



HUMANITARIAN ACTION – 2nd cycle

Courses offered during Winter semester (academic year 2026-27)

Disaster Management (1st year, 6 ECTS)

Syllabus:

1. Introduction to Disaster Management
2. From the Risk Society to the Society of Disasters. Risk subjects / subjects at risk
3. Main concepts in Disaster Management
4. Disaster Management Cycle: The different stages (DRR; DDR; LRRD).
5. Communication and Media Management in Disaster Situations
6. Education and Public Awareness for sustainable society. Community Engagement.
7. New Strategies for Social and Environmental Resilience for development.

Teaching methodology and assessment:

- Theoretical and Interactive Lectures: Presentation of theoretical foundations, principles, and concepts related to Disaster Management. These theoretical and interactive sessions facilitate in-depth understanding and stimulate critical thinking.
- Case Studies and Analysis: Through case studies, students will apply theories in humanitarian intervention projects, using disaster events to understand the content covered, analyzing interventions from International Agencies.
- Group Projects on NGO Initiatives: Collaborative projects for the critical analysis of completed projects and then presenting it, applying the achieved knowledge in an integrated way to real-world data, thus reinforcing learning.

Assessment: assignments, projects and group work (70%), comprehensive exam (30%)

Bibliography:

- [1] Kong, T. M. et al (2020). Implementing capacity development for disaster risk reduction as a social learning system. *Journal of Disaster Risk Reduction*, Vol. 52.
- [2] Oloruntoba, Richard (2018). A proposed framework of Key activities and processes in the preparedness and recovery phases of disaster management. *Disaster*, vol. 42 (3): 541-570.
- [3] Perllowska, D. & Fipp, J. (2023). Localisation in practice II Implementing Risk Sharing in humanitarian action. Berlin: CHA
- [4] Peters, K.; Holloway, K.; Peters, L. (2019). Disaster risk reduction in conflict contexts. The state of evidence. *Deutsche Gesellschaft für Internationale Zusammenarbeit*.
- [5] Zuccaro, Z. et al (2020). Future research and innovation priorities in the field of natural hazards, disaster risk reduction, disaster risk management and climate change adaptation: a shared vision from the ESPREsSO Project. *Journal of Disaster Risk Reduction*, Vol. 52.

Strategic Management of NGOs (1st year, 6 ECTS)

Syllabus:

1. Main concepts linked to NGOs (NGOs, INGOs, NPOs)
2. NGO roles in Humanitarian Action (practical examples)
3. Local, national and international specificities (European networks)
4. NGO regulation and donor relations (practical and applied examples)
5. Project planning, execution and assessment methods (Gantt, PERT, SMART...)
6. Specialised management tools for NGOs (HR, communication/media, advocacy, environment).
7. Learning sessions on the TOGETHER-SPIRAL method (environment) with trainer from the TOGETHER Network.

Teaching methodology and assessment:

The methodology adopted is based on the three structuring pillars of the programme, namely:

1. in-depth knowledge of NGO concepts and their local, national and international specificities (NGO networks, in particular, such as CONCORD);
2. knowledge of project, planning and intervention techniques and tools related to Humanitarian Action; and
3. practical and also applied examples, with the participation of NGOs, local ones (Refood - V. Castelo; Cáritas - Porto; Passo Positivo - S. Mamede de Infesta), and international ones (Together Spiral Network; MDM Greece; MSF) for specialised management knowledge in various relevant fields (NGO Human Resources; Communication and Media Relations; Advocacy and protection; and Environment/Climate Change).

Assessment: NGO Mission Statement (40%), Resource Development Plan (40%), comprehensive exam (20%)

Bibliography:

- [1] Aaltola, K. (2017) Project Management Handbook, Laurea UAS.
- [2] Asogwa, IE et al. (2021) Understanding sustainability reporting in non-governmental organisations(...), Sustainability, 13(18), 184.
- [3] Bureau IIP (2012) The NGO Handbook, US Department of State.
- [4] Cacciarelli, D., Boresta, M (2022) What drives a donor? Journal of Philanthropy and Marketing, 27(2), e1724.
- [5] Cotta Fontainhas, T. et al. (2016) The Role of Private Stakeholders in Disaster and Humanitarian Operations, Journal of Operations and Supply Chain Management, 9(1), 77-93.
- [6] Cunningham, AJ (2018) International humanitarian NGOs and state relations. Routledge.
- [7] Ernst & Young (2020) Internal Control Toolkit for Small Non-Governmental Organizations. HKC Social Service.
- [8] ICVA (2019) A Basic NGO Coordination Guide Version 1.0, Geneva: ICVA.
- [9] Pallas, CL, Sidel, M (2020) Foreign Aid Reduction and Local Civil Society, Nonprofit Policy Forum, 11(1), 20190045.
- [10] Parker, KA et al. (2024) Engaging a new generation of donors, Journal of Philanthropy and Marketing, 29(1)

Research Planning and Practice (1st year, 4 ECTS)

Syllabus:

1. Introduction to research methodology.
 - 1.1 Introductory questions. Knowledge and scientific knowledge; the elements of a thesis;

1.2 Conceptual phase: planning research. Choosing and formulating a research problem. Defining the research objective, questions and hypotheses.

