to conduct an independent analysis of a conflict situation with special focus on its cultural and religious aspects; and
- An ability to communicate advanced knowledge concerning religion, culture, and conflict to a non-academic target group, both in oral and written format.

Theory and Methods (5 ECTS) focuses on qualitative and quantitative approaches to the humanitarian action field. It strives to capture the essence of trans-disciplinary thinking, but also to consider the specific methods and theories used in each of the programme's modules. The module also aims to give the student knowledge in advanced information seeking and GIS (Geographic Information Systems). Theory and Methods can be examined through written tests / oral presentations as well as through computer laboratory assignments and seminars made individually or in groups.

The aim of the module is to provide, from a multidisciplinary perspective, students with a theoretical knowledge base and operational methodological tools to prepare them for a career in humanitarian action. After successful completion of the module, students are expected to have the following competences:

- An understanding of theories and methods used in humanitarian action research;
- An ability to identify and formulate a humanitarian action research problem;
- Knowledge and understanding about master thesis writing and structure;
- A broad knowledge of Geographic Information Systems; and
- A broad knowledge of information-seeking methods.

The second semester specialisation of Groningen consists of six modules that together form one 30 ECTS course titled: Disaster Analysis and Intervention Design.

The causes and consequences of man-made and natural disasters and the optimal strategies for humanitarian action cannot be analysed in isolation of each other. They have to be studied in relation to each other, by a staff well aware of the intricacies of the subject, since most disasters and conflicts are complex in terms of causes, coping mechanisms and long term reconciliation and reconstruction. Historical, political, legal, demographic, environmental, economic and social factors often all play their role in complex emergencies. Many actors may be involved, such as the local population, national authorities, international relief agencies, etc. These complex emergencies need straightforward tools to analyse them to acquire the deep insights necessary to fulfil the humanitarian objective under the principle of “do no harm”.

During the second semester specialisation of the University of Groningen students will train critical thinking and problem-solving skills to address the above-mentioned challenges. The reference point is the Comprehensive Security framework, which is steered by an interdisciplinary approach to the subject. The Comprehensive Security framework provides students, researchers and practitioners with an assessment tool for complex emergencies (man-made and natural) and the means to design adequate programs and projects. Students will learn to perform snap-shot analyses of the needs and security situations – regarding food, health, the environment as well as social, political and economic dimensions – on various levels: from a regional to a state to a local level assessment. In addition, they will be trained in stakeholder and problem tree analysis, as well as matters of evaluation and learning, and intervention design. In addition, experts will give students an insight into food and health security needs and will be provided with a methods course especially designed for humanitarian action. At the same time students will also learn how to apply these skills in real-time disaster events. More specifically, during the second semester in Groningen students will learn and practice with the necessary steps of needs assessment, stakeholder analysis, and analysing humanitarian problems so that they can deliver a sensible project proposal for interventions that include considerations of quality assurance (i.e. monitoring and evaluation).

General structure of the course

The second semester option in Groningen follows four paths for active learning and practice:

- Lectures by and discussions with experts and practitioners which require active preparation and input by the students;
- Self-study and team work that help you prepare the grounds for a project proposal for intervention in accordance to the ECHO proposal guidelines;
- Real-time disaster response simulation exercises;
- A field trip to explore the practice of humanitarian and development aid and to meet practitioners and policy makers in the field.
- Practical application of the skills developed will be evaluated in an intervention game.

The second semester consists of 6 modules (each of which encompass 5 ECTS, which makes in total 30 ECTS).

Modules

Module 1 - Context and Stakeholder Analysis

Credits: 5 ECTS

Period: Semester 2, Block 1

Humanitarian action happens most of the time in complex and volatile environments. Complex emergencies, the convergence of conflicts and natural disasters, put humanitarians into risk. This is why, before any action can be taken, one needs to understand the context into which one inserts oneself as well as the interactions between stakeholders that are either beneficial, neutral or hostile to the humanitarian organization one represents.

This core module introduces into context analyses and stakeholder analysis. Its aim is to provide the students with (1) the understanding of the importance of proper context- and stakeholder analysis for the design and execution of humanitarian projects as well as with (2) the skill necessary to conduct both quick and in-depth assessments.

Module 2 - Humanitarian Intelligence: Information, Context & Intervention

Credits: 5 ECTS

Period: Semester 2, Block 1

Humanitarian action constitutes responses to complex crises, both natural and man-made. As such, an ability to synthesize information from the field and an understanding of the political context in which interventions occur are important antecedents to any humanitarian endeavour. This core module complements the Context and Stakeholder Analysis module by focusing on these antecedents to intervention, which often translate into obstacles to humanitarian access or poor intervention design.

To be sure, governments, militaries, non-governmental organizations and other private actors active in the humanitarian field are tasked with interpreting vast amounts of information emerging from the field. This information then informs negotiation or force deployment strategies for securing humanitarian access. This core module equips students with tools to understand and interpret rapidly evolving developments within complex crises and produce policy relevant research outputs. Its aim is to provide the students with (1) an understanding of the complex political environments in which crises are nested and obstacles to information gathering and access (2) the skill necessary to conduct applied social research, relevant to policymakers and actors in the field, with a focus on rapidity, accuracy and policy relevance.

Module 3 - Introduction to GIS and Humanitarian Supply Chain Management

Credits: 5 ECTS

Period: Semester 2, block 1

This core module introduces the students to the fundamentals of humanitarian supply chain management and further explores how Geographical Information Systems (GIS) can be used for the humanitarian field. This will help to facilitate the process of data transformation into information for decision-making.

1. How to structure, evaluate and interpret information related to logistics and supply chain management in the humanitarian field?
2. How to integrate issues of supply chain management into policy recommendations for the field?
3. How to present data in a visually efficient way so they strengthen the report?

Elements of the module comprise, inter alia, the Beer Game simulation with practical introduction into the mechanisms of logistics and supply chains, theory and concepts behind Supply Chain Management, introduction to GIS and group presentations and peer review.

Module 4 - Field Trip

Credits: 5 ECTS

Period: Semester 2, Block 2

The module forms a recognised part of the curriculum and is in principle a requirement for students who do their second semester in Groningen for obtaining the NOHA Master's degree. Since students who decide to join the Field Trip module are required to pay part of the travelling costs, substitution of this module by an elective module is possible provided that the elective has been recognised and accepted by the Board of Examiners of NOHA Groningen as a suitable module for the Orientation Period at the University of Groningen and that it fits with the ambitions and situation of the student.

The Field Trip module consists of several preparatory sessions, the study tour and a final assignment in order to delve deeper into the practical context of Disaster Analysis and Intervention Design concerning a real-life humanitarian work-field case. It is intended to offer students the possibility to apply their theoretical knowledge and skills to a practical humanitarian situation and verify the possibilities and impossibilities of humanitarian interventions. In that sense, it builds upon other second semester modules such as "Context and Stakeholder Analysis" and "Humanitarian Intelligence: Information, Context and Intervention", while providing more reference background for the module "Evidence-Based Programming and Quality Assurance." As such, the Field Trip offers an ideal opportunity to relate theory to practice and practice back to theory.

The destination of the NOHA Field Trip has been to Georgia in the Southern Caucasus from 2007 until present.

Module 5 - Qualitative Research Methods for Humanitarian Action

Credits: 5 ECTS

Period: Semester 2, Block 2

The objective of this course is to provide in-depth training in qualitative methods. The course is meant to take the students right through the qualitative research cycle within their own research projects. The course is adapted to suit the application of qualitative methods in various humanitarian settings.

The course will start with a reflection of the research questions prepared by the students and then move on to learn the design and conduct of in-depth interviews, focus groups and participant observation. Then qualitative data management training will include transcription, translation and coding. Further data analysis is carried out with use of computer assisted qualitative data analysis software. Finally students will learn different ways to write and present qualitative data.

Module 6 - Evidence-based programming and quality assurance in humanitarian action

Credits: 5 ECTS

Period: Semester 2, Block 2

This module is the logical successor of the core modules 'humanitarian intelligence' and 'context and stake holder analysis' in the NOHA Groningen second semester specialization. The course aims to help students develop insights and skills in designing evidence-based meaningful humanitarian interventions that are embedded in a thorough quality assurance framework. A thorough context and causal analysis of humanitarian problems, as trained in the previous two core modules, is a prerequisite to arrive at these meaningful interventions. In this course, students will thus be introduced to and practice with ways to make the step from assessing and analysing humanitarian crises towards designing a meaningful and high-quality humanitarian intervention (i.e. a humanitarian aid project or program).



Humanitarian action in the times of changing security, economic and legal conditions University of Warsaw (UW), Poland

Module	Learning Outcome	Content
Module I: Transformation of war – characteristics of contemporary armed conflicts (4 ECTS) The aim of this course is to offer the students possibility to learn and understand the specificity and main characteristics of contemporary armed conflicts. During the course, main theories concerning the sources for military conflicts, their geographical distribution and factors decisive for conflicts' features will be discussed. The students will also familiarize themselves with the main evolutionary trends in contemporary armed conflicts, like the Revolution in Military affairs and its implications, privatisation of violence (incl. growth in private security/military services), the role and impact of the media on conflicts' conduct and forms. They will also have an opportunity to discuss the (near) future trends in warfare, particularly those related to technological progress (advancement in robotics, cybernetics and biotechnologies).	At the end of the course, the student: <ul style="list-style-type: none"> ● Has highly specialised knowledge and a critical understanding of theoretical concepts and theories concerning contemporary armed conflict. ● Has a critical understanding of personal security risks in humanitarian fieldwork, as well as opportunities and threats of current trends within organised violence. ● Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition in contemporary armed conflicts. ● Has a thorough knowledge of the operational processes and changes in the political and military structures in the international dimension and a critical understanding of the social, legal and security environment in conflict situations. ● Has specialised skills to conceptualise, interpret and critically analyse contemporary armed conflicts, including humanitarian interventions. ● Has the ability to interpret and critically analyse data, information and experience concerning a certain armed conflict or military intervention in order to develop a contextual understanding of the geographical workfield, the community, perspectives, policies, issues and possible solutions. ● Has the ability to formulate independent views, support them with elaborate arguments, using a broad range of approaches and theoretical perspectives, formulate coherent conclusions and make a synthetic summary of these conclusions, using a specialized language of conflict and conflict resolution studies, on topics related to contemporary armed conflicts and their humanitarian aspects. ● Has studied a research topic in depth, and conducted and completed a medium-length research project largely self-directed. ● Has demonstrated the ability to position one's own research findings in the broader context of conflict studies. Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in conflict studies. ● Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments during armed conflicts. 	<ul style="list-style-type: none"> ● Concept of war generations ● Concept of New Wars (M. Kaldor and others) ● Concept of Risk-Transfer War ● Concept of war amongst the people ● Concept of resource wars ● Privatisation of war (incl. issue of Private Military Companies) ● Media role in conflicts ● Revolution in Military Affairs (RMA) ● Automation (robotisation) in warfare (future of unmanned systems like UAVs etc.) ● Cyberwarfare ● Biotechnologies and war
Module II: Contemporary peace and stability operations (3 ECTS) The course will give students the possibility to learn and understand the concept of peace operations and stability (stabilisation) operations, including main differences and similarities between these two categories, as well as knowledge about their types and characteristics. The course will also offer knowledge about main organisational and technical aspects of such operations (i.e. models of force generation, institutional framework, command & control mechanisms, financing etc.). It will also familiarise students	At the end of the course, the student: <ul style="list-style-type: none"> ● Has highly specialised knowledge and a critical understanding of theoretical concepts and theories on peace and stability operations. ● Has a critical understanding of personal security risks in humanitarian fieldwork, as well as opportunities and threats of current trends in peace and stability operations, with special attention to their humanitarian dimension. ● Has highly specialised knowledge of the diversity of actors and stakeholders involved in contemporary peace and stability operations, their interaction and competition, as well as understanding of the importance of coordination between their activities. ● Has a thorough knowledge of the operational processes and changes in political, military, economic and social structures and institutions in the international dimension; has a thorough knowledge of the theory and practice of political and economic decision-making in these entities at the nation state level and on the international scale in context of peace and stability operations. ● Has a critical understanding of the social, legal and security environment in context of peace and stability operations. ● Has demonstrated the ability to formulate adequate and ethically sound recommendations for involvement in conflict resolution through peace and stability operations. ● Has specialised skills to conceptualise, interpret and critically analyse peace and stability operations on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems. 	<ul style="list-style-type: none"> ● Peace operations (genesis, main forms and categories, actors involved) ● Stabilisation operations (main forms and categories, actors involved) ● Search and rescue/evacuation operations ● Militarisation of humanitarian aid – ● Civil-military cooperation (CIMIC) ● Concepts of insurgency and

