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

Regional specialisation
Semester 3

Universitas Gadjah
Mada
Location: Yogyakarta,
Indonesia

version November 2018

noha
NETWORK ON
HUMANITARIAN ACTION

NB: THE NOHA-UGM CAPACITY GROUP IS AT THIS MOMENT
REVIEWING ITS EXPERIENCES WITH THE FIRST NOHA
STUDENT COHORT 2017-2019; POSSIBLE CHANGES /
ADDITIONS MAY BE FORTHCOMING

Table of content

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 3/2018-20   1 Aug 2019– 19 Dec 2019

- 6 modules (including the obligatory modules)   30 ECTS

Indonesian courses value at 2 credits, 2 Indonesian credits equal approx. 5 ECTS. UGM opens a number of different modules (different master programmes) to incoming students, each with different number of courses available, from which NOHA students are to select:

All courses will be taught in English language. The modules offered are:

No.	Name
1.	Humanitarian Action in the Indonesian Context (obligatory course)
2.	Humanitarian Diplomacy: Principles and Practices in South East Asia (elective course)
3.	Humanitarian Logistics and Supply Chain Management (obligatory course)
4.	International Humanitarian Law in South East Asia (elective course)
5.	Cross-cultural Psychopathology and Intervention (elective course)
5.	Religion, Violence and Peace Building (elective course)
6.	Geo-information for Geospatial Planning and Disaster Risk Management (elective course)
7.	Public Health module delivered by the WHO and UGM staff (to be confirmed)
8.	Internship with a local humanitarian organization or participation in a community development project
9.	Gender and Humanitarian Action (to be confirmed)

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

Universitas Gadjah Mada (internationally known as Gadjah Mada University; Abbreviation: UGM) is an Indonesian public '*ivy league*' research university located in Yogyakarta, Indonesia. Founded on December 19, 1949, UGM is the oldest and largest institution of higher learning in Indonesia. UGM is located in Yogyakarta, Indonesia, covers around 360 acre of land, and comprises of as many as 18 faculties, 68 undergraduate study programs, 23 diploma study programs, 104 master and specialist study program, and 43 Doctorate study programs. It has approximately 55,000 students, 1,187 foreign students and 2,500 faculty members currently. Universitas Gadjah Mada has been considered to be one of the most prestigious universities in Indonesia.

The Special Region of Yogyakarta of where UGM is located, is one of the smallest provinces in Indonesia and has been widely known as a centre of Javanese culture as well as a centre of learning. It has 3,400,000 inhabitants, 511,000 of whom reside in the city of Yogyakarta. Its designation as a centre of learning is marked by the existence of 120 state and private tertiary educational institutions, with a student population of over 300,000.

One important feature of Yogyakarta is the fact that it is one of the most disaster-prone areas in Indonesia. In 2006, Yogyakarta was hit by an earthquake of a considerable magnitude, causing thousands of deaths and leaving many more homeless. Situated in such area, it is no wonder that UGM is one of the few universities in Indonesia, if not the only one, that offers various programs related with disaster and humanitarian issues. In addition to various humanitarian-related courses offered in almost all faculties in UGM, there are also a number of study centres that focus on developing the study of humanitarian action, most notably are the Program on Humanitarian Action and Pusat Studi Bencana Alam (Natural Disaster Study Centre). UGM also offers at least 2 Master Program related with the humanitarian field, namely Master on Disaster Management,

which belongs to UGM's Post-graduate School and Master in Global Humanitarian Diplomacy, which belongs to the the Department of International Relations.

4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
Universitas Gadjah Mada (Indonesia) Department of International Relations Faculty of Social and Political Sciences Yogyakarta 55281 Indonesia https://ugm.ac.id/	**Mr Muhadi Sugiono** Tel/fax: +62 274 563362 Email: msugiono@gadjahmada.edu or msugiono@ugm.ac.id Website: msugiono.staff.ugm.ac.id	**Mr Muhadi Sugiono** Tel/fax: +62 274 563362 Email: msugiono@gadjahmada.edu or msugiono@ugm.ac.id Website: msugiono.staff.ugm.ac.id	For questions regarding university affairs, student exchange and questions regarding living as a student in Yogyakarta: **Ms Mirza Amilia Hasan, S.IP** pc.europe-middle.east@ugm.ac.id Program Coordinator for Europe and Middle East Office of International Affairs Tel: +62 274 6491927 / 274 552810 Fax: +62 274 552810 www.ugm.ac.id	www.oia.ugm.ac.id Visiting and mailing address: Office of International Affairs Universitas Gadjah Mada Main Building, 2nd Floor, South Wing Bulaksumur, Daerah Istimewa Yogyakarta, 55281 INDONESIA

5. Detailed courses descriptions

The precise course descriptions of the obligatory module *Humanitarian action in the Indonesian context* and the elective module *Gender and humanitarian action* are still to be delivered on short notice.

