

University of Warsaw  
Location: Warsaw,  
Poland

*version November 2017*

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 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 3/2017-19

- 5 modules
- Internship

1 Oct 2018 – 31 Jan 2019

20 ECTS

10 ECTS

The University of Warsaw offers a regional specialisation (research track) in Eastern Europe. The programme includes the following courses:

No.	Name	ECTS
1.	Conflict and crises in Eastern Europe	4
2.	Economy & foreign policy of Eastern European countries	4
3.	EU Eastern Policy	4
4.	Food in Humanitarian Action – legal aspects	4
5.	Forensics in Humanitarian Action: simulation exercise	4
6.	Internship	10

*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

Located in the capital of Poland, University of Warsaw is the best and largest institution of higher education in Poland. Each year, the University provides education to approximately 55,000 students. Candidates are offered a broad range of courses in the fields of humanities, social sciences and natural sciences, as well as many interdisciplinary courses combining knowledge and skills of many disciplines. The leading concepts of the University's activity are the unity of teaching and research, and the harmonious development of all branches of knowledge represented in its curriculum. The University of Warsaw community includes 3,000 foreigners: students, doctoral students, employees and grantees of, among others, the Erasmus and Erasmus Mundus programmes.

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

## 4. Contact information

University contact details	Focal person	Academic coordinator	Student coordinator
<b>Uniwersytet Warszawski (Poland)</b> Faculty of Law and Administration Building of the former Information Center of the UW (CIUW), room 6 Krakowskie Przedmieście 26/28 00-927 Warsaw, Poland Email: <a href="mailto:noha@uw.edu.pl">noha@uw.edu.pl</a> Tel./fax: +48 22 55 24 367 Website: <a href="http://noha.uw.edu.pl/">http://noha.uw.edu.pl/</a>	<b>Dr Elzbieta Mikos-Skuza</b> NOHA Director Email: <a href="mailto:e.mikos-skuza@uw.edu.pl">e.mikos-skuza@uw.edu.pl</a>	<b>Dr Elzbieta Mikos-Skuza</b> NOHA Director Email: <a href="mailto:e.mikos-skuza@uw.edu.pl">e.mikos-skuza@uw.edu.pl</a>	<b>Ms Maria Roman</b> Programme Coordinator Tel: +48 22 55 24 367    +48 604 762 724 Email: <a href="mailto:m.roman@wpia.uw.edu.pl">m.roman@wpia.uw.edu.pl</a>

## 5. Detailed courses descriptions

### 5.1. Conflicts and crises in Eastern Europe

<b>Module coordinator/Lecturer:</b>	Dr Alicja Curanović e-mail: a.curanovic@uw.edu.pl
<b>Credits awarded:</b>	4 ECTS
<b>Type:</b>	Seminar

#### 5.1.1. General course description

The main objective of the module is to present the complexity of the main challenges to the regional security of Eastern Europe. The region's contemporary dynamics are analysed from the historic, socio-political, cultural and geopolitical perspectives. Recently solved (e.g. Bosnia and Herzegovina, Kosovo) as well as still frozen conflicts (e.g. Transnistria, Gorny Karabakh) are in focus of the module. The prospects for regional stability are evaluated with account of the existing tinderboxes (e.g). The aim of the module is to acquire knowledge and improve skills for regional expertise – crucial for organising humanitarian action in Eastern Europe.

#### 5.1.2. Main themes

1. Eastern, Central or Central-Eastern Europe: attempts to define the region
2. The legacy of the past in Central Europe: geopolitical dynamics of the region in the historic perspective
3. Central Europe in the post-Yalta global order
4. The fall of Yugoslavia: from the independence of Slovenia to the secession of Kosovo
5. The sources of instability in the peripheries: the Former Yugoslavian Republic of Macedonia and Albania
6. The crumbs of a fallen empire: Transnistria, Nagorno-Karabakh, South Ossetia, Abkhazia, the Russo-Georgian war (2008)
7. The harbinger of the new global order? The conflict in Ukraine
8. Looking for tinderboxes: the main challenges to the regional stability
9. Negotiations: the core concepts
10. Determinants of negotiations: psychology, ideology, culture (styles of negotiations)
11. Strategies, tactics, techniques of negotiations.
12. Simulation of negotiations: the case of Nagorno-Karabakh.