2. Methodological phase.

2.1 Research design. Types of research - quantitative or qualitative. Ethical issues.

2.2 Sampling methods.

2.3 Data collection methods. Adapting data collection methods to the research questions;

3. Empirical phase.

3.1 Analyzing the data.

3.2 Presentation of results.

3.3 Communicating the results.

Teaching methodology and assessment:

In addition to lectures of an expository nature, the topics taught will always be materialised through practical work (in the classroom, with guidance from the lecturer - flipped classroom - and in autonomous work which will be subject to feedback from the lecturer identifying them in academic works in the Institutional Repository, preferably from the UFP. The aim is twofold: to enable students to develop the ability to identify the form taken by the principles and methodological choices taught, as well as to familiarise themselves with the format of the academic work they will have to produce in order to obtain their degree. In addition, the students will gradually build up their own research proposal, thus carrying out the methodological practices taught and according to specific future objectives.

Assessment: 2 short practical assignments (10% + 10%), preparation of a research project proposal (60%), comprehensive exam (20%)

Bibliography:

[1] Quivy, R., & Campenhoudt, L. V. (2008). Metodologias de investigação em ciências sociais. Lisboa: Gradiva.

[2] Fortín, M. (2003). O processo de investigação: da concepção à realização. Loures: Lusociencia.

[3] Hughes, K. et al (2020) Introduction: making the case for qualitative interviews. International Journal of Social Research Methodology. Vol. 23 Issue 5, p541-545.

[4] Kumar, R. (2005). Research Methodology: a step-by-step guide for beginners. London: Sage

[5] Flick, U. (2015). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. London: Sage publications.

[6] Hoddy, E. T. (2019), Critical Realism in Empirical Research: Employing Techniques from Grounded Theory Methodology. International Journal of Social Research Methodology, v22 n1 p111-124

Principles and Practice of Humanitarian Action (1st year, 8 ECTS)

Syllabus:

1. Evolution of Humanitarian Action

1.1 Evolution: stages in the evolution of humanitarian action

1.2 Illustrations (ICRC; UNHCR; UNRWA; other cases).

1.3 Debate on the current situation and challenges of humanitarian action and development cooperation

2. Principles of Humanitarian Action

2.1 Principles: Origins of the Geneva doctrine and current sources of principles

2.2 Analysis of the principles: humanity; impartiality; neutrality; independence; other principles (development co-operation).

2.3 Discussion of the applicability and limits of the principles

- 3. Preparation and training
- 3.1 Preparing a context study (presenting it)
- 3.2 Analysing the difficulties encountered

Teaching methodology and assessment:

The methods of teaching and learning (MEA) include:

- Expositive and interactive classes: exposition of the theoretical and historical foundations of humanitarian action; Debate.
- Participatory classes: discussion of humanitarian principles, based on thematic debate sessions where students will have the opportunity to discuss concrete examples with their peers.
- Formative exercises and tutorial support: students will have the opportunity to carry out exercises to prepare for the application of the principles in the field, using simulations and case studies.

Assessment: 1 research report (40%), oral (critical) presentation of the research report (20%), comprehensive exam (40%)

Bibliography:

- [1] Allen, T., Macdonald, A., & Radice, H. (2020). Humanitarianism. A Dictionary of Concepts. New York: Routledge
- [2] Bandeira, F. et al. (eds.) (2020). Readings in Humanitarian Action and Cooperation for Development, vol. 1/2. Porto: UFP
- [3] Da Silva, J., Gulfo, C., & Araújo, A.C. (2023). A Organização das Nações Unidas hoje e as derrotas humanitárias, *Tempo exterior*, 46, XXIV (I), 77-88
- [4] Fiddian-Qasmiyeh, E. (ed.) (2016). *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford: OUP
- [5] Kuner, C. et al. (2017). Data protection and humanitarian emergencies, *International Data Privacy Law*, 7(3), 147-148
- [6] IASC (2019). *IASC Gender in Humanitarian Action Handbook*. Geneva: IASC
- [7] Pozzatti Junior, A. (2017). Existe um fundamento para afirmar um dever de cooperação internacional? *Anu. Mex. Der. Inter.*, vol. 17, Jan./Dec.
- [8] Rysaback-Smith, H. (2015). History and Principles of Humanitarian Action, *Turk Journal of Emergency Medicine*, 15(1), 5-7

