

**Doha Institute for  
Graduate Studies**  
**Location: Doha, Qatar**

*Version November 2022*

Third semester manual  
Joint Master's Programme in  
**International Humanitarian Action**

## **Regional specialisation**

Semester 3

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## **1. Third semester regional training learning outcomes**

In conformity with the learning outcomes set out by the NOHA network, by the end of the regional training, the student:

- 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 grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.
- Has highly specialized knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects."
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action.
- Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action."
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.
- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.
- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise."
- Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.
- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- 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.

## 2. Overview of semester offered to NOHA student

For Academic Calendar, Check:

<https://www.dohainstitute.edu.qa/EN/Academics/Pages/AcademicCalendar.aspx>

The participating students from NOHA universities will register as international students without scholarship at Doha Institute for Graduate Studies for academic semester (fall 2023 or spring 2024). Most of the courses are valued 3 credits. The students should select courses with the total of 12 credits from the course list below.

All courses except for the Post-war Reconstruction and Development and internship are taught in Arabic.

### Semester 3/2023 (Fall Semester)

The program core courses in fall semester:

Fall Semester			
Course Category	Course Title	Credit Hours	Course Code
Program Core Course	Understanding Conflict	3	CMHA610
Program Core Course	Ethical and Legal Aspects of Humanitarianism	3	CMHA611
Program Core Course	Research Seminar	3	CMHA618

Some of Program Elective course are available in fall semester, these courses may not be offered every year and there are possibilities that some changes may occur. For details, please check the Course Offerings to be released in April 2023.

Program Elective Courses			
Course Category	Course Title	Credit Hours	Course Code
Program Elective Course	Political Economy of Conflict	3	CMHA675
Program Elective Course	Field Study Visit	3	CMHA671
Program Elective Course	Understanding Arab Conflicts	3	CMHA667
Program Elective Course	State Fragility and State-Building	3	CMHA674

### Semester Spring Semester)

The program core courses in spring semester:

Spring Semester			
Course Category	Course Title	Credit Hours	Course Code
Program Core Course	Research Methods and Fieldwork Training	3	CMHA615
Program Core Course	Examining Humanitarian Policy and Practice	3	CMHA612
Program Core Course	Conflict Transformation and Peace Processes	3	CMHA613
Program Core Course	Post-war Reconstruction and Development	3	CMHA614

Some of Program Elective course are available in spring semester, these courses may not be offered every year and there are possibilities that some changes may occur. For details, please check the Course Offerings to be released in October 2023.

**Table 1: Program Elective Courses**

Course Category	Course Title	Credit Hours	Course Code
Program Elective Course	Political Economy of Conflict	3	CMHA675
Program Elective Course	Field Study Visit	3	CMHA671
Program Elective Course	Understanding Arab Conflicts	3	CMHA667
Program Elective Course	State Fragility and State-Building	3	CMHA674

During the Regional Training, the program will offer students the opportunity to engage with a wide range of subjects including conflict management and resolution, conflict transformation, humanitarianism, negotiation, mediation, state-building and reconstruction theories and practices from both regional and international perspectives.

These components produce an intense learning environment, which will ultimately enable the students to take that step from study to practice.

For more details, please check:

<https://www.dohainstitute.edu.qa/EN/Academics/SOSH/Programs/CMHA/Pages/default.aspx>

*\*Please note that there may be changes in the modules presented above according to revisions made by the partner university to adjust the curriculum to the future academic calendars.*

### 3. Introduction to the university

The Doha Institute for Graduate Studies (DI) was founded in Qatar in 2015 as a Doha-based independent institution of higher education. The Institute offers MA and PhD programs in two schools: the School of Social Sciences and Humanities and the School of Economics, Administration and Public Policy. The Institute adopts a student-centred approach to learning, promotes interdisciplinary research, and uses Arabic as the primary language of instruction, with fluency in English a requirement. DI aims to graduate researchers and practitioners who can advance knowledge and better the human condition, while upholding the highest scientific, professional, and ethical standards. It provides advanced leadership-focused training that emphasizes the competencies necessary to satisfy the region's needs in sustainable development and intellectual advancement. The Institute upholds the guiding principles of academic freedom and emphasizes the values of integrity and professionalism.