5.1. Humanitarian Diplomacy: from Perspectives to Practices

Module coordinator: Muhadi Sugiono

Lecturers: tbc

5.1.1. General course description

The world today witnesses an ever-increasing commitment toward humanitarian values, proven by the growth in the number of humanitarian organizations and group of people dedicated to address humanitarian issues. Nevertheless, some parts of the world are still far from being a good place to live for human being. People in places like East Africa and Syria have been suffering the consequences of wars and violence, while others in South and Southeast Asia are haunted by the threat of natural disaster. These humanitarian tragedies can no longer be considered as domestic problem of each state. Humanitarian crises triggered by man-made or natural disaster have shown the need of global solidarity in order to meet the solution.

International Migration Review elaborates four logics behind the engagement of countries into humanitarian values: 1) Humanitarian issues reflect the standards of civilization; 2) Humanitarian issues can threaten domestic and international order; 3) Multilateral forums are the legitimate means to handle these issues; 4) Multilateral organization provides burden-sharing mechanisms (Barnett p. 250). Consequently, humanitarian diplomacy is increasingly becoming an important part of international diplomatic agenda.

Indonesian President Spokesperson, Teuku Faizasyah, claimed that humanitarian diplomacy is a 'flagship' for Indonesian foreign policy (Minutes of Meeting at the Department of International Relations UGM March 2012). 'Flagship Enterprise' reflects active participation and significant contribution from Indonesia to increase its role in humanitarian action. Indonesian vision to raise its roles on humanitarian action relies on its current participation on peacekeeping operation, conflict resolution and disaster management.

Humanitarian diplomacy itself is understood as 'persuading decision makers and opinion leaders to act, at all times, in the interests of vulnerable people, and with full respect for fundamental humanitarian principles' (IFRC: Humanitarian Diplomacy). However, as Phillippe Regnier noted, humanitarian diplomacy as a concept still suffers from imprecision and unclear operational application (Regnier 2011). Such deficiency makes those who wish to engage in humanitarian diplomacy unable to determine the scope of action and, therefore, the strategies to achieve humanitarian objectives.

This problem calls for a more robust academic framework on humanitarian action and diplomacy. Program on Humanitarian Action (POHA), Department of International Relations, UGM would answer this call by emphasizing its course under the theme 'Humanitarian Diplomacy'.

5.1.2. Main themes

List of courses available:
Politics of Humanitarian Action *[5 ECTS]*

This course explores the political dimensions of humanitarian action and its implications to humanitarian principles. It discusses how elements of power relations interact with discourse and practices around saving lives, the alleviation of suffering, and the protection of human dignity. Power relations matter in the way particular humanitarian crisis is constructed and is being transformed at various scales by various actors. At the same time, the implications of humanitaria n action to the reproduction of power will also be discussed.

Management of Humanitarian Action *[5 ECTS]*

This course intends to present the complexity of humanitarian action as well as project cycle management within the humanitarian sector. From a humanitarian diplomacy point of view, awareness of the managerial context in which humanitarian action its taking place is crucial to addressing humanitarian crisis. How actors deliberately deal with the prospective implications of humanitarian projects, therefore, will be examined further using cases from Indonesia, Southeast Asia and other regions. In order to anticipate the problems of coordination, further study on the managerial aspects of humanitarian enterprise turns to be an essential element. Included in the course is how to assess local situation as a basis of designing project cycle management and improve communication skills.

Disaster and Development *[5 ECTS]*

This course offers an exploration of the nexus between disaster and development in global humanitarian diplomacy. Rather than being a natural phenomenon, disaster comprises of complex interactions between various forms of hazards and social system. The formation and transformation of disaster and its relations to development as the context in which power relations evolve will be discussed at length. Cases are taken from various regions, including the experience of managing disaster and development in the Southeast Asia and other respective regions.

5.1.3.   Learning outcomes

- Critical understanding of the political dimensions of humanitarian action and its implications to humanitarian principles from a regional perspective.
- Specialised knowledge and understanding of elements of power relations and how they interact with discourse and practices around saving lives, the alleviation of suffering, and the protection of human dignity.
- The ability to understand the way in which particular humanitarian crises in the region are constructed and being transformed at various levels by various actors.
- Expertise concerning the implications of humanitarian action in relation to the reproduction of power in the regional constellation.