with basic evolutionary trends in peace and stability operations (incl. multinationalisation, issue of the place of coercive elements in peace and stability missions, development of counterinsurgency strategies, growing significance of military assistance to host countries). All issues will be discussed with the reference to cases of recent peace and stability operations organised by UN, NATO and EU.	<ul style="list-style-type: none"> Has the ability to formulate independent views on peace and stability operations, support them with elaborate arguments, using a broad range of approaches and theoretical perspectives, formulate coherent conclusions and make a synthetic summary of these conclusions, using a specialized language of conflict resolution studies. Has studied a research topic in depth, and conducted and completed a medium-length research project largely self-directed. Has demonstrated the ability to position one's own research findings in the broader context of conflicts and conflict resolution studies. Learns from past experiences in conflict resolution, identifies opportunities to overcome dilemmas concerning peace and stability operations, with a clear application of humanitarian principles and standards. 	<p>counterinsurgency (COIN)</p> <ul style="list-style-type: none"> Force generation in peace and stability operations Burden sharing in the missions
<p>Module III: Protections of civilians in armed conflicts (4 ECTS)</p> <p>The aim of this course is that students learn and understand the concept of protection of civilians in armed conflicts, and the dilemmas involved, from legal, political and practical perspectives. It provides the students with tools to analyse and evaluate the protection needs of civilians with special emphasis on women, children, IDPs and refugees. Specific case studies are discussed extensively.</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has a good understanding of basic concepts of International Humanitarian Law relating to civilians in armed conflicts, humanitarian principles and standards, and the problematic nature of the dilemmas involved. Has a thorough knowledge of the diversity of actors and stakeholders involved in the protection of civilians in armed conflicts and the impact of various humanitarian action interventions on the needs and rights of crisis-affected people. Has a clear understanding of different types of threats to civilian population during armed conflicts and protective measures provided for in International Humanitarian Law and International Human Rights Law. Has shown the ability to critically analyse the context of a certain humanitarian crisis and apply legal instruments relating to the protection of civilians in armed conflicts. Has demonstrated to be able to identify the relevance of International Humanitarian Law and International Human Rights Law to address the problems faced by civilians during armed conflicts. Has demonstrated the skills to argue for the benefit of civilians and to apply mechanisms and methods ensuring their better protection. Has shown to be able to transfer acquired knowledge to real life situations, in particular in a form of largely self-directed short research project. Has demonstrated the capacity to learn from past experience of armed conflicts and their impact on the situation of the civilian population, and to apply humanitarian principles and standards to dilemmas in complex and insecure contexts. 	<ul style="list-style-type: none"> Concept of protection in armed conflict Protection against the effects of hostilities Protection against arbitrary treatment by the enemy Notion of civilians IDPs & refugees Women & children
<p>Module IV: Prevention of human rights atrocities (4 ECTS)</p> <p>The course is an excellent opportunity to familiarize students with the category of genocide and atrocity crimes. We analyse legal definitions, as well as their course (Stanton, Harff's models) in a comparative perspective. Students learn and evaluate the effectiveness of measures to prevent mass violations of human rights and respond to, including the use of armed force, as well as the process of restoring the observance of human rights.</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has a thorough knowledge of the sources and developments of the international legal regulations on the gravest international crimes: war crimes, crimes against humanity and genocide, their scope, causes and consequences as well as connections between massive violations of human rights and security. Has specialised knowledge of national and international instruments and mechanisms for prevention and response to human rights atrocities. Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved. Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action, in particular in the area of prevention of human rights atrocities. Has demonstrated the skills to identify, critically analyse, classify and assess cases of international crimes. Has specialised skills to critically analyse and assess contemporary instruments and mechanisms for prevention of international crimes, and to promote the best and safest response in humanitarian emergency contexts. Has shown to be able to work in a professional environment demanding competences in the area of prevention of human rights atrocities and international crimes, as well as restoration of the rule of law and respect for human rights. Has demonstrated to be sensitive towards cases of massive human rights abuses and aware of their consequences. In response applies clear ethical standards informed by the humanitarian principles, values and professional code of conduct. Has developed an open attitude towards acquiring new knowledge and is ready to undertake further stages in education. 	<ul style="list-style-type: none"> The Concept of Genocide and Mass Atrocities Holocaust: definitions and antecedents Comparative Genocide Mass atrocities indicators Perpetrators and victims Responsibility to Protect Risk Assessment and Early Warning Preventive instruments Prevention and international institutions The preventive role of actors in the field
Module V: Reconciliation in a post-	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has a thorough knowledge of the main institutions of international system of justice, describes principles of their functioning and 	<ul style="list-style-type: none"> International criminal justice Transitional justice

<p>conflict society (3 ECTS)</p> <p>The aim of this module is that students learn and understand the concept of reconciliation, new trends and key challenges in international and transitional criminal justice and in other models of reconciliation. It provides students with knowledge about main instruments to achieve reconciliation, including international criminal tribunals, truth commission and lustration organs. The role of punishment, documentation of atrocities, apology and reparation is also discussed.</p>	<p>analyses their legal basis.</p> <ul style="list-style-type: none"> Has a critical understanding of the various models of reconciliation in post-conflict societies, including threats and opportunities related to them, and their possible impact on the needs and rights of crisis-affected people. Has proven to be able to identify and critically analyse problems associated with the execution of justice in the cases of violation of international obligations, and formulate adequate recommendations for response. Has the ability to solve the legal case studies concerning the liability of both the individuals and the state and non-state actors with a clear application of humanitarian standards and principles as well as respect for the needs of crisis-affected people. Has shown to be able to transfer acquired knowledge to real life situations, in particular in a form of largely self-directed short research project. Compares different models of justice and their impact on reconciliation, is able to critically assess their results within a given society, formulates opinions on models of reconciliation with reference to lessons learned in other countries. 	<ul style="list-style-type: none"> Models of reconciliation Truth commission Lustration Punishment Reparations
<p>Module VI: Mechanisms of financing humanitarian and development assistance (4 ECTS)</p> <p>The aim of this module is to make students familiar with major mechanisms of financing humanitarian and development assistance. The first part of the module focuses on architecture of development funding together with theoretical underpinnings and practical application of specific sources of development finance (eg. Official Development Assistance, remittances, NGOs grants). Next it focuses on Official Development Assistance and current trends in its provision. The final part of the module provides students with an overview of policies on humanitarian and development funding of major international organizations (eg. OECD, European Union) and NGOs.</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has a thorough knowledge of the international system of humanitarian and development assistance, including financial and delivery mechanisms, donors and recipients structure, their interaction and competition. Has a good understanding of the theory and practice of economic decision-making in state and non-state actors and their relations with humanitarian and development assistance policies. Can identify major challenges correlated with specific mechanism of development funding, and is capable of assessing effectiveness of humanitarian and development assistance. Is able to find relevant statistical data on humanitarian and development projects. <p>Has shown the capacity to identify opportunities and communicate with different stakeholders in order to receive financial support, is aware of the need to acquire new knowledge.</p>	<ul style="list-style-type: none"> Official Development Assistance Poverty reduction Development finance Humanitarian assistance Remittances Aid donors and recipients Aid effectiveness Aid ownership NGOs grants
<p>Module VII: Financial and labour law in humanitarian action (3 ECTS)</p> <p>The aim of this module is that students learn about legal frameworks of providing humanitarian action abroad with focus on labour law and tax law. It provides students with knowledge about main legal instruments referring to applicable labour law, jurisdiction in labour cases, characteristic of the situation of posted workers. In addition students will learn about main regulations concerning taxation of humanitarian action with a focus on possible exemption.</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has a thorough knowledge about law applied to labour relations, with special focus on international instruments concerning choice of applicable law, jurisdiction and situation of posted workers; has and understanding of linkage between labour law and human rights law. Is aware of financial obstacles to provision of humanitarian assistance, including different types of taxes; is able to indicate main conventions concerning taxation of humanitarian assistance and average sums deducted by different actors. Has demonstrated the ability to indicate main legal instruments applied to transfer of humanitarian assistance, can adapt a budget to different legal conditions in order to comply with national regulations, and is able to justify exemption of humanitarian assistance from national taxation law. Has developed an open attitude towards acquiring new knowledge and understanding about professional developments in humanitarian action, is sensitive to different labour conditions and different cultures of work. 	<ul style="list-style-type: none"> Choice of applicable law Jurisdiction in labour and financial cases Posted workers Relation between human rights law and labour law Taxation of humanitarian aid Tax exemptions
<p>Module VIII: Methodology and methods in humanitarian studies (5 ECTS)</p>	<p>At the end of the course, the student:</p> <ul style="list-style-type: none"> Has developed specialised knowledge and a critical understanding of research methods appropriate for the humanitarian field. 	<ul style="list-style-type: none"> Designing empirical research in humanitarian studies

	<ul style="list-style-type: none"> ● Has demonstrated the ability to identify and justify research methods that are ethically appropriate for scientific research in the humanitarian workfield. ● Has demonstrated the ability to implement research methods for humanitarian research in a controlled setting. ● Has developed the capacity to reflect on the use of a method and the knowledge gained thereof in terms of ethical aspects and the researcher's position. ● Has studied a research topic in depth with an application of relevant methodology, learns from past experiences in order to be prepared for a bigger humanitarian research. 	<ul style="list-style-type: none"> ● Qualitative, quantitative and mixed data analysis ● Ethics in humanitarian research ● Doing interviews ● Studying official data ● Performing content analysis ● Observing ● Workshop sessions
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4.4 Third Semester - Research & Internship (30 ECTS credits)

In the context of international humanitarian action, new professionals must be:

- Able to select and analyse research material;
- Trained to confront new problems in their multiple dimensions;
- Able to understand reality and to elaborate innovative solutions; and
- Accustomed to assessing their results.