International Security (1st year, 6 ECTS)

Syllabus:

- 1. International Security
- 1.1 Security: definitions. The academic field of international security
- 1.2 International Security and Humanitarian Action: the connections
- 1.2.1 Military Security threats and conflict scenarios
- 1.2.2 Non-military security threats and disaster scenarios
- 1.2.3 Hybrid threats and their challenges.
- 2. Geopolitics and international security
- 2.1 The rules-based international order and its contestation
- 2.2 International security and governance: IGOs linked to security
- 2.3 Peacebuilding and human security
- 2.3.1 Peace missions: United Nations; European Union
- 2.3.2 Structural peace and development

- 3. International Security and humanitarian action: case studies
- 3.1 Disarmament, demobilization and reintegration (DDR)
- 3.2 Protection of civilians
- 3.3 Peacebuilding
- 3.4 Private security companies and humanitarian action
- 3.5 Environmental security
- 3.6 Food security
- 3.7 Forced migration and refugees

Teaching methodology and assessment:

Teaching and learning methods include:

- Lectures and interactive classes: presentation of the theoretical and geopolitical foundations of international security; study of the main threats to international security and their relationship with humanitarian action; analysis of political, diplomatic and military responses to international security issues.
- Case studies: through case studies, students will collect and synthesize information autonomously and will have the opportunity to present this information in writing, and orally before their peers. The aim is to bridge theoretical learning with its practical application.
- Training exercises and tutorial support: students will have the opportunity to carry out reading and other exercises, aiming at the consolidation of learning; They can also reach the professor for tutorial support to the preparation of their case studies.

Assessment: case study: written report (40%), case study: oral presentation (20%), comprehensive exam (40%)

Bibliography:

- [1] Fernandes, J.P. (2024) O Fim da Paz Perpétua. Ziguarte
- [2] Heintze, H-J & Thielbörger, P. (eds.) (2018) International Humanitarian Action. Springer
- [3] Hough, P. et al. (2021) International Security Studies. Theory and Practice. Routledge
- International Security. MIT Press
- [4] Journal of Peace Research. Sage
- [5] Koops, J. et al. (eds.) (2017) The Oxford Handbook of United Nations Peacekeeping Operations. OUP.
- [6] MacGinty, R. & Peterson, J. (2019) The Routledge Companion to Humanitarian Action. Routledge
- [7] Molnár, A. et al. (eds.) (2023) Security, Resilience and Sustainability of the European Union Handbook. Ludovika U.P.
- [8] Öjendal, Joakim & Swain, Ashok (2020) Routledge Handbook of Environmental Conflict. Routledge
- Security Studies. Routledge
- [9] Weiss, T. & Daws, S. (eds.) (2020) The Oxford Handbook on the United Nations. OUP.
- [10] Williams, P. & McDonald, M. (ed.) (2023) Security Studies: An Introduction. 4^a ed. Routledge



Courses offered during Spring semester (academic year 2026-27)

International Humanitarian Law (1st year, 4 ECTS)

Syllabus:

- 1. Basic aspects of International Humanitarian Law
- 1.1 International Humanitarian Law (IHL) and International Human Rights Law (IHRL): Sources

- 1.2 Examples of IHL/ILHR cross-issues: Health and Education
- 1.3 Principles governing the conduction of hostilities
- 1.4 Prohibitions or restrictions on the use of certain weapons
- 2. Specific points of International Humanitarian Law
- 2.1 Exercises on the protection of specific persons: Protection of combatants and POWs
- 2.2 Exercises on the protection of civilian populations
- 2.3 Judicial and quasi-judicial instruments; analysing case law
- 2.4 Practical training sessions (preparation of an international complaint)

Teaching methodology and assessment:

The methods of teaching and learning (MEA) include:

- Expository and interactive classes: analysis of the main legal concepts and foundations.
- Participatory classes: discussion of the application of the legal norms (IHL) and caselaw.
- Formative exercises and tutorial support: exercises to prepare an international complaint

Assessment: written assignment on IHL concepts or themes (short paper) (60%), performing specific practical exercises (POW, etc.) (20%), comprehensive exam (20%)

Bibliography:

