

**University of Makeni
(UniMak)**

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

Regional specialisation

Semester 3

14/11/2022



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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 specialised 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

Semester 09/10/2023-TBC

Students will be required to take two compulsory modules and one optional module on the Sustainable Development programme and complete an internship. Each module is worth 3 credit hours, in-class teaching, class preparation and the internship equate to 750 working hours. The assessment for all modules, excluding the placement, comprises of continuous assessment (worth 30% of the total grade) and examination (worth 70% of the total grade). The nature of these assessments will be communicated with students at the beginning of the semester.

Compulsory modules		
Module	Credit hours	Student working hours
1. Project Planning	3	120
2. Dissertation Research	3	120
3. Placement	10	390

Optional Modules (select one)		
1. Rural and Urban Development	3	120
2. Economic Systems (global, national and local institutions)	3	120
3. Natural Resource Management	3	120
4. Politics and Governance in Africa	3	120

**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.*

During the Regional Training, students are expected to:

- Experience humanitarian action in the regional context.
- Analyse the relation between humanitarian action and peacebuilding and conflict resolution as well as,
- Design research on humanitarian action in the region.

3. Introduction to the University of Makeni

Our Vision

We aspire to be a world class University with excellence in education, research and public engagement where sustainable peace and social justice transcend boundaries.

Our Mission

Informed by the Catholic social teachings, to promote sustainable human, social, political and economic development in Sierra Leone and Africa as a whole, which also respects the environment so that its resources are used for the benefit of all.

Strategic Plan 2016–2020

Our strategy focuses on nine areas:

- ✓ Fostering academic innovation
- ✓ Enriching student experience
- ✓ Strengthening enrolment
- ✓ Supporting research excellence
- ✓ Developing outstanding human resources

- ✓ Sustaining campus renewal
- ✓ Ensuring financial stability
- ✓ Engaging our community

UniMak is a private Catholic university in Sierra Leone. It was fully accredited by the Tertiary Education Commission in 2009. The Catholic Diocese of Makeni is the proprietor, and the Chancellor is Bishop Natale Paganelli.

UniMak has made great efforts to develop academic programmes that are rooted in the everyday reality of contemporary Africa. Currently, there are seven faculties: Agriculture and Food Sciences; Commerce and Management; Education; Social Sciences and Law; Mass Communication and Computer Science; Philosophy and Humanities and Religious Studies. Presently there are 17 Departments and seven Directorates with over 3500 students and 122 teaching staff.

Nurturing job creators (not job seekers) who are responsible citizens in a democratic society, has always been a UniMak goal. Nevertheless, UniMak recognises that employability is an important tertiary education outcome since not everybody can succeed as an entrepreneur. UniMak's stance resonates with the African Union's 'Continental Education Strategy for Africa' which highlights the need for education that meets 'the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development at the national, sub-regional and continental levels' (African Union, 2016:21).

Raising engaged citizens who can contribute to sustainable development in diverse ways, requires academic innovation by designing and revising programmes that keep abreast of global and national trends. UniMak's first postgraduate programme, a Masters (MA) in Sustainable Development (launched in 2010) was to address the problems of sustainable development in Sierra Leone at the time when the Millennium Development Goals (MDGs) were ongoing.

Reflecting the goal of nurturing job creators, UniMak's second postgraduate programme, the Global MBA in Impact Entrepreneurship (initially run in partnership with the ALTIS Postgraduate School of Business and Society, the Università Cattolica del Sacro Cuore, Milan, Italy) trains entrepreneurs.

This Global MBA in Impact Entrepreneurship is built around participants' business ideas; to which they apply the knowledge and tools they learn during the programme to successfully launch a new and impactful business venture.

About the Postgraduate School

The Postgraduate School initiates, coordinates and supervises all postgraduate programmes conducted by the university in consultation with the respective Faculty Deans. Within the School, the highest decision-making body is the Postgraduate Board (PGB) where all major decisions about the school are initiated and recommended to Senate.

The Postgraduate School's goal is to ensure that UniMak research is recognised for its excellence and impact and that it delivers substantial benefits to national and global sustainable development and to Unimak's mission and priorities.

Thus, the School aims to provide an academic research environment that:

- a. Generates verifiable data to fill gaps in knowledge, test theory and to inform evidence-based policy and decision-making in Sierra Leone and beyond.
- b. Build scholars' capacity to conduct and communicate academic research

4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
The University of Makeni (UniMak) PO Box 01 Azzolini Highway Makeni Norther Province Sierra Leone	Vice Chancellor Rev Fr Prof Joseph A. Turay +23276670769 joetu137@gmail.com	Deputy Dean of the School of Postgraduate Studies Dr Jess Jones +23279681881 jessjonesunimak@gmail.com	Sustainable Development Coordinator Mr Ibrahim Barrie +23279201291 ibarrie44@gmail.com

5. Course descriptions

5.1. Project Planning

Content

The course's goal is to familiarize you with the fundamental tools, strategies, and methodologies of project planning and management so you may learn how to utilize them successfully to carry out projects and finish them successfully to the satisfaction of the client. The project phases of feasibility, conceptualization, development, execution, and completion are covered in the course, along with the Strategy phases (Vision and Mission). The nine project management knowledge areas of integration management, scope management, cost management, time management, quality management, communication management, risk management, procurement management, and human resource management are all covered in this course. Stakeholder management is sometimes considered to be the tenth knowledge area. Additionally, it describes the project life cycle and investigates how to apply the knowledge domains and build project networks using for sustainable development.