For more details: <https://www.dohainstitute.edu.qa/EN/Pages/default.aspx>

### 4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
Doha Institute for Graduate Studies School of Social Sciences and Humanities - Conflict Management and Humanitarian Action Program	Dr. Ghassan ElKahlout <a href="mailto:gelkahlout@dohainstitute.edu.qa">gelkahlout@dohainstitute.edu.qa</a>	Dr. Ibrahim Khatib <a href="mailto:ikhatib@dohainstitute.edu.qa">ikhatib@dohainstitute.edu.qa</a>	Rasheed Alhomam <a href="mailto:rasheed.alhomam@dohainstitute.edu.qa">rasheed.alhomam@dohainstitute.edu.qa</a>

## 5. Course descriptions

### 5.1. CMHA610 Understanding Conflict (in Arabic)

The course has four main objectives:

- Understanding conflict as a social phenomenon by discussing concepts, models, mechanisms, and theoretical frameworks that control its emergence, development, and settlement through various stages, whether at the societal or international level.
- The ability to use this understanding by analyzing international conflicts and giving a reading of the reality of the conflict, its parties, issues, and the path it takes.
- Determine the levels of intervention in international conflicts and define the opportunities and risks resulting from the intervention.
- A study of the understanding and applications of conflict analysis within the Arab and Islamic cultural context.

The course begins with presenting different definitions of conflict as a social phenomenon and the forms it takes through its stages of development and an attempt to find differences between multiple concepts of the phenomenon such as "difference", "conflict", "conflict" and "fighting", and then looking at what the scientific field aims to reach in dealing with the phenomenon Differentiate between different levels such as "conflict resolution", "conflict management", "conflict containment", "conflict mitigation" and "conflict transformation or reform".

In order to reach an accurate understanding of the international conflict and civil wars, the course focuses heavily on the causes and conditions that lead to its birth, as it uses many social theories that provide an explanation and interpretation of how international conflicts and civil wars erupt and develop through different stages, such as the theories of "basic human needs" and "relative deprivation." and "social identity," "frustration-aggression," and "imbalances." The course does not aim to teach students these theories and others, but to identify and criticize them and reach an understanding that is consistent with the cultural frameworks in which the conflict arises.

The course is interested in explaining the dynamics and processes that affect the development of the conflict and the change in its movement, such as (polarization, escalation, spiraling, intensification, fragmentation, entrapment, stereotyping). In addition, the behavior of the conflict parties and the strategies and tactics they use to achieve their goals (such as persuasive arguments, promises, threats, change, shaming, tit-for-tat, ingratiating, violence, non-violence) will be identified.

A main objective of the course is to use the theoretical understanding of conflict in the applied side of Arab and international conflicts, where theories and concepts of conflict will be used in understanding international conflicts such as Syria, Yemen, Chechnya, Afghanistan, Darfur, Eritrea-Ethiopia, Bosnia, Rwanda, Colombia, Nagorno-Karabakh and others. Understanding international conflicts and their development will form the basic basis for students to start thinking about drawing intervention and mediation strategies aimed at influencing various conflicts towards organizing, containing or settling them. Understanding international conflicts and their development mechanisms in this course will help achieve a set of the following educational objectives.

The course will cover a set of concepts that are essential to understanding the outbreak and development of conflict as well as its settlement, such as "Conflict and the Environment", "Conflict and Gender", "Conflict and Media", "Conflict and Religion", "Conflict and Ethics". The ethical aspects of conflict will be present in most of the concepts that the course will discuss during the semester.