Taking into consideration prior experience and their future career prospects, Master's students agree with their supervisors the weight given to the following elements:

4.4.1 Master's Thesis

The Master Thesis is a compulsory element of the NOHA Joint Master's Degree to be completed during the last semester. It is a requirement for obtaining the Master's degree. In order to present the Master Thesis and receive a final grade, students should have successfully passed all first and second semester courses (60 ECTS).

The Master Thesis is a scholarly written report that substantiates a specific point of view as a result of original research carried out by a student on an agreed issue that falls within the humanitarian action study programme. The thesis must be written under the guidance of a supervisor from the home university.

In general, the objective of the NOHA Master Thesis is to show that students are able to put the knowledge, skills and competences acquired in the NOHA programme into practice. As the final element in the master's degree, the thesis gives the student an opportunity to demonstrate acquired expertise in the chosen research area.

4.4.2 Research Stay Partnerships

Students can apply to do a third semester mobility research stay based on the third-country partner's research priority lines. Students will be informed about the application procedure, timeline for application and selection at the beginning of the first semester. The research stay at the partner institution is to be devoted to the early stages of the Master Thesis preparation period.

Students selected (5-6 per partner university) are expected to participate in specific modules/seminars, tutorial work and to develop the early stages of their master thesis, in line with the agreements between the consortium and each of the NOHA universities offering the Masters programme.

Each student will have a Home Supervisor at his/her NOHA University and a Host Mentor at the partner institution to guide his/her research. The home supervisor is the main responsible for the supervision of the student's Master Thesis (first reader). This research programme is fully integrated into the course and will be registered in the Diploma Supplement.

The NOHA Network provides financial support to the students whose applications have been first ranked for each partner university.

4.4.3 Internship

The internship is to be completed during the third semester. It forms a recognised part of the curriculum and is a requirement for obtaining the Master's degree at most NOHA universities.

Depending on national legislation and taking into consideration students' prior experience and their future career prospects, the weight given to the Internship varies among the universities. In order to

pass the internship, students should have successfully passed at least 50 ECTS of the first and second semester courses. Students usually find that internships (practical work experience) are a good way of getting to know what the professional options are and increase chances of finding a suitable job. Internships can help students discover their abilities to perform in a broader environment. They also provide the opportunity to gain experience in job applications. Overall, employers are positive about the initiatives that students undertake and there is always the possibility that undertaking an internship will result in a job offer. As such, the internship forms an important link between study and the job market.

5 NOHA Common Assessment

5.1 Common Examination Procedure

The NOHA Universities have adopted an agreed regulatory framework and assessment procedure for the joint Master programme, which are specified in the Study and Examination Regulations (refer to Annex 1). In the following texts some of the more salient aspects of these regulations are reflected and explained. When in doubt, be sure to refer to the original Study and Examination Regulations for the exact stipulations. Furthermore, please note that the joint Study and Examination Regulations can be supplemented by further local regulations in order to comply with for instance national legislation.

Assessment agreements:

- A. Intensive Programme Component: Project of 2000 words.
- B. Core Component: Written forms of examination, which may include written examination and projects, must form at least 60% of the assessment for each component. 40% may consist of other forms of examination with due evidence of process and outcome.
- C. Orientation Period: Written forms of examination, which may include written examination and projects, must form at least 60% of the assessment for each component. 40% may consist of other forms of examination with due evidence of process and outcome.
- D. Research and Work Placement:
Taking into consideration prior experience and their future career prospects, Master's students agree with their supervisors about the contents of their Master thesis and internship.

Internship: In order to ensure that the internship does indeed acquaint students with the NOHA Masters Programme competences, all internships have to be assessed and approved by the internship supervisor. Based on an internship plan (to be filled in by those students who have found an internship), the NOHA internship supervisor determines whether the proposed internship meets the established learning outcomes. In principle, students have to write an internship report and the internship supervisor checks whether the learning outcomes have been met. For more information, refer to the Internship course manual available on the NOHA Blackboard.

Master Thesis: The requirements and assessment for the Master Thesis is explained in the Master Thesis Guide, which is available on the NOHA Blackboard.

Minimum standards to secure the qualification:

To obtain the degree a student needs to pass all the 4 components.

The performance of the student is documented by a local/national grade.

Comparison between NOHA national grading systems

ECTS	Fail	E-D	D-C	B	A
BELGIUM	0.0-9.9	10.0-11.9	12.0-13.9	14.0-15.9	16.0-20.0
FRANCE	7, 8, 9	10 - 11.9	12 - 13.9	14 -15.9	16+
GERMANY	4.3 and less	4.0 –3,7	3.3-2.7	2.3 –1.7	1.3 -1
IRELAND	Fail -39 F	Third 40-49 III	Lower 2nd 50-59 II.2	Upper 2nd 60-69 II.1	First 70- I
NETHERLANDS	5.4 or less	5.5 –6.4	7	8	9 – 10
POLAND	2	3 (E) 3,5 (D) 4 (C)	4,5	5	
SPAIN	4 Suspensio	5 - 6 Aprobado	7 –8 Notable	9 Sobresaliente	10 Matricula de Honor
SWEDEN	U	G*	G*	VG*	VG*

The NOHA teaching staff at each University makes every effort to ensure fairness, consistency and equity in its procedures of assessment.

5.2 Progression/Appeals

Students have the right to know the type of testing and the evaluation criteria that will be used by the lecturer, and are also entitled to an objective assessment under them in all tests performed on the subject.

In order to effectively guarantee the right of students to the objective assessment of their academic performance and, if necessary, to challenge the qualifications they deem unjustified, students have the right to obtain adequate information on the lecturers' assessment criteria and aspects taken into account in the rating. For this purpose, the NOHA Faculty has developed Course Manuals for all the modules including the Internship and Master Thesis, which are available on NOHA Blackboard and are updated for each academic course.

In principle, and unless the NOHA University and centre concerned have established another method, the teacher announces the date, time and venue where interested students can receive comprehensive information about the rating.

In case of disagreement with the final grade, the student may challenge it. An appeal against the rating on tests or written tests shall be in conformity with the standards established by the NOHA University concerned.

5.3 Re-assessment

Re-assessment can occur only once during one academic year.

The student has to write a letter explaining the reasons of his/her demand for re-assessment. A decision will be adopted in regard with the reasons exposed by the student.

5.4 Late Submission of Work

Late submission of assignment is only accepted under special circumstances, e.g. illness. The student should inform the teacher before the deadline of the assignment and he/she has to bring a medical certificate. If not, the lecturer can decide to sanction the student in terms of marks or to refuse the late work. Late submission of assignment is usually equal with fail.

5.5 Unfair Practice & Plagiarism

Plagiarism, fabrication or falsification of results are unanimously considered as serious misconduct, and each university has its own disciplinary measures that go from a warning to the exclusion of the student from the university.

5.6 Anonymity/Double Marking/External Examiners

Anonymity and double marking depend on the professors' organisation and on the number of professors involved in a course or module.

Anonymity is not practiced in all universities at the moment, but can be accomplished if needed. The teacher responsible for the module is also the examiner of the module. If a teacher is uncertain of a grade, he/she can turn to the NOHA Director for a second assessment.

External examiners can be invited to assess project presentations, internship reports and Masters' theses. In case of assessment by several individuals, depending on the type of work and on the number of people involved, the final mark is reached either by average calculus or by consensus.

6 Being a student in the NOHA Master's Programme

6.1 Participation Costs

Upon selection and when the application is in full conformity with the NOHA Master's programme guidelines, prospective students will receive an official letter of admission. To secure a place in the programme, students are requested to confirm the acceptance of the offer within two weeks. If the confirmation of acceptance is not received by the given date, the place will be offered to another candidate.

Information will be provided regarding the payment procedure for the participation costs to the bank account of the NOHA-Association in Brussels, Belgium.

6.2 NOHA Blackboard

NOHA Blackboard is the online learning environment of the joint Master programme. Teachers use Blackboard to give information about courses, to take electronic examinations, and to exchange documents. Students use Blackboard to read announcements, to cooperate with group members, and to find all kinds of information about the courses of the NOHA programme. During the Intensive Programme, students will be enrolled in the courses and organisations in which he/she participates at his/her home and host university. If the student is not enrolled in a course in which he/she participates, or in case he/she encounters technical problems, please contact nohablackboard@rug.nl. However, if the student wants to change his/her password, the student contact nestorsupport@rug.nl with his/her username and the requested new password.

Please note that by accessing NOHA Blackboard the student automatically agrees to its terms of service, including that his/her Blackboard-account is personal and non-transferable to others, that he/she are solely responsible for all activities that occur under his/her account, that he/she agree not to interfere or disrupt the services provided by NOHA Blackboard and use it in accordance with its intent. In addition, please be aware that NOHA Blackboard may contain confidential/privacy-sensitive information and that students are not allowed to disclose such information without proper consent. Similarly it is not allowed to reproduce, duplicate, copy, modify, sell, trade, resell, distribute or loan content on NOHA Blackboard protected by intellectual property rights unless this is in accordance with proper academic practices (including acknowledgement of sources) or unless this is explicitly permitted by the rightful owner. As for content which the student submits, posts or displays on or through NOHA Blackboard, he/she will retain copyright and any other rights he/she already holds on the material.

6.3 Attendance & Progress

NOHA values peer learning and encourages faculty to employ good practice in shared learning in the classroom. For this reasons, attendance at lectures is mandatory. In the event that a student cannot attend a lecture, he/she should notify the relevant programme coordinator giving justification for his/her absence.