5.2. Dissertation Research

Content

In this module students will be encouraged to build on and use the research and writing skills they have learned in the PG Reading, Writing and Research skills and Research Design modules. Students will be taken through the stages of developing a research project and writing a dissertation. By the end of the course students will have identified a research problem, whether theoretical or empirical, developed a research aim and objectives and developed a sound research objective. Students will use their reading and analysis skills to conduct and write a literature review. Students will develop an appropriate research methodology for their topic. In developing their methodology, students will be asked to think about the research design, target population, sample size and procedures, data collection tools, method(s) of data analysis, ethical considerations and challenges and mitigation strategies and justify these in relation to the topic of study. The module will also teach students how to present different types of data and compare and contrast their findings with the findings of other writers. Students will also be taught how to summarize their findings, draw conclusions, and make recommendations based on the findings of their study. This module is designed to equip students with the necessary skills to conduct their research project and write their dissertation.

5.3. Rural and Urban Development

Content

This module looks at the distinction and interconnectivity between rural and urban development. The module starts by defining rural development, urban development and urbanization and continues by exploring topics including livelihoods and sustainable livelihoods and what these look like in rural and urban contexts.

In this module students will explore different rates of development in their various forms, including economic, sociocultural, and political and the myriad factors that influence rural and urban development. These factors include gender issues, approaches to rural and urban development, agricultural methods, organisations involved, energy and technology, global warming, migration, natural disasters, public health pandemics, food security, education, nutrition/primary health care and culture. These different aspects of rural development are brought to light by comparing different rural contexts, both within Sierra Leone and across the world.

5.4 Economic Systems (Global, national and local institutions)

Content

The goal of the course is to analyse global economic systems, such as global trade, capital flows, and the monetary systems, and to discuss the global economic order that supports these systems from both historical and theoretical perspectives drawing on a framework of sustainable development. The course uses theoretical and empirical analyses to examine how the international economic systems have changed, as well as how these changes have affected the economies around the world.

5.4 Natural Resource Management

Content

Sustainability is one of the most significant paradigm shifts in environmental and resource management thinking and action. Natural resource management emphasizes practical and long-term solutions from a social, economic, and environmental standpoint. Students will learn the ecological principles, policies, and practices needed for a sustainable future in four themes centred on natural resource management and conservation in this course. The course provides an introduction to historical and current conservation, conservation economics and ethics, and ecology principles needed to make sound decisions. Students will also learn about soil and soil conservation, and how to apply this knowledge to rangeland management. Furthermore, the course will delve into topics like forest ecology, wildlife management, and species extinction. The course will also look at water ecosystems and water quality, as well as how climate change affects natural resources.

5.5 Politics and Governance in Africa

Content

African politics in the present and historical patterns of state development are covered in this module. While some generalization is necessary when studying African politics, during this course every effort will be made to avoid overgeneralizing about the decolonization process, the period of independence, and important political changes in the post-cold war era.

The following topics will be covered in this module: national political structures, global health issues, migration, climate change, poverty, and inequality, as well as the role and effects of non-state actors on politics and public policy, such as transnational corporations, terrorist networks, and non-governmental organizations.

6 Practical information/Información práctica

6.1 Accommodation

Student accommodation will be provided by the University of Makeni. International student accommodation is available on campus and consists of single sex shared dormitories with their own bathroom. Breakfast lunch and dinner are available from the University Canteen for a reasonable price.

6.2 VISA

A single-entry visa is required to enter Sierra Leone, for non-ECOWAS citizens, this can be organised by the university ahead of time or bought on arrival for US \$80.00. A residency permit then needs to be organised within the first month of being in the country. This residency permit can be obtained through the university and the cost of this is approximately US \$50.00. In addition to this, US \$25.00 must be paid upon entry and exit from the airport in security charges (www.securipass.sl). All travels to Sierra Leone are also required to fill in the online vaccination form when traveling to and from the country (<https://travel.gov.sl/>).

6.3 Estimated expenses per month

Below we offer approximate costs for daily expenses. Please be aware that these are the costs at the time of writing, and these may change depending on the exchange and inflation rate. All costs have been converted into UD dollars but are charged in leones.

Public transport around Makeni: US \$1.00
Public transport from Makeni to Freetown: \$10.00
Small bottle of water: \$0.30
Large bottle of water: \$.0.60
Soft drink: \$0.60
Local small beer: \$0.70
Local large beer: \$1.00
Imported beer: \$1.20
Plate of rice: \$2.00
Western food: \$5.00

6.4 Internship options

Students will be expected to intern with an organisation for the duration of their stay. It is expected that students will intern Monday to Thursday and take classes on Friday and Saturday. Students will be encouraged to select an internship related to their area of interest.

Available internships centre around the university's development priorities including education, public health, agriculture, poverty alleviation and inclusion and equality. Students will be able to choose internship from a range of organisations working on issues related to these priorities, including (but not limited to): teaching placements at the University of Makeni, Holy Spirit Hospital, Loretta Clinic, St Joseph's Hearing-Impaired School, Lion Poultry and Caritas Makeni.

6.5 AOB

Students should follow the recommended health and safety guidance at the time of traveling to Sierra Leone.

The most popular means of public transport is motorbike, it is therefore recommended that students should bring with them or plan to buy on arrival a motorbike helmet for their safety.