#### 5.1.3. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:

- specialised knowledge about genesis, dynamics and resolutions of conflicts in the region of Eastern Europe
- a critical understanding of incentives for tensions as well as cooperation in Eastern Europe. Has innovative expertise on current problems and challenges to the security in the region
- a thorough knowledge of historical, political, cultural and economical background of the processes in Eastern Europe
- ability to interpret and critically analyse data, information and experience concerning Eastern Europe. Shows high skills to contextualize the obtained data. Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for crisis and conflicts
- ability to formulate independent views in regard to Eastern Europe, support them with elaborate arguments, using a broad range of approaches and theoretical perspectives, formulate coherent conclusions and make a synthetic summary of these conclusions

- specialised problem-solving skills combining interdisciplinary knowledge and understanding of the complexity of the situation of crisis-affected people in Eastern Europe.

#### 5.1.4. Teaching & learning methodology

The programme of the module is divided into four stages. Stage I consists of weeks 1-3 which are introductory lectures on the historical dynamics of the region. This stage is concluded with a student task Symbols sometimes mean more than words. Each student is to choose a particular text of culture (a film, book, painting, poster etc.) which, in his/her opinion reflects well the characteristics features of Eastern/Central Europe. Each student prepares a max 7-minute long presentation.

Stage II (weeks 4-8) includes the analysis of conflicts which have taken place since the end of the cold war. Student task: in this stage each student chooses one conflict and prepares a presentation (oral form) on this particular case in accordance with the following scheme:

- time frame of the conflict
  - genesis of the conflict
  - final settlement or – in absence of such – a potential settlement of the conflict
- Max. 30-minute long presentation

Week 8 assumes discussing still existing potential for crises and conflicts in the region. This class will be organised as a student debate.

Stage III (weeks 9-11) combines theory with practices. Weeks 9-11 are dedicated to introductory lectures on basics of international negotiations. During Week 12 students put their knowledge into practice and conduct simulations (under the coordinator's supervision) of negotiations of one of the previously analysed conflicts (Nagorno-Karabakh). This exercise is the final preparation for the exam.

Stage IV (week 13): Students take an exam which will have a form of negotiations. Students are divided into 2-4 parties (e.g. the Ukrainian government, Donetsk separatists, Russia, EU, US) and negotiate the settlement of the Ukrainian crisis. The coordinator has a passive role during the exam, i.e. observes and evaluates performance of students.

#### 5.1.5. Assessment methods and criteria

The fundamental condition of receiving a graded pass is the presence during classes. Student has a right to be absent twice and only during these weeks when she/he does not perform a presentation (!).

During the course students are expected to prepare 4 different tasks, differing in form and difficulty:

- presenting a text of culture (10%)
- presentation of the analysis of a particular conflict (30%)
- participation in a debate (10%)

By being active (covering compulsory readings, asking questions, comments, participating in discussions) during classes a student can increase his final mark by 10%

Overall point from the tasks: 50%  
Exam (40%)

System of grades:  
55 % - 3 (pass)  
75 % - 4 (good)  
90 % - 5 (very good)

While assessing the overall performance of a student, the coordinator takes into account the number of absences, activity during classes (preparing compulsory readings) and the performance in tasks. Since the exam has a specific form of staged negotiations, it is strongly recommended to collect as much as possible points during the semester. However, the points collected during the course will not be taken into account, should the student not take part in the exam.

## 5.2. Economy and foreign policy of Eastern European countries

<b>Module coordinator/Lecturer:</b>	Prof Andrzej Szeptycki e-mail: andrzej.szeptycki@uw.edu.pl
<b>Credits awarded:</b>	4 ECTS
<b>Type:</b>	Lecture

### 5.2.1. General course description

The overall objective of the module is to familiarize the students with the economies and the foreign policies of the Eastern European countries (Russia, Ukraine, Belarus, Moldova, Georgia, Armenia, Azerbaijan). This region has particularly focused international attention since the beginning of the Russian-Ukrainian war in Spring 2014, however the needs of humanitarian action are much larger (both in time and space). For last thirty years, majority of the countries in the region have been touched by humanitarian crises, whether natural or man-made. Such situation has been at least partially due to the weakness of their economies and ambivalences of their foreign policies. Since the end of the communist system, the Eastern European countries have been unable to enter the path of modernization, like their Central European neighbours, opting for an extensive development (Russia) or a "no reform" survival strategy (Ukraine). Due to internal and external factors, they have not established either solid relations with the West, which might have supported their transformation. In consequence the Eastern European countries are largely unable to effectively face humanitarian challenges.