5.1.4.   Teaching & learning methodology

Lectures and seminars
Class presentations and discussions
Critical review of primary and secondary sources, such as ASEAN policy documents and regional journals

5.1.5.   Assessment methods and criteria

The grading components are as follows:
1. Class participation: 30 %
2. Paper: 30 %
3. Final exam: 40 %

Module coordinator: Muhadi Sugiono and Juhri Iwan Agriawan

Credits awarded: 5 ECTS

5.2.1. General course description

Humanitarian supply chain management (SCM) is defined by the IFRC as 'acquiring and delivering requested supplies and services at the places and times they are needed, whilst ensuring best value for money; in the immediate aftermath of any [type of] disaster or reconstruction situation, including items that are vital for survival, such as food, water, temporary shelter and medicine'. Humanitarian Logistics is part and parcel of the wider humanitarian SCM. Recent research has shown a need for multi-dimensional understanding of humanitarian SCM. Both from a technical perspective (logistics, information gathering, warehousing, pre-positioning, transportation, distribution) as well as from a strategic perspective (decision making, co-ordination, inter-organisational co-operation, public-private partnerships, and contribution to long-term recovery through knowledge transfer) conceptualisation and field-sustained research has been conducted for the benefit of producing deeper knowledge of global humanitarian SCM. With an estimated 22 billion USD spent in 2013 on humanitarian aid (GHA report 2014; calculations based on both public as well as private spending) in response to natural disasters and complex emergencies one can easily see the need for professional and efficient humanitarian SCM, which is involved in 80% of all relief activities.

Asia and South-East Asia over the past decade have become increasingly prone to especially natural disasters. Be it because of climate change, man-made interference with nature or 'simple' geological circumstances, more frequently hazards have materialized into disasters, affecting the lives of millions and demanding increasing national and international humanitarian response. Indonesia is certainly an example in kind. From Tsunami's to earthquakes, landslides, volcano eruptions and flooding, the vulnerability of the Indonesian population is quite high. Over the past decade international humanitarian aid to Indonesia amounted to 242 million USD annually on average, leaving aside the sizeable amounts the Indonesian government spent on disaster response, risk reduction and preparedness. Given the size of the country, the state of its infrastructure and therefore issues of accessibility, proper attention to humanitarian logistics has been of prime importance. An interesting development here is the growing role of ASEAN´s AHA Centre, the coordinating centre for humanitarian assistance on disaster management. Located in Jakarta, the AHA Centre progressively facilitates co-operation and co-ordination among the parties involved in disaster situations, and promotes regional collaboration with relevant United Nations and international organizations. Especially in the field of humanitarian logistics ASEAN´s AHA Centre has rapidly become a factor of influence over the past years.

5.2.2. Main themes

- Theories and concepts of humanitarian logistics and supply chain management
- Regional perspectives on humanitarian logistics and supply chain management: the role of ASEAN
- Public-private partnerships of humanitarian logistics and supply chain management from a regional perspective
- Practices of humanitarian logistics and supply chain management in South East Asia

5.2.3. Learning outcomes

- Critical understanding of contemporary global and regional concepts of on humanitarian logistics and supply chain management

- Knowledge on and understanding of public-private partnerships in humanitarian logistics and supply chain management in South East Asia
- Ability to apply concepts of humanitarian logistics and supply chain management on post-disaster situations in South-East Asia

5.2.4. Teaching & learning methodology

This course takes the shape of an intensive week's interactive training seminar with obligatory preparatory readings and obligatory end report.

5.2.5. Assessment methods and criteria

Participation in interactive training seminar 50%
Obligatory preparatory work and end-report 50%

5.3. International Humanitarian Law in South East Asia

Module coordinator:	Dr Heribertus Jaka Triyana, SH., LLM., MA
Lecturers:	1. Heribertus Jaka Triyana (coordinator)
	2. Sri Wiyanti Eddyono
	3. Ibrahim Hanif
Credits awarded:	5 ECTS