Attendance is assessed by Academic Staff. In case of any problems regarding attendance to the courses and training activities, the student is expected to contact the professors. In case of prolonged absence, the student is expected to transmit a medical certificate to the NOHA Programme Coordinator. A student can be refused to take the exam if he/she did not attend the class on a regular basis without valid justification.

Progress is discussed among the NOHA staff in each partner university on a regular basis. The study program is organised in order to ensure a progression in the acquisition of the competences and knowledge during the first and the second semesters.

6.4 General Conduct & Behaviour

Students are expected to behave in a proper manner. If there are any suspicions about improper behaviour towards faculty, staff or other students, the student will be asked to explain him/herself to the NOHA Director. The Director will talk to all those involved and decide how best to proceed in line with both, NOHA guidelines and the guidelines of the partner university. A group discussion may be organised to solve the problem. In other cases, it may be necessary to formally involve other university bodies. The student will have the possibility to express his/her view.

General conduct and behaviour advice is provided in the general regulations of every partner university and in the joint study and examination regulations, course manuals and the Masters' thesis regulation, providing rules concerning sources, referencing systems and plagiarism.

6.5 Complaints

General criticism and complaints can be addressed to the delegates elected by the students at the beginning of the year, to the NOHA Coordinator or NOHA Director.

6.6 Transferring or withdrawing

The student can, at any time, withdraw from the programme. Withdrawal from the programme has to be addressed in written form to the NOHA Director. Participation costs are, in principle, non-refundable.

6.7 Degree Recognition

Upon successful completion of the study programme, students will receive a Master's diploma and a diploma supplement from their universities. All the universities deliver legally recognised Masters degrees.

After successfully completing all programme components, students will be awarded a Joint Diploma in International Humanitarian Action from the home and host universities and a double-degree diploma where national legislation requires so. The Diploma Supplement is given to all students and a Joint Diploma Supplement will be awarded when allowed by national regulations.

The issuing of an official diploma in Europe can take between 4 months to one year.

According to national regulations students have to personally ask for the diploma and pay the corresponding taxes. Once it is issued, the interested student should personally collect the title at the university or personally request the university to send the document.

In addition to the above, the NOHA Network issues a NOHA certificate to each graduate upon completing the NOHA Master's programme.

6.8 Student Representation

Student representation in the NOHA programme takes place both, at network level and at the university level:

- The **NOHA University Programme Committees** act as advisory bodies at the home university level. A NOHA University Programme Committee is generally composed of student and faculty representatives and the NOHA Coordinator or other administrative personal acting as secretary. They are convened during the programme and meet at least once per semester to analyse the teaching in the different modules and the wider programme. Each NOHA University Programme Committee reports its recommendations to its NOHA Director on a regular basis and participates in the Joint Programme Committee at Network level. For this, the NOHA University Programme Committees elect one staff and one student representative for the Joint Programme Committee at Network level.
- The **Joint Programme Committee** acts as advisor to the NOHA Master Board of Directors. It is responsible for the system review and advice on policy developments of the Master's programme. It is composed of representatives of the stakeholders of the course: student representatives (one per NOHA Master University) and NOHA Faculty representatives (one per NOHA Master University) and gathers annually during the Intensive Programme to ensure the coherence and consistency of the concept of the joint degree programme. The NOHA student representative and lecturer representative in the Joint Programme Committee are elected by their respective NOHA University Programme Committee.

7 Practicalities

7.1 Visa & Resident Permits

7.1.1 Services provided by the Masters consortium

Network Institutions all have high-quality hosting facilities and services to welcome and host third-country students and scholars (international service or office with adequate opening hours and linguistic coverage, accommodation, language courses, orientation courses, sports centres, libraries, computer facilities, etc.). You can find additional information on the websites listed below:

NOHA Member university websites:

Aix-Marseille Université	www.dri.univ-amu.fr
University of Groningen	www.rug.nl/let/international-office
Ruhr-Universität Bochum	www.international.ruhr-uni-bochum.de/intoff/index.html.en
Universidad de Deusto	www.relint.deusto.es/#
Université Catholique de Louvain	www.uclouvain.be/etudiant-international.html
University College of Dublin	www.ucd.ie/international/
Uppsala universitet	www.uu.se/en/admissions/
Uniwersytet Warszawski	www.bwz.uw.edu.pl/en/

7.1.2 Visa Application

To enter, stay in or transit through the whole of the Schengen area, third-countries citizens must be in possession of a passport or any other travel document recognised as valid for the purpose of crossing borders by all the Schengen States. Please note that Ireland is located outside of the Schengen area.

Students need a valid travel document (passport) in order to get a visa.

The period of validity of a travel document must be greater than that of the visa. The expiry date of the validity must be more than three months from the date of the visa. It is also necessary to prove to have sufficient financial resources available to guarantee maintenance throughout the planned visit, by showing cash, bank guarantees, insurance policy guarantees or equivalent credit instruments.

In order to get a student visa, applicants are required to present an official letter of admission and acceptance in the NOHA programme and, if applicable, an official proof of the award of the scholarship. Besides the letter of admittance to the NOHA consortium, the NOHA Universities will send an official letter of admittance on behalf of their university in order to streamline the process. International students who come from countries that do not belong to the European Union are governed by specific entry and residence legal rules. In order to obtain a visa for studies, it is required to present an official letter of acceptance from the institution/university.

In addition, there are some countries like Germany which request from Chinese students a proof of authenticity of all university certificates from the Academic Inspection Authority (APS) in Beijing, as a precondition to apply for a student visa. Once the APS has proved the documents, they issue an official document stating the correctness of the certificates. With this document, candidates can immediately apply for a student visa. This procedure can take up to one month.

Altogether visa procedures can take from 3 weeks up to 3 months depending on the country of origin.

Authority to issue visas is vested in the Ministries of Foreign Affairs and their network of accredited diplomatic and consular officers. The visa is issued by the diplomatic or consular mission with territorial jurisdiction over the place of residence of the third-country applicant.

The long stay entry visa (more than 90 days) only gives access to the state that issues the visa, and the possibility of transit through other Schengen countries to enter that country, in which case it is known as a "National Visa" (NV).

International offices in some of the NOHA universities can assist students during the process of applying for a visa.

We advise third country students to apply for a Type-D Student Visa for the EU entry country. Procedures for the next visa, or resident permit will be started once in Europe.

7.2 Funding

Information concerning funding opportunities (scholarships etc.) will be communicated to the current and/or prospective students as they become available.

NOHA students are advised to also look for other funding possibilities within their countries of origin or relevant organisations.

7.3 Health Insurance

Adequate coverage for medical costs is essential and it is a requirement for the enrolment at every NOHA partner university and for obtaining a residence permit. The insurance should therefore cover the entire period of the stay, from the first day to the last.

EU citizens will need the European Health Insurance Card or private insurance coverage. Non-EU citizens will need a private insurance coverage in every EU-country they go to. Students may have to submit copies of these documents to the relevant embassy for their student visa applications as well as to the university. In case of emergency, students should keep a copy of the insurance documents while living and travelling abroad.

The typical procedure for medical assistance is that students contact their insurance service provider to obtain a list of accepted medical providers located in their vicinity. A student should then make

arrangements directly with the selected medical provider and pay for the service and treatments up front. Receipts and other documentation should then be sent the insurance provider for refund. Full procedures should be listed in the insurance documents.

8 Studying at a NOHA University

8.1 Studying in Aix-en-Provence

Town of water, town of art... Aix was built and has developed around this dual identity. But the town also knows how to blend different eras and culture. Open to the world, it is a city of human dimension where the preserved heritage and the city of tomorrow blend perfectly. Here, all is colour and sensation: the light of the sky, the golden stone of the facades, the transparent green of the fountains, the shade of the plane trees, the surprises organised during the festival nights...

Established in 122 B.C., Aix-en-Provence has a name that travels in time: Aquas Sextias, Ais en Provencou, Aix en Provence. Today, the city has a surface area of 18,600 hectares with 137,067 inhabitants and Maryse Joissains-Masini as a mayor. The average temperature is 17°C (63°F) and there is an excellent mild climate. Aix is protected from the winds of the North, but is slightly affected by the Mistral. Average daily temperatures vary between 5 to 6°C (January) and 21.9°C (July). No more than 91 days of rain are recorded during the year. In winter, the sun is almost permanent with an average of 300 days of sun per year. The dry summer is pleasant owing to a light perpetual breeze. Autumn is radiant and sunny.

8.1.1 The University

Located in the heart of Provence, between the sea and the mountains, principally in the towns of Aix-en-Provence and Marseille and faithful to the Mediterranean heritage, Aix-Marseille University is the fruit of the merger of the three Universities of Provence, Méditerranée and Paul Cézanne. Today, Aix-Marseille University has 72,000 students, 10,000 international students, 7,500 faculty, administrative staff, researchers and engineers. There are five main campuses (Aix-en-Provence, Marseille Etoile, Marseille Centre, Timone and Luminy) and 120 student associations.

Aix-Marseille is constantly growing and opening up to a variety of disciplines, thus becoming a pole of worldwide reputation. It offers five main fields of study: Art, Literature, Languages, Human and Social Sciences; Law and Political Science; Economics and Management; Health Science; and Science and Technology. The university proposes 600-degree courses with 375 Erasmus and 300 bilateral agreements as well as 12 doctoral schools and 132 research units.

The scientific potential embodied in the university's research units, doctoral schools and various university hospitals has enabled Aix-Marseille University to strengthen its European and international reputation. International students represent 15 per cent of the total number. Programmes in French and/or English have been organised in order to favour the welcome and the integration of international students, in particular thanks to the presence within the University of the Institute of French studies for foreign students.

8.1.2 The Institut d'Etudes Humanitaires Internationales (IEHI)

The Institut d'Etudes Humanitaires Internationales (IEHI) was established in 1993 within the Faculty of Law and Political Sciences. It offers a "Master 2" degree in humanitarian action and law, with four options (professionals and research), which can be completed by more technical training. The "Humanitarian Action and Law" option is one of the only legal humanitarian master degrees in France. It is also one of the rare humanitarian specialties with an international context culture, relevant legal standards and real field preparation. For more info: <http://facdedroit.univ-amu.fr/iehi>.

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8.1.3 Practical Information

The average monthly rent is approximately 400 € and a monthly budget of 950 € is sufficient to cover basic expenses in Aix. A refundable deposit for accommodation is often necessary (the equivalent of 1 to 2 month's rent). For on-campus student accommodation, you can contact the CROUS-Aix-Marseille (<http://www.crous-aix-marseille.fr/>) for further information. Accommodation is available in the private sector, student residences or apartment-sharing.