### 5.2.2. Main themes

- The notion and the borders of Eastern Europe
- Foreign policy and economy of Russia
- Foreign policy and economy of Ukraine
- Foreign policy and economy of Belarus
- Foreign policy and economy of Moldova
- Foreign policy and economy of South Caucasus states

### 5.2.3. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module student:

#### *Knowledge:*

1. Has a good understanding of economies and foreign policies of the Eastern European countries and their influences on humanitarian action issues.
2. Has a critical understanding of the social, legal and security environment in the conflicts in Eastern Europe.
3. Has a thorough knowledge of the operational processes and changes in political, military, economic and social structures and institutions in Eastern Europe; has a thorough knowledge of the theory and practice of political and economic decision-making in this region at the nation state level and on the international scale.

#### Skills:

1. Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises in Eastern Europe on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
2. Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in Eastern Europe in terms of political, economic and social implications and foreseeable harm by humanitarian interventions.
3. Has specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in Eastern Europe toward relevant, evidence-based solutions for effective response.

#### Social competences:

1. Has studied in depth the political and economic situation in Eastern Europe, and conducted a research project largely self-directed.
2. Learns from past experiences of the Eastern European countries, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.

### 5.2.4. Teaching & learning methodology

The module is a lecture-based module supplemented with meetings with experts, tutorials and directed study.

### 5.2.5. Assessment methods and criteria

Term paper: 50%      Written exam: 50%

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| • < 40%: 2      | • 60 – 70%: 4   | • 80 – 90%: 5   |
| • 40 – 50%: 3   | • 70 – 80%: 4,5 | • 90 – 100%: 5! |
| • 50 – 60%: 3,5 |                 |                 |

## 5.3. EU Eastern Policy

**Module coordinator/Lecturer:** Dr Alicja Curanović  
e-mail: a.curanovic@uw.edu.pl

**Credits awarded:** 4 ECTS

**Type:** Seminar

### 5.3.1. General course description

The main objective of the module is to present the complexity of EU Eastern policy. The analysis of the Eastern dimension is preceded by introduction of the main ideas, institutions and mechanisms of EU's external activity. The course is focused on the cases of countries – the main addressees of the EU's efforts in Eastern Europe, i.e. Belarus, Ukraine, Moldova, Armenia, Georgia, Azerbaijan. The EU's foreign policy in the region is compared with activity of other actors, foremost Russia but also the US and China. Through the course its participants are encouraged to look for answers to questions about the nature of the EU Eastern policy (normative or traditional power); reasons of this policy's failures as well as successes; last but not least consequences of EU's activity in the region.



### 5.3.2. Main themes

1. How to analyse foreign policy? The case of the EU's external activity
2. The EU's Eastern policy: ideological underpinning, interests, goals, instruments
3. The New Eastern Europe: from the USSR to the EU's periphery
4. Case studies: Belarus, Ukraine, Moldova, Russia, South Caucasus
5. The EU as the only alternative? The other actors in Eastern Europe (US, China, Turkey)

### 5.3.3. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:

- specialised knowledge about the conceptual assumptions and political execution of the Eastern dimension of the EU policy. Shows an understanding of ideological and material basis for this policy. Builds up own awareness of geopolitical consequences of the Eastern policy of the EU on a regional as well as global scale
- critical understanding of differences in interests and goals projected for the EU Eastern policy by particular member states
- highly specialised knowledge about the Eastern European countries – addressees of the EU policy. Has a good understanding of political, economical and social processes in these countries
- ability to evaluate efficiency of the EU policies by combining the needs of Eastern European states and means adopted by the EU. Has the ability to interpret, critically analyse and contextualise the obtained data
- skills to give own recommendations for modification of policies and find new solutions for the EU as well as for Eastern European countries. Improves abilities to assess geopolitical risks in regard to the EU Eastern Policy

### 5.3.4. Teaching & learning methodology

The course consists of four stages. Stage I (week 1-2) includes introductory lectures on the tools for the foreign policy analysis (FPA), the EU's foreign policy (institutions and mechanisms) and the EU's external activity in the region of Eastern Europe.