5.3.1. General course description

The course on International Human rights and humanitarian laws in South East Asia deals with the theory and new development of human rights as well as humanitarian law approaches, instruments on the protection of human rights and fundamental freedoms and their mechanisms on humanitarian assistance, protection of civilian in time of armed conflicts and or emergency situations. It starts with a historically and theoretically introduction with regard to the development of the protection of human rights and humanitarian law since 1945 in South-East Asian countries. The course focuses on the fundamental freedoms as contained in several basic instruments and its development: the International Covenant on Civil and Political Rights, Economic and Social Cultural Rights, the The Hague Regulations 1907, the Geneva Conventions of 1949 and their two Additional Protocols and specific instrument relates to vulnerable groups (women, children and disability in peace and conflict). The course also discusses the link between international mechanism of human rights and humanitarian law and regional mechanism on human rights such as as European, African and Asia contexts. It is followed by the discussion on case studies for deepening knowledge on the implementation of human rights and humanitarian law instruments and its mechanism dealing with issues of humanitarian issues, such as disaster, humanitarian reliefs, drought and other humanitarian crisis due to armed conflicts and/or human rights abuses Further, subjects are the minimum standard of international human rights and humanitarian laws applied to aliens and humanitarian law in armed conflicts and the interconnection with the protection of vulnerable groups in peace and conflict in south east Asian countries, such as in Indonesia, Myanmar, Cambodia and the Philippines.

5.3.2. Main themes

This course aims to provide a broader knowledge of the theory relates to international human rights and humanitarian matters and its instruments and mechanism to students. More specifically, this course let the student find out various paradigms, perspectives, and also approaches to deal with international human rights and humanitarian matters with specific attention to certain

marginalized, vulnerable and minority groups during humanitarian crises, armed conflicts and disaster. The course also is designed to encourage student to critical analyse the applicability of Human Rights and humanitarian instruments and mechanism in south east Asian countries with Indonesia as the reference in terms of its legal and political systems.

Week 1. Introduction, scope of study, definitions and basic principles in Human rights and humanitarian law
Week 2. International Human Rights and humanitarian laws instruments: the linkage and interdependency between human rights and humanitarian laws in their scope, areas and applications with specific attention to their patterns, tendencies and best practices in the fields of public emergency.
Week 3. Specific instruments on Human Rights and humanitarian law for protection vulnerable groups and specific contexts, such as marginalized and vulnerable groups such as civilian, women and children in time of armed conflicts and disaster situation in south east Asian countries.
Week 4: International Human Rights mechanism and regional mechanism and their relevance to humanitarian issues in south east Asian Countries, such as protected objects, famine, illegal human trafficking, ransom and gross violations of human rights.
Week 5. Human Rights principle in the Indonesian Constitution and The National Human Rights Norm and Mechanism: Ratifications or adaption of International mechanism into National Law, case study in the Indonesian legal system.
Week 6. Cross Cutting issues human rights and humanitarian and law in the Indonesian legal system (1): Sollen vs. Sein; Legal bias; Legal overlap; Legal vacuum; and possible Legal conflict.
Week 7. National responses in terms of law, policy, program and actions toward humanitarian and human rights abuses in south east Asian countries;
Week 8. The best practices principle for the implementation of the ASEAN Agreement of the Disaster Emergency Responses;
Week 9. The evaluation on the implementation of the Civil, Political Rights: Torture, death penalty and religious and faith for religious and race minority, i.e. persecution, free movement of non-state actors in several south east Asian countries
Week 10 The evaluation on the implementation of Economic, social and cultural Rights in Indonesia; natural resources conflict, housing, health and education as international standards for humanitarian issues and/or humanitarian problems.
Week 11. Cross cutting issues human rights and law in the Indonesian legal system (2), i.e. Gender inequality, the rights of the child, and terrorism and humanitarian crises in south east Asian countries.
Week 12. The evaluation on the implementation of CEDAW in peace, conflict and post conflict in Indonesia, Thailand, the Philippines and Myanmar.

5.3.3. Teaching & learning methodology

The issues discussed in this course purposely aims to provide fair adjustment for students not only knowledge in human rights and humanitarian laws, but also skills related to the analysis of international human rights and humanitarian law, the implementation of its instruments and its problems in south east Asian countries. Thus, the method of the course will be dynamic, not only by lecturing class, but also discussions on PBL (problem based learning) approach.

5.3.4. Assessment methods and criteria

Overall there will be 12 weeks of topic discussions in this course. Attendance list will be circulated in every meeting. Student with less than 75 % attendances would be disqualified from the course and therefore are not entitled to be graded.

Assessment
The grading components are as follows:
1.   Class participation   30 %

2.   Discussion paper   30 %
3.   Mid-term / Final exam 40 %

5.4. Cross-cultural psychopathology and intervention

Module coordinator: Prof Kwartarini Wahyu Yuniarti, M.Med.Sc., Ph.D

Lecturers: tbc

Credits awarded: 5 ECTS

5.4.1.   General course description

The course covers issues on cross cultural forms or manifestation of psychopathology and its intervention across cultures. The features of the issues are local-bounded. The student will learn issues on psychopathology, including disaster related symptoms, from different countries with different intervention. This will stimulate the awareness of cultural roles in understanding contextual perspective on psychopathology and intervention across cultures. Students will also learn that cultural context cannot be ignored, and the fact that problems need to be seen from multi perspective to get a comprehensive understanding of it.