Finally, it will focus on understanding the conflict within the Arab and Islamic historical framework. International conflicts and the mechanisms of their development, management and settlement are issues that are not new to Arab civilization, but rather their roots extend back to ancient times. Therefore, there is a huge amount of knowledge and lessons learned in Arab history to develop our understanding today about the issues and causes of international conflicts and ways to deal with them. Perhaps the addition in this course to the huge amount of Arab knowledge about the study of international conflicts is the classification and classification of parts of knowledge within a specialized academic scientific field that is not widespread in the reality of Arab higher education today.

## **5.2. CMHA611 Ethical and Legal Aspects of Humanitarianism (in Arabic)**

This course focuses on understanding the main legal and ethical dimensions on which the contemporary human model is based. The first part sheds light on the ethical dimension, explaining the basic principles and values that led the directions of contemporary human thought and practice. This will be supported by studying and implementing humanitarian principles in different contexts. Moreover, the course aims to increase students' awareness of the role of political forces, power relations, and the international donor community in the humanitarian system. This includes issues such as the right to protection (R2P), military intervention and military-civilian relations. In addition, the legal segment will highlight the international body of legal norms and conventions, the agreements that regulate the participation of states and non-state actors in violent conflicts and wars in order to pave the way for humanitarian action and protection. In this course, students study International Humanitarian Law (IHL), International Human Rights Law (IHRL) and International Refugee Law, as well as applications in conflict and humanitarian action. Case studies of genocide and crimes against humanity such as Rwanda, Bosnia and Herzegovina and Kosovo will also be discussed and presented. The course aims to enable students to develop an-in-depth knowledge and broad understanding of concepts, theories, case studies, controversies and debates related to the ethical and legal frameworks of humanity, focusing on stimulating critical thinking on issues of humanitarian action. The course aims to provide an opportunity for students to enhance their research skills in a subject, particularly through writing a number of short papers/reports and a research paper. Students are expected to actively participate in class and share their own research through regular and well-structured presentations.

The course has four main objectives:

- Promoting the idea that law and ethics are an important pillar of humanitarian action.
- Introducing students to international laws and principles related to protection and assistance, such as international humanitarian law, the Universal Declaration of Human Rights, the Geneva Conventions, the Hague Conventions, and various protocols such as the Dar es Salaam Declaration and the Kampala Convention.
- Shedding light on the common values between Islamic law and international humanitarian law.
- The adequacy and effectiveness of current international law to protect and assist civilians during war and current standards such as the Responsibility to Protect (R2P).

## **5.3. CMHA615 Research Methods and Fieldwork Training (in Arabic)**

This course introduces students to vital theoretical and practical skills for conducting social research with a particular focus on research instruments for conflict and humanitarian studies. The course relies on multi-disciplinary approach to understanding and utilizing major methodological tools to investigate complex phenomena in situations of conflict, post-conflict, and complex humanitarian emergencies. In addition, the course considers essential ethical issues such as political and ideological biases and power-relations involved throughout the different phases, processes, and trajectories of research. Critical and creative thinking will be emphasized as well as the principles of inclusiveness, participation, and contextual analysis.

The overall objective of the course is to equip graduate students with theoretical understanding and action-oriented methods to conduct social research. Students will be able to understand the logic and flow of research from conceptualization to design and to implementation and subsequently to write clear and concise research proposals and reports. Students are expected to acquire sound knowledge and skills of how to apply research principles and methods in conflict situations in order enhance students' capacities in producing their final dissertations.

## **5.4. CMHA612 Examining Humanitarian Policy and Practice (in Arabic)**

The Examining Humanitarian Policy and Practice course aims to provide students with an interdisciplinary introduction to the processes, events and policy debates shaping responses to war-related humanitarian crises, including emergency interventions in situations of ongoing-armed conflict, and post-conflict recovery. It enables students to make independent, critical and constructive contributions to the study and the implementation of humanitarian activities. In so doing, the course offers the opportunity to:

- Analyze and discuss the various contexts of humanitarian action (including wars, complex emergencies, and natural disasters).
- Examine different approaches to humanitarian responses, debating the idea that affected communities are the first humanitarian responders.