Stage II (week 3-4) includes a workshop with an expert on how to write an analytical paper. During the first class (week 3) students take part in a lecture and get the guidelines on how to write this kind of text. For the next class (week 4) each student writes his/her analytical paper. All papers are sent 3 days in advance and are evaluated by the expert during the class.

Stage III (weeks 5-10) includes analysing EU's Eastern policy from the perspective of its addressees. Each student is to prepare one analytical paper (written form) on a particular state of the 'New' Eastern Europe. The paper will be sent in an electronic form to all the participants of the course 2 days in advance of the class. Next, the student presents the paper (oral presentation) during the class and takes the role of an expert. In the oral presentation the student refers to the following issues: the situation in the particular country, the EU's policy and the bilateral cooperation. His/her classmates are to critically assess the paper and the presentation. They should also evaluate the efficiency of the EU's policy and prospects for further bilateral relations. Thus in this stage of the course, each student prepares a paper (written form) and a presentation (oral form).

Stage IV (weeks 11-13) is dedicated to the evaluation of EU's Eastern Policy. The class during week 13 will have a form of a student debate in which each student is expected to prepare his opinion whether the EU is purely a "civilisational" or an imperial power.

### 5.3.5. Assessment methods and criteria

The fundamental condition of receiving a graded pass is the presence during classes. A student has a right to be absent twice and only during these weeks when she/he does not perform a presentation (!).

Furthermore, in order to be able to fulfil the required tasks, each student has to take part in the workshop. During the course students are expected to prepare 3 different tasks, differing in form and difficulty:

- preparing an analytical paper (30% of the final mark)
- presentation of the analytical paper (30% of the final mark)
- participation in a debate (10% of the final mark)

By being active (preparing compulsory readings, asking questions, comments, participating in discussions) during classes a student can improve their final mark by 30%

System of grades:

55% - 3 (pass)            75% - 4 (good)            90% - 5 (very good)

While assessing the overall performance of a student, the coordinator takes into account the number of absences, activity during classes (preparing compulsory readings) and the quality of tasks (analytical paper, presentation of this paper and participation in the debate).

#### **5.4. Food in Humanitarian Action – legal aspects**

<b>Module coordinator/Lecturer:</b>	tbc
<b>Credits awarded:</b>	4 ECTS
<b>Type:</b>	Seminar

##### **5.4.1. General course description**

The overall objective of the module is to introduce the students to principles, objectives, legal instruments and concept of food law. Students will learn about European Union regulation on different types of food (GMO, organic, traditional), production and distribution of food, food ingredients and food labeling. It offers insight to main differences in the approach to food safety and quality in EU and USA and their implications for humanitarian aid.

##### **5.4.2. Main themes**

- General outline of food Law
- The concept of food
- Humanitarian aid suppliers acting as food business operators
- Information concerning a food
- Genetically Modified Food in humanitarian aid (the advantages and disadvantages)
- Humanitarian food aid and obligation resulting from religion
- Humanitarian food aid and Common Agriculture Policy (aims, functions, instruments of CAP)
- The human right to adequate food and concept of food security
- Principles and standards for food and food-related aid
- Food aids in situations of armed conflict and in the event of disasters
- Food Aid Convention, Food Assistance Convention and other international documents
- The European Consensus on Humanitarian Aid and other EU documents

##### **5.4.3. Learning outcomes**

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:

- A good understanding of the basic concepts of Food Law
- The ability to identify different aspects of Food Law and their implications for humanitarian action
- General knowledge on crucial aspects of distribution and labelling of food with special focus on food aid

- The ability to present legal argumentation for usage of different instruments of food aid
- Understanding of major challenges in food aid

#### 5.4.4. Teaching & learning methodology

The module will employ a combination of lectures and classroom-based group work to achieve the learning outcomes mentioned above.

#### 5.4.5. Assessment methods and criteria

The final grade will be calculated as follows:

1. 40% final exam (test with open and closed questions)
2. 40% individual presentation at seminar
3. 20% active participation (presence, discussion)

### 5.5. Forensics in Humanitarian Action: Simulation exercise

Module coordinator/Lecturer:	tbc
Credits awarded:	4 ECTS
Type:	Workshop

#### 5.5.1. General course description

The course is designed for the students of the Masters programme in Humanitarian Action. It consists of five intensive modules covering 30 teaching hours and provides students with the theoretical framework and practical, hands-on knowledge of the forensic and investigative sciences that can be applied in a diverse range of scenarios regularly experienced in the field work of humanitarian agencies, aid institutions and NGOs.