5.4.2.   Main themes

• Cultural and cross-cultural Psychology
• Culture and Mental Health
• Indigenous and cross-cultural Psychopathology
• Cross cultural intervention to psychopathology

5.4.3.   Learning outcomes

• Critical understanding of psychopathology and intervention across cultures
• Understanding of and capacity in cultural psychology

5.4.4.   Teaching & learning methodology

• In class teaching
• Exploring the evidence of psychopathology and intervention across cultures
• Class presentation and discussion
• Critical review of journals on related topics

5.4.5.   Assessment methods and criteria

• Mastery of the knowledge
• Attractiveness of technique presentation
• Creative and critical skills in case analysis

5.5. Religion, violence and peace building

Module coordinator:	Dr M. Iqbal Ahnaf and Dr. Samsul Maarif
Venue & hours:	For more details see: https://drive.google.com/file/d/0BwyE7NCpraRrNG5zRHV6R2tweHc/view

5.5.1. General course description

CRCS was established in 2000. The initial idea was to start a place for learning and research focused on religious studies, based in reflection on Indonesian religious lives. CRCS is the only academic program focusing on religious studies at a non-religiously affiliated university in Indonesia. The vision of the Center is to promote the development of a democratic, multicultural, and just society in Indonesia by establishing a center of excellence on religious studies with a good reputation in the region.

CRCS offers a master's program in the academic study of religion, in which students representing all the major faith traditions of the world study and learn about from one another with teachers coming from different religious and cultural backgrounds, and in the process, learn about religion in its many expressions. The study program employs critical analysis of various methods and theories employed by scholars in their attempt to explain and account for the phenomena that fall under the label of religion.

5.5.2. Main themes

Religious and cross-cultural studies mean studying religion(s) in different cultural contexts. Religious and cultural differences are considered as popular expressions shaping and shaped by local historical and sociological processes. Such an approach is considered important for its academic significance as well as for the future of the multicultural society in Indonesia. The Indonesian context has shown that religious and ethnic identities are often inseparable. These hybrid identities are the consequence of the interplay of history and cultural context.

Clusters of study: The clusters of study offered at CRCS are not mutually exclusive tracks of courses that students have to choose, but indicate groups of courses that the Center offers to reflect the orientation and strength of our curriculum and research development. At present, the Center's focus revolves around three main clusters:
   a. Inter-religious Relations (IRR);
   b. Religion and Local Culture (RLC); and
   c. Religion and Contemporary Issues (RCI).
These three clusters are reflected in the courses offered (each worth 5 ECTS).

1. Core Courses
• World Religions
• Advanced Study of Religion
• Academic Study of Religion
• Theories of Religion and Society
• Indigenous Religions
• Inter-Religious Dialogue: Theories and Practices
• Research Methods of Religious Studies
• Academic English

2. Elective Courses
• Violence and Peace in Religions
• Inter-religious Study of Mysticism
• World Religions and Local Culture
• Religion and Environment
• Religion, Science and Technology
• Religion and Gender
• Religion, State and Civil Society
• Religious Education
• Religion and Globalization
• Special Topics in Religion

5.5.3. Learning outcomes

- Critical understanding of the religious dimensions of intercultural differences from a regional perspective.
- Specialised knowledge and understanding of religion and communication and their role in conflict mitigation and conflict resolution
- Specialised knowledge and understanding on the role of religion on gender in society from a regional perspective
- The ability to understand the way in which religion and intercultural communication plays a role in environmental protection and disaster management.

5.5.4. Teaching & learning methodology

Research Methods in Religious Studies aims not just to introduce students to methodological techniques, but to engage them in critically analyzing those techniques in terms of the historical development of social scientific research, and in relation to ethical considerations. This class seeks not just to teach methodology, but to think about how methodological choices reflect certain trends theoretical thought, shape the character of given research project, and interact with cultural contexts.