Network of student residences

www.adele.org
www.fac-habitat.com
www.estudines.com
www.adoma.fr
www.unme-asso.com

Shared apartments

www.colocation.fr
www.kel-koloc.fr
www.e-cologis.com
www.easycoloc.com
www.okroommate.com
www.appartager.fr

Other websites

Campus France: www.campusfrance.org

Administrative procedures in France: www.service-public.fr

L'étudiant: www.letudiant.fr

French tourist office: www.franceguide.com

Etudier en France: <http://etudier-en-france.com>

Provence: www.visitprovence.com

European Youth Portal: <http://europa.eu/youth/>

Marseille: www.marseille.fr

Ministry of Higher Education and Research:
www.enseignementsup-recherche.gouv.fr;
www.education.gouv.fr; www.etudiant.gouv.fr

CROUS D'Aix-Marseille – Les services de la vie étudiante:
www.crous-aix-marseille.fr

8.2 Studying in Groningen

Groningen, a city of about 180,000 inhabitants, is the cultural, commercial and business capital of the province of the same name in the north of the Netherlands. The city was founded over 950 years ago. The surrounding countryside offers many sights within easy reach: woods and meadows to the south, the Frisian lakes to the west, the sea, the islands and dunes of the Wadden tidal flats, and the unique wetland to the north. The city is a centre of trade and commerce especially in relation to Germany and Scandinavia. It has two large hospitals of which the University Hospital is one of the largest in the Netherlands. Groningen has several (movie) theatres and museums; bookshops also catering to foreign languages, and art galleries. Its industry includes sugar, tobacco and coffee factories, and the printing of schoolbooks. However, Groningen is most of all a university city: the presence of staff and students can be felt in all aspects of city life. Besides the university there are dozens of other educational facilities, from an agricultural school to an art academy.



8.2.1 The University



The University of Groningen was founded in 1614. Today, the university is a classical, general university offering more than fifty different fields of study. No other university in the Netherlands offers such an extensive a range of subjects. At present the University of Groningen comprises the following ten faculties: Theology and Religious Studies, Law, Medical Sciences, Mathematics and Natural Sciences, Arts, Economics and Business, Behavioural and Social Sciences, Philosophy and Spatial Sciences. All these faculties offer full university degree courses.

Currently some 28,000 students are enrolled in more than 90 regular and international master's programmes and about 1500 PhD students. Every year more than 3000 international students find their place in Groningen. Nearly half of the 1500 PhD students who are currently doing their research in Groningen are overseas students. Besides the co-operation agreements at University level, the faculties participate in many European and international networks and run their own exchange programmes, NOHA being one of them.

In Dutch higher education, great value is attached to independence, individual opinions and teamwork of students. Students are expected to make an active contribution and work independently. A large portion of all study programmes is dedicated to teamwork, as via writing papers, working in groups to analyse and solve specific problems, and acquiring practical work experience through internships. The

main role of the teaching staff is to provide structure and discuss the teaching material that makes up the body of knowledge. Students themselves must make sure that they absorb knowledge and actively filter it, thereby making it their own.

8.2.2 The Globalisation Studies Groningen (GSG)

The NOHA programme is supported by the Globalisation Studies Groningen (GSG) which is an inter-faculty and interdisciplinary institute that spans the entire University of Groningen. GSG connects academic work of research groups and individuals issues relating to globalisation, development and humanitarianism. Its aim is to stimulate, support and initiate research projects, educational programmes, North-South linkages and project applications in these related fields, thus contributing to the global profile of the university.

The institute has a NOHA Groningen research group with research projects within the University of Groningen that are related to the Network of Humanitarian Action. The projects share a focus on humanitarian issues, but differ in their disciplinary focus, research questions, and methodological approaches, thereby contributing to the multidisciplinary nature of NOHA Groningen. The projects are located at the various faculties and departments of the University but share an overall interest in matters of humanitarian action and organization.

8.2.3 Practical Information

a. Language courses

The languages offered at the Language Centre are: Arabic, Chinese, Dutch, English, French, German, Indonesian, Italian, Japanese, Portuguese, Russian and Spanish. The Language Centre at the University of Groningen offers various possibilities for learning different languages:

Group courses: A group course means that a maximum of 14 students learn a language together. Group courses focus mainly on speaking and understanding the language, while some of other courses also include some reading and writing. Grammar is only used to help the student learn to speak and understand the language. Student rate for the group courses is 160 euros for a 26 hours language course.

Tailor-made group courses: The Language Centre also organizes tailor-made group courses for students. Students can request an offer for tailor made courses in Spanish, German or Dutch. Course period and teaching days and times are chosen by the student. The group course can start as soon as the offer is signed, with its starting date, days and times, and intensity tailored to the student's needs.

Individual language courses: Students can arrange an intake interview to discuss their language needs with a teacher. During the intake meeting goals, the overall structure of the course and practical matters such as days, times and frequency will be discussed. The frequency can vary from full days over one or several weeks to a smaller number of weekly hours over a longer period. The Language Center will draw up an offer on the basis of this information. If student accepts this offer, the teacher will contact him/her to make further arrangements. The intake interview and the offer are free of charge.

Self-study: The Language Centre can help students teach themselves a language. With the help of audio and visual material and books, students can tailor their learning program based on their own needs. The student is the one who determines which material to use and when he/she uses it. Working with the teaching material is done in the University Library (UB). The self-study program is not supported by a teacher. There is material currently available for the following languages: Chinese,

Dutch for non-native speakers, English, French, German, Italian, Japanese, Portuguese and Spanish. After registration the student will be able to use the teaching material, which is available for self-study, in the UB for six months. The total cost of the self-study cost is 25 euros.

The Language Centre also provides communication courses on request. These are tailor-made courses. Examples include courses that teach students to hold meetings in Spanish, hold presentations in Dutch, take minutes in English or negotiate in German. Cultural aspects will of course receive ample attention in these courses.

b. CIT courses

The Donald Smits Center for Information Technology (CIT) offers computer courses to students of the University of Groningen. The CIT offers courses in all the major applications used at the University, and several are also given in English. The number of English courses is expanding continually, so that all major applications will soon be covered in English. At the moment the CIT offers the following courses in English: Publishing using Word; SPSS basic and advanced; Access; Excel; PowerPoint; Programming in Word, Access, Excel; C/C++; and Linux. The courses have a cost for the students between 35 euros up to 90 euros.

c. Sports

Students enrolled at the University of Groningen can apply for an ACLO member card. ACLO is a students' sports organization that offers the supply of sports. An ACLO-member can participate in over 80 different types of sports a whole year from September 1st until August 31st for only €52.

d. Study skills/counselling

The University of Groningen also offers students courses that will help improve their academic skills and effective study time. Courses are offered by the Student Service Centre (SSC) at very low rates. Some of the courses offered are:

Academic Writing Skills Course: In the Academic Writing Skills course students will learn how to write an understandable and clear paper. The course is intended for Dutch and international students who would like to learn how to write better essays and theses.

Academic Writing Skills Workshop: This workshop will help students to overcome some of the problems they may encounter with writing assignments.

Effective Studying: This workshop teaches how to cope effectively with studying large amounts of material.

Managing Study Stress: This workshop will advise students on how to manage study stress.

Multiple-Choice Questions: This workshop will give students tips and strategies on answering multiple-choice questions.

Study planning and time management: In this workshop students will learn how to manage their time effectively.

Study Support Group: The group is intended for students who would like to reflect on their study habits and share experiences with other international students. Every week students make a study plan and discuss this with their fellow students. SSC also offers psychological consultation to the students.

Placement Office: The Placement Office informs students about placement possibilities and regulations, guides them in finding placements, organizes information meetings, mediates in placement vacancies and takes care of all formal organizational aspects.

e. Accommodation

In Groningen, students live throughout the city and among the locals or 'Stadjers' as they call themselves. As such, there is no campus or campus accommodation.

Accommodation varies from single rooms to double rooms and studios. Prices for accommodation are from €250 up to €600 per month. These rents are all inclusive (room, heating, electricity, furniture, often internet, et cetera).

More information is available on the following websites:

- Housing Office: http://www.housingoffice.nl/application_for_accommodation
- Host Me Right: <http://hostmeright.nl/>
- Kamernet: <http://kamernet.nl/huren/kamer-groningen>
- Paradius: <http://pararius.nl>

8.3 Studying in Bochum

Bochum was granted a town charter in the year 1321. However, it was not until the great coal and steel boom in the 19th century that the town achieved more than a regional significance.

Hundreds of thousands of people from the poorer German provinces and from Eastern Europe flocked to the Ruhr Valley in search of work, so that in Bochum alone the population increased tenfold from the middle of the century until about 1890. Coalmines and factories sprang up like mushrooms in the town's fields and meadows.

Bochum's last colliery closed down some 30 years ago and steel production is no longer as important as it was. New industries took their place and companies like Opel and Nokia set up manufacturing facilities in the city. When the on-going process of restructuring in Bochum and in the Ruhr area is complete, they too will have lost their major role to the service sector. Already, insurance companies and public administration and educational and cultural institutions employ more people in the town than the manufacturing sector.



8.3.1 The University

The Ruhr-Universität Bochum was prominent from its beginning: as the first new university to be founded in Germany after the war; and as the first university to integrate engineering on a single campus. Today this innovative characteristic is represented by the introduction of Bachelor and Master degree programmes - there is no other university in Germany that is as advanced in implementing the Bologna Process. The Ruhr-Universität exudes excellence in research and diversity in its international contacts.

Selected by international peers within the framework of the German Excellence Initiative in October 2006, the Research School promotes top-level postgraduate education throughout Ruhr-Universität Bochum, offering interdisciplinary research opportunities within its 11 thematic priorities - from natural sciences and engineering to the life sciences and the humanities and social sciences.

The International Postgraduate Center (IPC) handles the coordination of the Research School activities.

8.3.2 The Institute for International Law of Peace and Armed Conflict (IFHV)

The Institute for International Law of Peace and Armed Conflict (*Institut für Friedenssicherungsrecht und Humanitäres Völkerrecht*, IFHV) was established in 1988 by decision of the university senate as a central research unit of the university.

The initiative to establish the institute was undertaken by Prof Knut Ipsen, the former rector of the university, and was mainly aimed at developing research and teaching capacities within the university to deal with problems of peace and armed conflict. Both Prof Knut Ipsen and the Academic Director, Prof Horst Fischer, participated to the development of the institute through initiatives and cooperation with colleagues from different faculties.

The IFHV carries out research and teaching from an inter-disciplinary perspective. Based on its strong international humanitarian law tradition, the IFHV is the only institute in Germany, and one of very few in Europe and the world, which is dedicated to the discipline of humanitarian studies. The IFHV combines its strong emphasis on international humanitarian law, the law of peace and human rights

law with sociological and political perspectives on humanitarian crises, actors and activities. For more information please visit the webpage: <http://www.ifhv.rub.de/>.