#### 5.5.2. Main themes

- Introduction to forensic science
- Forensic psychology - interrogation and interview
- Practical exercises - mock crime scene
- Practical exercises - simulated border-checkpoint

#### 5.5.3. Learning outcomes

Course will provide students with the thorough theoretical knowledge and practical skills in forensic and investigative sciences, enabling them to utilize such experience in their future careers in humanitarian action.

#### 5.5.4. Teaching & learning methodology

The three modules (Week 1,2,4) offer the students an exhaustive knowledge on several forensic disciplines used for the purpose of human identification. The theoretical and exercise modules (Week 3 and Week 5) will focus mostly on their potential application in two areas of humanitarian action work: human identification for the purpose of forensic science applications for the cases of genocide crimes, terrorism and natural disasters and migration-related issues. Students will be confronted with different types of scenarios and they will work under the guidance and supervision of the course instructors and experts.

### 5.5.5. Assessment methods and criteria

Practical exercises - 80%

Presentation about forensic findings - 20%

## 6. Internship

University of Warsaw partners with a number of Polish humanitarian stakeholders which will offer internship opportunities to NOHA students (e.g. Polish Humanitarian Action, Polish Centre for International Aid).

## 7. Practical information

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

The classes take place at the University's historical main campus, located in the very heart of Warsaw and renowned for its splendid architecture. Its imposing buildings, some going back to the 17th century, are one of the city's main tourist attractions. The opening of the nearby University Library building, which took place at the very end of the millennium, marked a new chapter in the history of the University's architecture. New buildings, completed in the following years, are modern, functional and, moreover, architecturally interesting. The campus is very well linked with other parts of the city through the metro line and many bus routes passing just nearby. For the campus map [see](#).

### 7.1. Accommodation

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

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

<http://erasmusu.com/en/erasmus-warsaw/student-housing>

<http://www.easyrenting.pl/blog/category/erasmus-warsaw/>

<http://www.expatriates.com/classifieds/pol/housingavailable/>

### 7.2. Living costs

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

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

- a theatre ticket: 7-24 euro (30-100 PLN)
- a cinema ticket: 3-7 euro (12-30 PLN).

### 7.3. Language courses

Students of the University of Warsaw may learn 40 different languages. The University System of Language Provision was distinguished by the European Union with the European Language Label of the Labels award – a European mark of innovative approach in language teaching and learning. The language offer of the University of Warsaw is open not only to students, but also to non-students, including foreigners. However, the foreign language courses are not included in the tuition fee.

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

### 7.4. Other

#### 7.4.1. Useful Links

<a href="#">International Relations Office</a> <a href="#">University Student's Management System</a>	<a href="#">University Library</a> <a href="#">University website</a>
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#### 7.4.2. Academic calendar

##### Academic year 2017-2018

The academic year starts with an official ceremony at the beginning of October. A procession with the [Rector, Vice-Rectors](#) and members of the UW Senate walks from [Kazimierzowski Palace](#) – which houses the offices of the UW authorities – to the University's largest hall, the Adam Mickiewicz Assembly Hall in the Auditorium Maximum building. During the opening ceremony, the Rector presents student books to the first-year students who have scored the highest marks in the admission process.

##### **First (Winter) Semester: 1.10.2017-16.02.2018**

- Classes (block I), 1.10.2017 – 31.10.2017
- Classes (block II), 2.11.2017 – 3.12.2017
- Classes (block III), 4.12.2017 – 22.12.2017
- Christmas vacation, 23.12.2017 – 7.01.2018
- Classes (continued, block III), 8.01.2018 – 26.01.2018
- Winter examination session, 27.01.2018 – 09.02.2018
- Inter-semester break, 10.02.2018 – 16.02.2018

##### **Second (Summer) Semester: 17.02.2018-30.09.2018**

- Classes (block I), 17.02.2018 – 18.03.2018
- Classes (block II), 19.03.2018 – 30.04.2018
- Classes (block III), 4.05.2018 – 10.06.2018
- Resit examination session for winter semester, 2.03.2018 – 8.03.2018
- Easter vacation, 29.03.2018 – 3.04.2018
- Juwenalia (Students' Festival), 11.05.2018 – 12.05.2018
- Summer examination session, 11.06.2018 – 1.07.2018
- Summer holidays, 2.07.2018 – 30.09.2018