- Become familiar with various guidelines in humanitarian response, as they have a direct impact on humanitarian operations.
- Examine the constraints under which aid agencies, donors and governments operate.
- Study examples of humanitarian responses with a particular focus on the Middle East offering insights into the complexity of local realities in afflicted regions.
- Acquire practical skills necessary to work in humanitarian response.
- Provide the student with empirical data, methods and theoretical perspectives based on contemporary research relevant to the humanitarian field.
- Gain appreciation of Islamic/Arab historical foundations for the many strands and types of contemporary humanitarianism.

#### **5.5. CMHA613 Conflict Transformation and Peace Processes (in Arabic)**

This course examines the basic processes for conflict prevention, management, containment, resolution, or transition in a global context. The course discusses theoretical assumptions about social conflict such as: are conflicts solvable or at least manageable, should humanity seek permanent solutions to non-violent conflicts in the first place, and if so under what conditions. The course also presents related concepts, models, and structures necessary to understand the mechanism of the process of resolving international conflicts within one country (intra and interstate conflicts). Therefore, it discusses solution paths such as peace processes, peace agreements, negotiation, mediation, national dialogue, transitional justice, and societal reconciliations. The course allocates enough time for the applied dimension of studying conflict transformation. Negotiation roles are represented in the classroom, mediation sessions are simulated, and problem-solving workshops are also given as homework. In addition to the above, the course examines the possibilities of applying conflict resolution processes to actual conflicts such as conflict prevention in Macedonia, peace processes in Northern Ireland and Syria, mediation in Bosnia, negotiations in Palestine, military intervention in Kosovo, international intervention in Libya, and peacekeeping in the Republic of Democratic Republic of the Congo and Bosnia, transitional justice in Iraq and Liberia, reconciliation in South Africa, and the Truth and Equity Commission in Morocco. The case studies are selected to reflect different types of protracted conflict resolution such as protracted solutions, successful resolutions, and internationally mediated solutions.

The ultimate goal of the course is for students to graduate as "conflict experts" who will benefit from global conflict experiences in the resolution processes in which they are involved. The comparative approach to global conflict resolution processes will be the main approach used to achieve this goal.

#### **5.6. CMHA614 Post-war Reconstruction and Development (in English)**

This course is designed to explore the dilemmas associated with phases of transition from war to sustainable peace and stability, starting from early recovery and progressing through state-building, reconstruction, and good governance. The aftermath of wars brings with it a set of reconstruction challenges including, but not limited to stabilization; holding elections and advancing political settlement; financing reconstruction; rebuilding settlements and the return of refugees and internally displaced populations; reforming services including education and health system; developing local capacity for good governance; and building new sustainable economies. Each one of these tasks requires a multi-level approach and the involvement of various internal and external parties to effectively respond to the challenges associated with it. Competing theoretical and applied perspectives will be presented on all these key issues, asserting different priorities in post-war recovery, for example the debate around when reconstruction start should be considered, which offers contrasting views on the relative importance of early recovery action and investment. The main takeaway of this course is an emphasis on the developmental nature of reconstruction and the importance for it to be inclusive and participatory to succeed. The course aims to:

- Develop critical perspectives that challenge traditional views and aim to allow students to understand the complex nature of the post-war recovery process.
- Develop an understanding of how to respond to these challenges in varying cultural, political and economic contexts.

- Survey the main concepts, theories, and approaches in the literature on stabilization and post-conflict reconstruction.
- Address several the key issues that frame the debate over effective post-conflict reconstruction: the trade-off between peace and justice; the trade-off between stability and inclusive participation; the tension affecting civil-military relations; dealing with the legacy of protracted humanitarian relief; and monitoring and evaluation.
- Reflect throughout on several historical and contemporary reconstruction case studies, such as: Post WW2 reconstruction of Europe, Iraq, Kosovo, El Salvador, Cambodia, Afghanistan, Bosnia, Yemen, Libya, and Lebanon. Lessons learned, best practices, and success stories are particularly important for this course.