5.5.5. Assessment methods and criteria

There are five components of work that determine a student's successful class performance, namely: (1) class attendance, (2) weekly response, (3) presentation (4) midterm exam or assignment and (5) final paper/exam. Every lecturer has varying credits upon each evaluation component. Each lecturer has authority to define which component is considered most important; however students must attend at least 75 % of class to ensure passing that class

5.6. Geo-Information for Spatial Planning and Disaster Risk Management

Module coordinator:	Prof T.F. Fathani & Prof. Sudibyakyo
Lecturers:	tbc.
Period:	Third semester, only courses from Core module (August–January)

5.6.1. General course description

The ITC and UGM jointly execute the M.Sc programme in Geoinformation for Spatial Planning and Disaster Risk Management which supported by Bappenas (National Agency for National Development Planning) since 2006. At UGM, this programme is conducted by the Faculty of Geography together with Graduate School.   In ITC, there are two bodies responsible for the monitoring of the quality assurance, the Scientific Council (SC) and the Academic Board (AB). At UGM, this is the Scientific Board and Quality Assurance Office at University and Faculty level.

5.6.2. Main themes

The aim is to develop academic and professional skills in collecting, analyzing, and managing geo-information for hazard, vulnerability and risk analysis, disaster mitigation, disaster preparedness, response, rehabilitation and reconstruction.

The Master's of Disaster Management is designed for the implementation of the Hyogo Framework for Action, providing trained professionals who are capable of working in the private sector, NGOs, or governmental offices in the fields of Disaster Mitigation, Risk Reduction, Post

Disaster Response, as well as Recovery and Rehabilitation. This master's program consists of 44 credits that can be completed over the course of 18 months. The Master's of Disaster Management provides three concentrations: Disaster Preparedness and Mitigation, Disaster Emergency Management, and Disaster Rehabilitation and Reconstruction.

Courses for all concentrations:	Modules for Disaster Preparedness and Mitigation
• Policy and Institutional Systems of Disaster Management • Remote Sensing and GIS for Disaster Risk Management • Hazards Assessment • Risk Management • Multi-Hazard Risk Assessment • Development Planning with Mainstreaming on Disaster Risk Reduction • Hazards Monitoring and Early Warning Systems • Environmental Management • Sociological of Disasters and Community Development	• Applied Geoscienece • Principles of Planning • Advanced Risk Management • Regional Economic Resources • Advanced Multi-hazard Analysis • GIS Data Inventory for Spatial Planning (studio) • Watershed Management or Modelling on Disaster Risk Management • Disaster Risk Information Systems
Courses for Disaster Emergency Management	**Rehabilitation and Reconstruction Interest**
• Organizations on Disaster Emergency Response • Evacuation and Victim Management • Management of Logistics • Sanitation and Public Health • Infrastructure Management for Disaster Recovery and Reconstruction • Mental Health and Community Resilience • Communication and Information Management • Practical Project (studio)	• Damage and Loss Assessment (DaLA) • Post Disaster Need Assessment (PDNA) • Physical Infrastructure Recovery • Socio-Economic Recovery • Victim Rehabilitation • Environmental Rehabilitation

5.6.3. Learning outcomes

• Critical understanding of the characteristics and processes of hazard and disaster
• Critical understanding of various components of DM and geo-information requirements
• Ability to prepare a spatial database for element at risk and hazardous processes
• Ability to apply RS techniques for collecting information for hazard evaluation and monitoring
• Ability to apply GIS techniques for hazard and risk modeling; to use remote sensing and existing databases for disaster impact assessment
• Analytical skill to apply the information of hazard and risk maps in land use planning and reconstruction planning; analytical skill to apply the geo-information component in the early warning systems
• Ability to contribute in development of spatial database infrastructure for disaster management
• Ability to develop local disaster information systems with community participation

5.6.4. Teaching & learning methodology

a. Students are expected to collect the assignment collectively to the program secretary in the hardcopy and accompany with additional description as follow:
    i. Student name and lecturer name who give the assignment
    ii. Type of assignment (IA or GA)
    iii. Lecturer name
b. Every assignment collection, student expected to sign the list of assignment compilation.
c. Assignment collecting also using the Blackboard.
d. Assignment collecting can also using the email facility to the lecturer, with the cc or carbon copy to the program coordinator and expected to collect the hardcopy of the assignment.

5.6.5. Assessment methods and criteria

Exam   : 40%
Individual Assignment   : 20%
Group Assignment   : 25%
Supervised Practicum + Unsupervised : 15%

5.7. Public health programme delivered by the WHO and UGM staff (to be confirmed)

5.7.1. General course description

The content of this possible elective module still needs to be confirmed. This will be done in January 2019

5.8. Internship or Community Service / Community Development Project

Module coordinator: tbc

Lecturers: tbc

Credits awarded: 5 ECTS

5.8.1. General course description

Student Community Services – Community Empowerment Learning (SCS - CEL) is compulsory course for UGM's undergraduate students and on offer to overseas undergraduate students to join-participation as a free choice and on the chance of credit transfer. SCS-CEL UGM program initiated at 1971 and improved by the days. The objective of this course is particularly to raise the student's empathy and care for poor and environmental problems as well as economy and social issues. This course run based on the principles of co-creation, co-finance, win-win solution, sustainability and flexibility. SCS-CEL is conducted by research based program and using multidisciplinary approached method.