8.3.3 Practical Information

The IFHV offers, together with other entities of the Ruhr-Universität Bochum, various services for the NOHA-students.

- Services for internship and professional opportunities
- Services for academic writing
- Services for library usage and literature search
- Services for language courses
- Services for the e-learning system (<http://e-learning.rub.de/>)
- Services for the Erasmus Mundus Centre – NOHA Mundus-Lab

a. The Erasmus Mundus Centre – NOHA Mundus-Lab

As the first Institute of the NOHA network, the Ruhr-Universität Bochum has inaugurated a research centre exclusively for its students. The Erasmus Mundus Centre is at the IFHV and offers 6 workspaces with notebooks, a network printer and other computer facilities including wireless LAN. Most importantly, it holds literature and learning materials for the NOHA lectures. Students have access from 9h00-18h00. Access has to be arranged in advance with IFHV staff.

In addition, the departmental library of the IFHV provides students with more than 3,700 books and volumes for research activities. The departmental library is a reference library and therefore students cannot borrow these books or journals.

b. Accommodation

The IFHV itself is not able to provide accommodation. Prospective students at RUB are requested to make use of the central registration via the University organisation AKAFOE (<http://www.akafoe.de/>).

Exchange students (SOKRATES/ERASMUS MUNDUS) can also reserve accommodation beforehand. The housing department of the international office offers a reservation service for rooms in various student residences.

Prices for the monthly rent are between €150 to €250 and higher. For formalities such as contracts, deposits and questions related to accommodation, students should contact the housing office of RUB. The International Office will arrange accommodation for exchange students. This guarantees to students a flexible and quick service. The owner of the student houses is the “Akademisches Förderungswerk” (AKAFÖ). Students will find a detailed description of the different houses and rooms on their website.

Contact the AKAFOE:

Davood Zamani, StudentInnenhaus Raum 017/018
Tel: 0234.32.22416 - E-Mail: davood.zamani@akafoe.de
<http://www.akafoe.de/internationales/index.html>
http://www.akafoe.de/wohnen/ausl_beratungen.html
Other Languages: <http://www.akafoe.de/internationales/>

Furnished single rooms and apartments with their own bathroom and kitchen and shared apartments or rooms with shared kitchen and bathroom facilities are available. The housing office rents accommodation for half or full months only. Current possible starting dates are specified on the reservation request form.

The academic office of support (AKAFÖ) and the representation of the students (AStA) offer a consultation service (AKAS) for all International students at RUB.

Students may apply and register online for accommodation on the following websites: <http://www.akafoe.de/index-lang-en.html> and: <http://asta-bochum.de/boerse/>.

The homepages also provide information with regards to contact persons (tutors) and relevant contact addresses.

There are other websites where you can look for private housing such as single apartments or sharing an apartment:

- www.wg-gesucht.de (Bochum)
- www.housinganywhere.com

Nonetheless, students who have difficulties in finding an accommodation will get assistance by the personnel of the International Office and the IFHV.

About €250 will cover regular needs during the first days after arrival, not including rental of accommodation. A regular month's expense accounts to approximately €650 per month (including rent).



8.4 Studying in Deusto

Bilbao is the industrial and financial capital of the Basque Country. It was founded by Don Diego López de Haro on 15 June, 1300. Bilbao is a city of contrasts. It changes from the green of its parks to the grey of its buildings, from the narrow streets of the Old Town to the wide avenues, from the classicism of the Fine Arts Museum to the innovative style of the contemporary art of the Guggenheim Museum; from the popular atmosphere, to the evening performances in the Arriaga Theatre and in the Congress and Concert Hall. Bilbao is a cosmopolitan city, open to Europe. Despite its industrial character, the lively rhythm of the city and the warm-hearted welcome of its inhabitants make it a place where students find they feel quickly integrated.

At present, business, leisure and culture are seen as symbols of the new city. The estuary, which in times past was the commercial and industrial axis of the city, is now seen as the cultural artery. The construction of the Guggenheim Museum of Bilbao in the old port area, across the river from the university, has served to revitalise the city, thus motivating an important influx of tourists both on a national, as well as an international scale. The Euskalduna Congress and Concert Hall, which is built in the shape of a ship, is faithful to the memory of the old shipbuilding site upon which it stands. The beauty of the landscape and natural surroundings makes the Basque Country an ideal environment for excursions and travelling, both along the coast and inland.

8.4.1 The University

The University of Deusto was founded in 1886. The concerns of the burgeoning industrial capital, built on steel, shipping, shipbuilding, and cultural interest of the Basque Country in having their own university, as well as the interest of the Society of Jesus in higher studies converged and brought the university project into existence. In 1916, the "*Universidad Comercial de Deusto*" received the first group of students, which would be the first graduates in Economic Sciences in Spain, 25 years before this degree was officially recognized. In 1963, the Institute of University and Technical Studies of Gipuzkoa in San Sebastian was formed by the integration of three already-existing entities. This institute, years later, would form a part of the University of Deusto. Hence the two campuses, in Bilbao and San Sebastian.



The University of Deusto is the top destination in the world for students of humanitarian and education studies. It is internationally renowned for its two Faculties of Business: La Comercial (Bilbao) and La Este (San Sebastián) as well as the Law Faculty. Deusto offers top quality courses in Humanities, Communication Studies, Psychology and Educational Science, Sociology, Social Work, Tourism, Language and Engineering.

8.4.2 The Pedro Arrupe Institute of Human

Rights

The Pedro Arrupe Institute of Human Rights (www.idh.deusto.es), is located in Bilbao, in the Basque Country, and is a part of the University of Deusto. The Institute emerged in 1996 as the university's answer to the social demand for critical cultural reflection on human rights and peace in a democratic society.

The Institute of Human Rights is a non-profit making institution, whose goals are:

- To transmit human knowledge and to extend the frontiers of knowledge in the area of human rights, by means of teaching, research, raising social awareness and direct action, projecting a critical and responsible attitude.
- To serve society, by means of an open, academic contribution to the understanding, analysis and solution of its problems.

- To work actively and responsibly on the challenges facing Basque society, promoting its language and culture, working for the peaceful and democratic solution to its political differences and stimulating social justice at its heart.
- To train critical and competent persons who, from their respective university training, promote the implantation of a culture of human rights in the international community, with particular concern for the promotion of social justice in the world.

8.4.3 Practical information

a. Learning Spanish

As part of the academic programme, the University of Deusto offers mobility students the possibility of enrolling on an either intensive or regular Spanish Course for foreigners. All students taking part in international programmes of the University of Deusto, which include mobility programmes, bilateral agreements between universities and holders of international grant programmes of the University of Deusto, are exempt from registration fees for the Spanish courses for foreigners, and must only pay for school materials. Your programme coordinator will give you indications on the enrolment process.

b. San Sebastian campus

Library: The University of Deusto is equipped with a new Library designed by architect Rafael Moneo. It is an extraordinary building strategically located in the city centre, in Abandoibarra, opposite the Guggenheim Museum. The building has 10 floors and is furnished with the following facilities: reading rooms, meeting rooms, collections, a mediatech archive, a café, a car park and the latest technological equipment. It is home to 900.000 publications (200.000 free access) and a thousand reading points. Website: <http://www.biblioteca.deusto.es/>

Bookstore: Location: Main Building (Edificio Literaria - hours: Monday-Friday, 9:00-18:30).

Computer Lab & Printing / Photocopying: Location: Behind the Main Building (separate 'house-like' building called 'Caserío' - hours: Monday-Friday, 8:30h-13:45h, 15:30h-19:00).

Cafeteria: The campus has a cafeteria in each building ('Edificio Literaria', 'La Comercial' & the Library) where students may have anything from a snack to a meal (breakfast, sandwich, burger) (Cafeteria hours: Monday-Thursday, 8:00-18:45; Friday 8:00-18:00).

c. Accommodation

The Student Services office offers accommodation and orientation services, information on student activities, advice and guidance on university related issues and a number of other services. For more information about services please visit the following webpage:

http://www.deusto.es/servlet/Satellite/Page/1240477908032/_cast/%231232462195180%231240477908032/UniversidadDeusto/Page/subHomeNoInfTPL

8.5 Studying in Louvain-la-Neuve, Belgium

The Université catholique de Louvain (UCL) was founded in 1425 in Louvain (Leuven in Dutch) but after 1970 and the launching of the federalisation of Belgium, the university was divided in the French-speaking Université catholique de Louvain and the Dutch-speaking Katholieke Universiteit Leuven. The latter remained in Louvain/Leuven in Flanders, while the first moved to Wallonia, in Louvain-la-Neuve (which means “Louvain-the-New”), a university town built on purpose. Louvain-la-Neuve is a pedestrian town and a multicultural city, whose population amounts approximately to 31 000 (Jan. 2013), half of which are students. It is also an urban experience, with a specific experimental architecture. Louvain-la-Neuve is close to Brussels (30 km) and its railway station is well connected to the national railway network.



8.5.1 The University

The Université catholique de Louvain welcomes students from more than 125 nationalities and provides its foreign community – one fifth of its 29,000 students – with many services and facilities, located on the main campus site (pedestrian student city of Louvain-la-Neuve) and on the UCL campus in Brussels (Woluwé).

UCL is a comprehensive university, with 10 faculties (including medicine on the Brussels campus), 50 departments, 200 research units, 5,070 collaborators, 29,000 students including approximately 5,800 foreign students. UCL also provides access to its 7 specialised libraries: more than 2,000,000 volumes, 5,000 journals and 10,000 electronic journals.

8.5.2 The Department

The Faculty involved in the NOHA courses is mainly the Faculty of Economic, Social and Political Sciences and Communication, including the International Relations Unit and the Population and Development Unit, and the UCL Faculty of Public Health. Considering the wide range of optional classes offered to students, other departments and faculties are also involved in the NOHA course, such as the Faculty of Law and Criminology.

Within the UCL, two research centres support the inter-disciplinary orientation of the NOHA Master Program. They are the Centre for Research on the Epidemiology of Disasters (CRED-UCL, www.cred.be) and the *Centre d'étude des crises et des conflits internationaux* (CECRI-UCL, www.cecricri.ucl.ac.be)

8.5.3 Practical Information

The International Welcome Service is in charge of advising all international students who wish to study at the UCL. Detailed information concerning the steps that must be followed to apply to the UCL can be found on the International Welcome Service's website¹: <https://www.uclouvain.be/en-accueil-international.html>. More specific information concerning an application to the Political and Social Sciences School can be found on the following URL: <http://www.uclouvain.be/76316.html>.