#### **5.6. CMHA674 State Fragility and State-Building (in Arabic)**

This course examines the causes and consequences of state fragility and the various challenges facing state-building processes. Particular attention is paid to state-building and fragility in the Arab Middle East as part of global south and postcolonial state formation.

The purpose of the course is to equip students with a comparative understanding of the complex causes, characteristics, and dynamics of state fragility and its cross-cutting relations to the international, regional and local system. The course is based on multidisciplinary and comparative approaches, relying on political sociology, political economy, international relations and conflict and peace studies.

Throughout the course, students will develop an-in-depth and critical knowledge of multiple issues surrounding state fragility and failure. Thus, students are expected to comprehend a set of concepts, theories, case studies, controversies and debates that are of great significance to the state's structures, functions and relations which define its position in global politics and power relations. At the final stage of the course, we will organize three working groups to survey and study selected case studies from the Arab world.

#### **5.7. CMHA672 Internship (in English)**

This course provides male and female students with an opportunity to learn the reality of working in the areas of conflict resolution, humanitarian work and reconstruction, and to gain direct experience in them. It provides male and female students with the opportunity to learn from senior professionals in the sector and to network with actors in the humanitarian and development sectors. Thus, male, and female students become more able to apply their studies with complete skill in their subsequent work after their graduation. The training, which lasts for eight weeks, makes it possible to put into practice what the students have accumulated from the theoretical basis in the lessons. This training period provides them with an understanding of the practical difficulties that they face during practice, as well as the opportunities that are available to them, and begins to prepare them through an organized process for the final transition from study to application in this sector. The course is important, especially for students who do not have previous work experience.

The internship may be in Doha or abroad with nationally and internationally recognized organizations, preferably accompanied by a pre-agreed internship plan.

The course instructor provides directions for selecting internship opportunities based on his academic and scientific experience and network of relationships, but the final responsibility for determining and preparing for training rests with the student. After an initial introduction, the student is expected to contact the host institution directly as part of the formative nature of the course, provided that male and female students obtain official approval for training in the institution from the course professor and program director before starting the training period.

#### **5.8. CMHA675 Political Economy of Conflict (in Arabic)**

This course provides students with fresh perspective on the political economy approaches to conflict and peace. The analysis of conflict causes, dynamics, and transition to peace from a political economy perspective has become of great significance to comprehending the complex and subtle realities of war and peace in the contemporary world. Thus, this course questions the multifaceted interaction of politics, economics, and the social structures in determining the nature of conflict, and the extent to which transnational actors and networks contribute to conflict perpetuation and/or termination. In addition, the course surveys contemporary approaches that explain the transformation of war economies, including issues of globalization, resources and environmental problems, inequality and underdevelopment, multinational corporations and illicit networks and transnational organized crimes. An

important update to the course will highlight the relationship between global political economy, conflicts, and the pandemics with a particular focus on the recent coronavirus spread. Throughout the course, students will develop an-in-depth knowledge and a broad understanding of these issues, particularly through embarking on concepts, theories, case studies, controversies, and debates. At the final stage of the course, we will organize three working groups to survey and study selected case studies from the Arab world. The course encourages students to think critically beyond the conventional theoretical interpretations of war and conflict.

### **5.9. CMHA671 Field Study Visit (in Arabic)**

This course aims to enable students to see closely through a visit to the field in countries that have gone through violent conflicts to understand the situation on the ground in its social, political, economic and humanitarian framework, through networking between conceptual frameworks, scientific topics and scientific approaches that were studied in the program and try to employ them in the field.