5.8.2. Main themes

Participation in community empowering activities, including a program designed specially for NOHA and its students. Learning about the ways of life in communities and their coping mechanisms by getting a chance to live with the guest families in rural areas. Getting involved in the activities concerning disaster risk reduction (for example flooding mitigation mechanisms in villages near rivers), observe resilience and coping mechanism (for example in the villages suffered from volcano eruptions etc.

5.8.3. Learning outcomes

After participation in community service or internship by organisation students should develop following competences:
• To become familiar with the HA work field in rural communities
• To be aware of cross cultural differences and be able to bring his/her input by participation in community empowering activities, including program design and implementation in order to solve the problems of local community (themes are varied according to local needs
• To be determined one's own ambition in relation to the HA work field.

- To be able to demonstrate the capacity to work in accordance with the demands of the HA work field in the region.
- To be capable of applying theoretical knowledge in practical situations.
- To be capable to function satisfactorily in an intercultural team in a professional HA setting.
- To be able to identify personal learning goals and identify contributions to these goals and is capable to self-reflect and assess personal strengths and weaknesses.

5.8.4. Teaching & learning methodology

Operationally, students have to:
- participate in community empowering activities, including program design and implementation in order to solve the problems of local community (themes are varied according to local needs);
- participate in social and cultural exchange;
- involve with the community doing what they normally do in a village and learn about the rural life;
- introduce new culture (especially origin cultures of foreign student) to the community; and
- submit the report of activities during SCS-CEL program to The Directorate of Community Services – UGM.

5.8.5. Assessment methods and criteria

Participant's grade will be based on field participation in the program. The success of the program is indicated by the output and outcome that ensuring the improvement sustainability. Also, it is important to have completed the making a report (daily and final report) for each participant so that can prove intelligently participate in the programs. Directorate of Community Services UGM could provide certificate of participation after submitting the report in collaboration with OIA and Center of Innovation In Higher Education of Gadjah Mada University. Credit will be given based on activity duration and report.

5.1. Gender and humanitarian action (to be confirmed)

5.1.1. General course description

The content of this possible elective module still needs to be confirmed. This will be done in January 2019.

6. Academic and student facilities

Students can enjoy all academic and student facilities based upon their registration in UGM. Please check out https://ugm.ac.id/en/kemahasiswaan

7. Practical information

7.1. Accommodation

This program does not provide students with accommodation but UGM will assist students in finding accommodation if necessary. Please consult first with our staffs at the admission affairs. In general, international students stay in private accommodations around UGM campus or in accommodation managed by UGM.

7.1.1. Student dormitories

There are no student dormitories available for international students.

7.1.2. Private accommodation

Yogyakarta offers very affordable private accommodation. There are several places online where it is helpful to start searching or asking. UGM will assist you in looking for accommodation on demand.

7.2. Living costs

Living Costs Living cost in Yogyakarta is relatively cheaper than other big cities in Indonesia. A student may spend IDR 1,500,000 – 3,000,000 per month (approximately USD 120 – 230 month) for meals, clothing, and daily expenses; exclude accomodation.

7.3. Visas

UGM / OIA will be in charge of arranging visa and students will receive a visa permit through selected embassies of the Republic of Indonesia. Based upon experiences with the first third semester NOHA cohort 2017-2019 procedures have been reviewed, revamped and tightened.

All NOHA students must be nominated by NOHA Coordinator by 15 February 2019 and NOHA must send all documents of application by 28 February 2019. Considering the visa application process in Indonesia, it is mandatory for students to submit all completed application documents before the deadline. The deadline is strict as the process can take 5 (five) months if everything is as per plan.

THE REQUIREMENTS
1. Admission Form (find it enclosed)
2. Guarantor for Financial Support (find it enclosed)
3. Personal Statement (find it enclosed)
4. Curriculum Vitae (resume, personal data)
5. Copy of Passport (color scanned)
6. The passport must be valid for the period of study in Indonesia at least 24 months.
7. Copy of Passport Cover (color scanned)
8. Recommendation letter/nomination letter from home institution
9. Copy of academic records and diplomas
10. Good health statement from applicant's doctor
11. 4 passport-sizes photographs Each student has to send each documents in separate files (in PDF format), instead of putting them together in one file. For example, Admission Forms for one file, Passport Copy for one file, Academic Transcripts for one file, etc.