Once a student's application is accepted, an acceptance letter and a 'housing document' are provided: the latter enables the student to obtain a room, studio or apartment in Louvain-la-Neuve before his/her arrival, through the Housing service².

¹ See the sections: “First steps as an exchange student” and “Exchange student”.

² See the Housing Service website: <https://www.uclouvain.be/en-18037.html>

Some students prefer to live in Brussels and find an apartment by themselves, which they usually share with other students. In this case, it is better to try to find a place to live near one of the five main railway stations in Brussels: Midi/Zuid, Central/Centraal, Nord/Noord, Schuman or Gare du Luxembourg -European neighbourhood. There are trains to Louvain-la-Neuve every 15 minutes and trains stop in all mentioned railway stations. For information concerning the possibilities to get access to Louvain-la-Neuve from Brussels, see the following website: <http://www.uclouvain.be/en-access-lln.html>.

Intensive French courses are organized during the whole academic year. A wide range of language courses is also offered at the Institut des Langues Vivantes (ILV) (<http://www.uclouvain.be/en-ilv.html>). These classes are free, under the condition they are indicated in the personal programme set up by the student at the beginning of the semester.

For more information about services provided to the students by the UCL, please visit the “Service d’aide” webpage: <http://www.uclouvain.be/aide.html>.

8.6 Studying in Dublin

After the Norman invasion of Ireland, Dublin became the key centre of military and judicial power, with much of the power centring on Dublin Castle until independence. From the 17th century, the city expanded rapidly, helped by the Wide Streets Commission. Georgian Dublin was, for a short time, the second city of the British Empire after London and the fifth largest European city. Much of Dublin's most notable architecture dates from this time and is considered a golden era for the city. In 1749, the relocation of the Guinness brewery from Leixlip, to St. James Gate, resulted in a considerable economic impact for the city, which is felt to this day. For much of the time since its foundation, the Guinness Brewery was the largest employer in the city. In 1742 Handel's "Messiah" was performed for the first time in New Music Hall in Fishamble Street with 26 boys and five men from the combined choirs of St. Patrick's and Christ Church cathedrals participating.

The formation of the new state resulted in changed fortunes for Dublin. It benefited more from independence than any other Irish city, though it took a long time to become obvious. Through The Emergency (World War II), until the 1960s, Dublin remained a capital out of time: the city centre in particular remained at an architectural standstill, even nicknamed the last 19th Century City of Europe. This made the city ideal for historical film production, with many productions including *The Blue Max*, and *My Left Foot* capturing the cityscape in this period. This became the foundation of later successes in cinematography and filmmaking. With increasing prosperity, modern architecture was introduced to the city, though a vigorous campaign started in parallel to restore the Georgian greatness of Dublin's streets, rather than lose the grandeur forever. Since 1997, the landscape of Dublin has changed immensely, with enormous private sector and state development of housing, transport, and business. Some well-known Dublin street corners are still named for the pub or business, which used to occupy the site before closure or redevelopment.

From 1922, following the partition of Ireland, it became the capital of the Irish Free State (1922–1949) and now is the capital of the Republic of Ireland. One of the memorials to commemorate that time is the Garden of Remembrance.

8.6.1 The University

Founded in 1854, University College Dublin (UCD) is Ireland's largest university and research institution. It has over 30,000 students, including over 5,000 international students from over 124 countries.

UCD is a comprehensive, research-intensive university organised into five thematic Colleges (Life Sciences; Human Sciences; Business & Law; Engineering, Mathematics and Physical Sciences; and Arts and Celtic Studies). UCD places a strong emphasis on multidisciplinary research: it is the home of 10 major Research Institutes, seven Strategic Research Clusters and a number of major collaborative research programmes bringing together national and international partners.

The role of UCD within Irish higher education is underscored by the fact that UCD alone accounts for over 30% of international students, over 25 per cent of all graduate students and almost 28 per cent of all doctoral enrolments across the seven Irish universities. UCD keeps an external focus, seeking to lead and shape agendas through alliances and partnerships with its peers, nationally and internationally. The international standing of UCD has increased rapidly in recent years and the University is currently ranked within the top 1 per cent of institutions worldwide. UCD is located on a beautiful leafy 133-hectare campus close to Dublin's city centre, which provides a mix of academic facilities, research institutes, libraries and archival collections, enterprise space, student villages, and sports and recreational facilities. Source: <http://www.ucd.ie/about/>

8.6.2 The Centre for Humanitarian Action (CHA)

The UCD Centre for Humanitarian Action (CHA) is a multi-disciplinary research and teaching platform focused on international humanitarian action: actions aimed at saving and preserving life, preventing and alleviating human suffering, and supporting life with dignity for those affected by man-made and natural disasters.

Educational Programmes: UCD CHA offers a wide range of undergraduate and graduate programmes such as undergraduate structured elective in humanitarian action (15 ECTS), postgraduate diploma in humanitarian action (60 ECTS), MSc Degree in Humanitarian Action (NOHA Masters) (90 ECTS), M.Phil in Humanitarian Action (90 ECTS) and PhD in Humanitarian Action. Full details of these programmes are available at: <http://www.ucd.ie/cha/education/>

Research Focus and List of Projects: Key current research interests focus around professionalisation of humanitarian action, disaster risk reduction, water conflict, post-conflict reconstruction and reconciliation and governance and management of humanitarian action. The research projects include: Ireland's International Disaster Response Policy commissioned by Irish Red Cross; Indicator Development for Emergency Response in Urban Settings, commissioned by Concern Worldwide; Ireland's contribution to the World Humanitarian Summit 2016 commissioned by Irish Aid; EUPRHA, NOHA Observatory, European Volunteer Programme commissioned by NOHA; and Disaster Risk Reduction Policy Implementation and Ex-post Evaluation of Long Term External Intervention commissioned by Concern Worldwide.

In addition to these research projects, UCD CHA hosts several doctoral research projects. The titles of some recent/ current theses are: IDP Self-Protection Mechanisms as the way forward for IDP Protection & Assistance, The Role of Identity in Intra-State River Water Conflicts, Disaster risk reduction and normative frameworks, Governance in Irish NGOs, The role of private enterprises in post-war reconstruction processes, Exploring enabling factors of adolescent resilience to flooding. More details about UCD CHA's research profile can be found at: <http://www.ucd.ie/cha/research/>

Collaboration: The CHA is based in the School of Agriculture and Food Science and also draws on the expertise of Schools and Institutes across UCD, including the School of Politics and International Relations (SPIRe), the School of Sociology, the Clinton Institute for American Studies, the School of Law, the School of Environmental Science, the School of Education and Lifelong Learning, and the School of Business. The CHA also has formal links with a network of universities worldwide through the NOHA network and with Makerere University, Uganda, Fordham University, USA, and Jadavpur University, India. The CHA has strong links with international organisations and agencies and non-governmental organisations including the International Committee of the Red Cross, Concern Worldwide, Plan Ireland, UNHCR, German Red Cross, Irish Aid, the Irish Red Cross, GOAL, Partnership in Learning, and Link Community Development. More Details are available at: <http://www.ucd.ie/cha/aboutus/>

8.6.3 Practical Information

a. Accommodation

UCD Residences: Each year UCD Residences welcomes 3,000 students and staff to the Halls and Apartments during the academic term, and thousands of visitors to Dublin and conference delegates who are looking for quality and reasonably priced accommodation during the summer months. UCD Residences offer a range of different accommodation options to UCD students, staff and summer guests.

Accommodation Office
University College Dublin
Belfield, Dublin 4, IRELAND

Tel: +353 1 716 1031
Fax: +353 1 716 1154
Email: residences@ucd.ie

Student Accommodation varies from halls type accommodation (Blackrock & Muckcross) which consists of a single room, shared kitchen and bathroom facilities, to apartment living with 3-4 single rooms, a shared kitchen and bathroom & shower room (Belgrove & Merville), to our ensuite apartments (Glenomena, Proby & Roebuck Hall) and catered accommodation with breakfast and dinner provided (Roebuck Castle & Muckcross). Depending on whether the student is an incoming CAO student, a continuing UCD student or an international student there are different dates and procedures which are relevant to booking a room with UCD Residences.

[UCDaccommodationpad.ie](http://www.ucdaccommodationpad.ie): [ucdaccommodationpad.ie](http://www.ucdaccommodationpad.ie) is the official UCD student accommodation search engine. It lets students search for student houses, student homes, housing, flats and lodgings in Dublin and Ireland. University College Dublin offers the [ucdaccommodationpad.ie](http://www.ucdaccommodationpad.ie) site in good faith and as a courtesy to both students and local landlords. It is a third party website and UCD bears no responsibility whatsoever for the content of it. Please find more information on the following link: <http://www.ucdaccommodationpad.ie/Accommodation>

8.7 Studying in Uppsala

Uppsala is an old city with strong academic and cultural traditions. It lies just 70 kilometres north of Stockholm (40 minutes by train) and is only 30 kilometres away from the international airport, Stockholm Arlanda. The fourth largest city in Sweden, Uppsala was once an important trading centre to the Vikings, and is today characterised by its university, castle and cathedral, which is the largest in the North. Uppsala's river, green areas, and cycle paths combine to make a relaxed and pleasant living environment.

Uppsala Commune: <http://www.uppsala.se/sv/Uppsalase/English-startpage/>
Uppsala Tourist Office: <http://www.destinationupsala.se/en/>

8.7.1 The University

Be curious and fascinated by everything

- Carl Linnaeus, father of taxonomy and Professor at Uppsala University).



Founded in 1477, Uppsala is Sweden's first university. The university has a strong profile in international research. With nine faculties and over 50 departments, it hosts around 40 000 students and 2 400 Ph.D. students, and is one of the top universities in the world according to major rankings. The MA programme in International Humanitarian Action is hosted at the Faculty of Theology, which is the university's oldest faculty. Uppsala's international home page: <http://www.uu.se/en/>.

On the "New Students" page – <http://www.uu.se/en/students/new-students> – you will find a wealth of information on getting settled in Uppsala, including an International Student Guide (see bottom of the page).

8.7.2 The Department

International Humanitarian Action has been based at the Department of Theology since the programme's introduction in 1997. Experts from different disciplines – such as Theology, Anthropology, Public Health, Law, Geopolitics, Peace and Conflict and Geographical Information Systems – take part in the programme, which runs over four semesters.

Students are also welcome to participate in the many open lectures and seminars organised throughout the year by the likes of the Uppsala Forum for Peace, Democracy and Justice and the Uppsala Association of International Affairs. Uppsala's main calendar of events in English: <http://www.kalendarium.uu.se/?languageId=1>.

Classes are held on the English Park Campus. The Campus is situated next to the Botanic Gardens and has its own cafeteria, Matikum (website: <http://www.engelskaparken.uu.se/?languageId=1>).