The course begins with presenting conceptual, procedural, and ethical frameworks for understanding the field visit and how to conduct it. It also introduces the tools required to conduct a field visit for social science research, which allow students to build outputs through which they understand research problems that were addressed during the study and examine them in their natural context. The course will also focus on two central research ideas from the reality of the country to be visited, so that theoretical understanding intertwines with reality on the ground. Topics will be selected in a way that intersects with what has been studied in the topics of understanding conflicts, conflict transformation and peacemaking, challenges of humanitarian action in conflict areas, reconstruction While in the field visit itself, the student will meet with researchers, decision-makers, different parties to the conflict, and visit some places related to the manifestations of the conflict such as displacement or asylum camps, as well as research organizations, humanitarian and international, that have a role in the conflict in this country. Upon return, the student will present the outputs of what he studied in a critical manner that addresses the theoretical and practical aspects in an integrative manner.

## **6. Practical information**

### **6.1. Campus**

The campus also offers social, retail, and leisure spaces, featuring a restaurant and sports facilities, student clubs and spaces for prayer. The Student Center is a multi-function space for the use of DI students and includes the student lounge and student society offices. A gym is also located on the campus and includes a three-lane 25-meter lap pool, a squash court, a tennis court, a multi-purpose room for fitness classes, and an equipment room for weight training and cardiovascular machines. The DI campus has a variety of dining options including a cafeteria serving breakfast, lunch, and dinner, as well as a café that is open all day and has both indoor and outdoor seating. Other facilities are also provided such as a health clinic, grocery store, bookstore, and children's nursery.

#### **Residences:**

Housing for both faculty and students is located on campus in order to foster an academic community both inside and outside the classroom. Further, the DI Guest House hosts visiting professors for short-term stays as well as workshop attendees. In addition to the guest suites, it has a business center, lounge and dining room.

#### **Outdoor Spaces:**

The campus was designed to integrate indoor and outdoor spaces through the placement of buildings, landscaping, and shading devices. Faculty, staff, and students are encouraged to make use of this space for outdoor activities including film screenings, discussions, art displays and social occasions. A large central garden is conceived as a transition space between the teaching and residential components of the campus. It is intricately landscaped and arranged to allow for outdoor assembly events such as the graduation and award ceremonies, which would involve temporary stages, audio and lighting, and possible shading structures.

For more detail, check: <https://www.dohainstitute.edu.qa/EN/Campus/Pages/Campus-Life.aspx>

### **6.2. VISA**

Doha Institute will support accepted applicant to obtain entry visa to Qatar.

### **6.3. Estimated expenses per month**

For mor details about life in Qatar, please check: <https://hukoomi.gov.qa/en/article/life-in-qatar>

### **6.4. Internship options**

The Program provides male and female students with an opportunity to learn the reality of working in the areas of conflict resolution, humanitarian work and reconstruction, and to gain direct experience in them. It provides male and female students with the opportunity to learn from senior professionals in the sector and to network with actors in the humanitarian and development sectors. Thus, male, and female students become more able to apply their studies with complete skill in their subsequent work after their graduation. The training, which lasts for eight weeks, makes it possible to put into practice what the students have accumulated from the theoretical basis in the lessons. This training period provides them with an understanding of the practical difficulties that they face during practice, as well as the opportunities that are available to them, and begins to prepare them through an organized process for the final transition from study to application in this sector. The course is important, especially for students who do not have previous work experience.

The internship will be in recognized organizations, preferably accompanied by a pre-agreed internship plan. The internship instructor provides directions for selecting internship opportunities based on his academic and scientific experience and network of relationships, but the final responsibility for determining and preparing for training rests with the student. After an initial introduction, the student is expected to contact the host institution directly as part of the formative nature of the course, provided that male and female students obtain official approval for training in the institution from the course professor and program director before starting the training period.

## **6.5. Useful links**

About Doha Institute for Graduate Studies, please check :

<https://www.dohainstitute.edu.qa/EN/Pages/Default.aspx>

About life in Qatar, please check :

[https://www.dohainstitute.edu.qa/EN/Campus/Pages/Life\\_in\\_Qatar.aspx](https://www.dohainstitute.edu.qa/EN/Campus/Pages/Life_in_Qatar.aspx)

<https://hukoomi.gov.qa/en/article/life-in-qatar>

<https://hukoomi.gov.qa/en/article/visiting-qatar>