PROCESS AND PROCEDURE

a. OIA receives complete application documents from candidates.

b. OIA forward necessary documents to the relevant faculty/school (based on students' study plan) for the selection process.

c. Faculty/school conducts selection process and come out with the result within around one month by issuing an approval letter.

d. OIA process a Letter of Offer (LO) which explains further steps to take, including any fees and payment involved. Students need to follow steps stated in the LO.

e. Once OIA has received a proof of payment, OIA applies for Study Permit to the Ministry of Resarch, Technology, and Higher Education in Jakarta. The process may take up to two months.

f. Once Study Permit is completed and received by OIA, it will be used for requesting a visa authorization (Telex Visa) in the Directorate of Immigration in Jakarta, Indonesia. Onced granted, Telex Visa will be sent to UGM and also relevant Indonesian Embassy or Consulate General where the student has indicated to apply his/her visa from.

g. OIA also sends Study Permit and Telex Visa to each student through email and each student will need to bring the two documents to the Indonesian Embassy or Consulate 5 General to appy for visa. Please be advised, the official name of the visa is VITAS.

h. It is worth noting, once again, that the process of visa application may take five months to complete, provided that everything is as per plan. Failure in meeting any deadline of the process will lead to failure in securing visa. Please note that OIA UGM is in the position to assist students but not to take full control of the process. The process is complex and involves many officials and institutions outside the university (Ministry of Research, Technology and Higher Education; Directorate of Immigration in Jakarta, and Local Immigration Office in Yogyakarta). Hence, OIA is not in the position to guarantee the success of the process.

IMPORTANT NOTES ON VISA APPLICATION FOR STUDENTS

a. The visa that you have to apply is VITAS (single entry visa) valid for 6 months, unless there is other arrangement. You will arrive in Indonesia with this visa.

b. As soon as you have arrived at UGM (Indonesia) the VITAS visa needs to be converted to ITAS (Limited Stay Permit with Multiple Exit Re-Entry Permit/MERP).

c. All of the administrative process for ITAS upon arrival will be done through the OIA UGM, an office of international affairs at the university level, not the one at the faculty/school level.

d. Please be advised that the Student Service Fee that you have paid covers the study permit, telex visa, ITAS and MERP. Multiple Exit Re-Entry Permit (MERP) is another benefit for you so you can enter and exit Indonesia any time.

e. It is very important to note that while OIA is the one assisting you with the application of Study Permit and Telex Visa, you are the one who must apply for visa through any Indonesian Embassy or Consulate General that you have chosen. The Telex Visa is valid for only 2 (two) months, so you have to apply for the visa as soon as you have received it. Please contact the Embassy or Consulate General to know the details of the process. Please be advised that procedure might vary from one Embassy or Consulate General to another.

f. Once the VISA is issued, you may book a flight to Indonesia and must inform us your arrival date through email admission@ugm.ac.id so we can arrange an airport transfer for you in Yogyakarta (Adi Sutjipto Airport).

g. It is written on your VITAS that you have only 30 days to report to the local Immigration Office as soon as you have arrived in Yogyakarta. This process is to convert your VITAS into ITAS and this is MANDATORY! Without this, your VITAS will expire in 30 days after your arrival and it means you will stay in the country illegally.

h. For the above purpose, you have to visit OIA (Address: Bulaksumur F12-13, UGM Campus, Sleman, D. I Yogyakarta, Indonesia – Google Maps: http://bit.ly/OIAUGM). At OIA, you have to complete required documents with the assistance of OIA's team. After the completion of all documents, OIA will help you deliver your documents to the local Immigration Office in Yogyakarta.

i. Before you visit OIA for the above purpose, you must prepare: i. Passport (1 original and 3 copies) ii. Passport-sized (3x4 cm) photo (8 pieces)

j. Please be advised that the process of converting your VITAS into ITAS will take time and during the process your passports will be kept at the Immigration Office for 3-4 weeks. OIA will collect the passports from the Immigration Office after the process is done and inform you to pick the passport up at OIA.

7.4. Application for UGM

Application is through NOHA-RUG Coordinator in the Netherlands and NOHA must nominate all candidates by 15 February 2019 by sending a list of candidates (name, email, and passport number) to the Office of International Affairs (OIA) of UGM. OIA UGM will send an application package to the NOHA Coordinator in one or two days after candidate nomination by NOHA. Following this, each student must send all of his/her completed application documents to OIA UGM by 28 February 2019 by email.