8.7.3 Practical Information

Uppsala University has a net of supporting services for students. Please see <http://www.uu.se/en/students/support-and-services/>.

The Student Union and student clubs, or Nations, have a long tradition of providing practical services and support for students. They are also cultural and social centres. For more, see <http://www.uu.se/en/students/student-life/>.

Students receive an IT account giving access to e-mail, the wireless network and Student Portal: <http://uadm.uu.se/it/student/UpUnet-S/Introduction>. Printing and copying are done using the student's access card. More information here: <http://www.korint.uu.se/>.

Uppsala University has the oldest research library in Sweden, which was founded in 1620. The oldest works are housed at Carolina Rediviva, which includes the famous Silver Bible from the 6th century, musical notations made by Mozart, medieval manuscripts and Olaus Magnus' Carta Marina, printed in 1539. In total, the university's libraries possess some 5.2 million books and serial publications as well as over 400 000 electronic books and almost 20 000 electronic magazines. For more information, see <http://www.ub.uu.se/?languageId=1>.

Basic Swedish language courses are available both prior to and during the academic year: <http://www.nordiska.uu.se/Education/svenska/basic/intensive-basic-swedish/?languageId=1>. If you want tips on English, you can consult the Language Workshop: <http://www.sprakverkstaden.uu.se/?languageId=1>.

In terms of accommodation, exchange and non-EU students can be offered a room for up to a year. There are a variety of locations to choose from. See <http://www.housingoffice.se/>.

Other students must find their own accommodation. There are a number of different housing options, including dormitory rooms, apartments and shared houses. To find accommodation, students are usually required to put their name in housing queues. In most cases, students will earn points based on the amount of time they have been registered. Housing links: <http://www.uu.se/en/admissions/housing-and-financing/housing-in-ppsala/>.

8.8 Studying in Warsaw

The University is located in the capital of Poland, one of the most dynamically developing European cities. Warsaw is the centre of political and economic life and has a lively social and cultural scene. It is climbing steadily in world rankings of the most attractive places to live; it is in the top fifty of the City Brand Index and ranks 19th in the UN prosperity ranking. Warsaw is also an unchallenged leader considering Poland's academic life: it is host to more than 200,000 students per year. Celebrating its 200th anniversary in 2016, the University of Warsaw is one of the oldest Polish colleges.

8.8.1 The University

Located in the capital of Poland, now just shy of its 200th birthday, University of Warsaw is the best and largest institution of higher education in Poland. Each year, the University provides education to approximately 55,000 students. Candidates are offered a broad range of courses in the fields of humanities, social sciences and natural sciences, as well as many interdisciplinary courses combining knowledge and skills of many disciplines. The leading concepts of the University's activity are the unity of teaching and research, and the harmonious development of all branches of knowledge represented in its curriculum. The University of Warsaw community includes 3,000 foreigners: students, doctoral students, employees and grantees of, among others, the Erasmus and Erasmus Mundus programmes. With respect to academic exchange, the University of Warsaw stands out not only in Poland, but also internationally, being one of the leaders of the European Commission ranking issued as part of its assessment of student exchanges at over 3,000 institutions of higher education in the entire Europe.



8.8.2 The Department

The Master Programme in Humanitarian Action is run jointly by the Faculty of Law and Administration and the Institute of International Relations, both offering their expertise in different aspects of the humanitarian action, in particular international law, civil protection and international security. Implementation of the Programme is supported by the Faculty of Management and the Medical University of Warsaw. NOHA University of Warsaw is closely cooperating with many stakeholders from the humanitarian sector in Poland, including Polish Humanitarian Action, Polish Red Cross and the Department of Development Co-operation of the Ministry of Foreign Affairs of the Republic of Poland.



8.8.3 Practical Information

a. Learning Polish

As part of the academic programme, the University of Warsaw offers all foreign students the possibility of enrolling on Polish Course for foreigners. It is run by the Center for Polish Language and Culture for Foreigners POLONICUM throughout the academic year. Apart from typical language classes, lecturers focus on the practical acquisition of the Polish language. Students participate in film screenings, multimedia programs acquainting them with Polish history and culture, as well as in ethnographic workshops. More information about POLONICUM offer:

<http://polonicum.uw.edu.pl/en/>

b. The campus

The classes take place at the University's historical main campus, located in the very heart of Warsaw and renowned for its splendid architecture. Its imposing buildings, some going back to the 17th century, are one of the city's main tourist attractions. The opening of the nearby University Library building, which took place at the very end of the millennium, marked a new chapter in the history of the University's architecture. New buildings, completed in the following years, are modern, functional and, moreover, architecturally interesting. The campus is very well linked with other parts of the city through the metro line and many bus routes passing just nearby. For the campus map see: <http://en.uw.edu.pl/wp-content/uploads/2014/08/map-main-campus.pdf>

c. Accommodation

Full-time as well as short-term UW students can apply for university accommodation. The number of places in university dormitories is limited and therefore accommodation is assigned on a „first come first served” basis. A place in a dormitory is assigned for a whole duration of studies at UW. Please note that most dormitories offer double rooms only – to be shared with one other student. Bathrooms and kitchens are also common.

Majority of the students decide to rent private accommodation – there is a plethora of options to choose from. Below see examples of the third-party accommodation search engines – University of Warsaw bears no responsibility whatsoever for their content.

<http://erasmusu.com/en/erasmus-warsaw/student-housing>
<http://www.easyrenting.pl/blog/category/erasmus-warsaw/>
<http://www.expatriates.com/classifieds/pol/housingavailable/>

d. Living costs

Compared to other parts of Europe, Poland is attractive in terms of living costs. Accommodation and public transport rates are very affordable. Cinemas, theatres, museums and many other places offer students concession rates. You need to remember to always have your student ID card on you.

- a place in a student residence hall: from 95 (double room) to 150 (single room) euro monthly (380-600 PLN)
- a single room in a private flat: from 200 euro monthly (from 800 PLN)
- a studio apartment: from 375 euro monthly (from 1500 PLN)
- a double hotel room: 35-100 euro per day (150-450 PLN)
- a monthly season ticket for all means of transport in Warsaw: normal 27 euro (110 PLN), half-rate (for students) 14 euro (55 PLN)
- a theatre ticket: 7-24 euro (30-100 PLN)
- a cinema ticket: 3-7 euro (12-30 PLN).

9 NOHA Directory

NOHA Universities offering the Masters programme		
Aix-Marseille Université (AMU), Aix-en-Provence, France		
NOHA Programme Institut d'Etudes Humanitaires Internationales Faculté de Droit et de Science Politique d'Aix-Marseille 3 avenue Robert Schuman 13628, Aix-en-Provence, Cedex 1, France Tel: 33442172591 Fax: +33442172843	Prof Dr Marie-José Domestici-Met, NOHA Director Email: marie.domesticimet@univ-amu.fr Tel.: +33 4 42 17 25 91 Fax: +33 4 42 17 28 43 Ms Rossitza Barakova, NOHA Coordinator Email: rossitza.barakova@univ-amu.fr Tel.: 04 42 17 25 91 Fax: 04 42 17 28 43	Website: http://formations.univ-amu.fr/PRDIE510.html
Rijksuniversiteit Groningen (RUG), Groningen, The Netherlands		
NOHA Programme Faculty of Arts – IOIB Oude Kijk in't Jatstraat 26 9712 EK Groningen The Netherlands Tel: +31 50 363 6065 / 7254 Fax: +31 50 363 7253 Email: noha@rug.nl	Prof Dr Joost Herman, NOHA Director & NOHA President Email: j.herman@rug.nl Tel.: +31 50 363 60 14 Fax: +31 50 363 7253 Ms Elena Herman Pletjugina, NOHA Coordinator Email: noha@rug.nl Tel: +31-50-3636065/7254 (secr.)	Website: www.rug.nl/masters/international-humanitarian-action Facebook: NOHA Groningen
Ruhr-Universität Bochum (RUB), Bochum, Germany		
NOHA Programme Institut für Friedenssicherungsrecht und humanitäres Völkerrecht (IFHV) "Bochumer Fenster" / Massenbergstr. 9-13b 44787 Bochum	Prof Hans-Joachim Heintze, NOHA Director Email: hans-joachim.heintze@rub.de Tel.: +49 234 32 27933 Fax: +49 234 32 14208 Ms Laura Hofmann, NOHA Coordinator Email: laura.hofmann@ruhr-uni-bochum.de Ms Katharina Behmer Academic coordinator Email: katharina.behmer@rub.de Tel: +49 234 32 28258	Website: www.ifhv.rub.de Facebook: Institute for International Law of Peace and Armed Conflict
Universidad de Deusto (UD), Bilbao, Spain		
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University College of Dublin (UCD), Dublin, Ireland		
NOHA Programme Center for Humanitarian Action School of Agriculture & Food Science Belfield, Dublin 4, Ireland Email: noha.dublin@ucd.ie Tel: +35317167608 Fax: +35317161140	Dr Sulagna Maitra, NOHA Director Email: sulagna.maitra@ucd.ie Tel: +353 (1) 716 7429 Skype: sulagna82 Ms Eimear Hannon, NOHA Coordinator Email: eimear.hannon@ucd.ie Tel: +353 (1) 716 7429	Website: http://cha.ucd.ie Facebook: UCD Centre for Humanitarian Action Twitter: @UcdCentreforHA
Université Catholique de Louvain (UCL), Louvain-la-Neuve, Belgium		
NOHA Programme Ecole de sciences politiques et sociales Place Montesquieu 1, Boite 2.08.03 B-1348, Louvain-la-Neuve, Belgium	Prof Catherine Gourbin, NOHA Director & NOHA General Secretary Email: catherine.gourbin@uclouvain.be Tel: +32 10 47 41 63 Fax: +32 10472736	Website: http://www.uclouvain.be/prog-2015-spri2m Twitter: @NOHA_UCL

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NOHA universities not offering the Masters programme		
Københavns Universitet (KU), Copenhagen, Denmark		
<p>Copenhagen School of Global Health Faculty Of Health Sciences Department of International Health, Immunology and Microbiology CSS, Building 9 Øster Farimagsgade 5, DK-1014 Copenhagen, Denmark Fax: +45 35327736</p>	<p>Prof Flemming Konradsen, NOHA Director Deputy Head of Department Email: flko@sund.ku.dk Tel: +45 353 27776</p> <p>Ms Mariel de Guia Britanico, NOHA Coordinator Email: elsab@sund.ku.dk</p>	<p>Website: http://globalhealth.ku.dk</p> <p>Facebook: Copenhagen School of Global Health</p> <p>Twitter: @CSGH_DK</p>
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