- [1] Allen, T., Macdonald, A., & Radice, H. (2020). Humanitarianism. A Dictionary of Concepts. New York: Routledge
- [2] Bandeira, F. et al. (eds.) (2020). Readings in Humanitarian Action and Cooperation for Development, vol. 1/2. Porto: UFP.
- [3] Cançado Trindade, A.A. (2015). Jus Cogens in Contemporary International Law. UN online Library.
- [4] Dupuy, P.-M., Viñuelas, J. (2018). International Environmental Law, 2nd ed. Cambridge: Cambridge University Press.
- [5] Commonwealth Parliamentary Association (2022). International Humanitarian Law: A Handbook for Commonwealth Parliamentarians. London: CPA/British Red Cross.
- [6] Longuet, S. et al. (2018). Conference on the ICRC Updated Commentary on the First Geneva Convention, The Military Law and The Law of War Review, 56(1).
- [7] Sassòli, M., Bouvier, A., & Quintin, A. (2024). How Does Law Protect in War? (Casebook). Geneva: ICRC.
- [8] Shereshevsky, Y. (2019). Back in the Game: International Humanitarian Lawmaking by States, Berkeley Journal of International Law, 37(1), 1-63.

Emergency, Reconstruction and Development: Ethical Debates (1st year, 6 ECTS)

Syllabus:

- 1. Debates framing humanitarian action
- 1.1 Universality vs. cultural particularities and their impact on the UDHR
- 1.2 Proposals for epistemological thinking from the Global South
- 1.3 Relevance of intersectional approaches
- 2. Vulnerabilities in crisis/disaster contexts
- 2.1 Debates around the notion of vulnerability in a crisis context
- 2.2 Humanitarian principles and ethical obligations
- 2.3 Case studies: gender and humanitarian issues
- 3. Reconstruction and Development: main challenges
- 3.1 The link between humanitarianism and development
- 3.2 Potential, risks and stereotypes in NGOs
- 3.3 Accountability

Teaching methodology and assessment:

The teaching and learning methods include:

- Theoretical and interactive classes: Exposure to theoretical foundations, principles and concepts related to cultural, social, ethical and organisational issues in the context of humanitarian action, in particular with regard to debates around the universality of the UDHR, intersectional approaches, ethical principles in the humanitarian field, the relevance of identifying vulnerabilities, but also the potential of communities, as well as the emphasis to be placed on accountability to key stakeholders in contexts of humanitarian crisis and development work. These interactive theoretical sessions facilitate in-depth understanding and stimulate critical thinking.
- Case studies and in-class analysis: Through case studies, students will apply theories in real contexts, analysing complex problems related to decision-making capacity in concrete cases in the field of humanitarian action and development. To develop analytical skills and provide practical knowledge, real-world cases will be used (crisis situations and development work experiences).
- Group work involving the management of complex problems and strategies with the aim of extracting information and subsequent presentation in which students research real-world data, thus reinforcing learning.

Assessment: 1 test (30%), group work (30%), comprehensive exam (40%)

Bibliography:

[1] Bruder, M. & Baar, T. (2024) Innovation in humanitarian assistance: a systematic literature review.

Journal of International Humanitarian Action 9:2 <https://doi.org/10.1186/s41018--00144-3>

[2] Consolo, O. (2021) The identity of international and local NGOs in 2021: taboos and new challenges. <https://www.urd.org/en/review-hem/the-identity-of-international-and-local-ngos-in-2021-taboos-and-new-challenges>

[3] Hilhorst, D. (2018). Classical humanitarianism and resilience humanitarianism: making sense of two brands of humanitarian action. Journal of International Humanitarian Action 3:15

<https://doi.org/10.1186/s41018-018-0043>

[4] Hopkins, P. (2019) Social Geography I: Intersectionality. Progress in Human Geography 43(5) 937-947.

[5] Lie, J.H.S. (2020). The humanitarian-development nexus: humanitarian principles, practice, and pragmatics. Journal of International Humanitarian Action 5(18) 1-13. n (2020) 5:18.

<https://doi.org/10.1186/s41018-020-00086-0>

[6] Rose, J.; Adler, C.M. (2024). A Framework for Effective Collaboration with Crisis-Affected Communities. Challenges 15, 13. <https://doi.org/10.3390/challe15010013>

Public Policy and Humanitarian Action (1st year, 6 ECTS)

Syllabus:

1. Introduction: Public Policy and Humanitarian Action

1.1 Multilevel governance models: actors and their coordination

1.2 Multilevel governance models: distribution of powers

2 The global level: Humanitarian Action in the United Nations system

2.1 Institutional structure and horizontal and vertical coordination: agencies; OCHA

2.2 From the humanitarian agenda to the sustainable development agenda: SDGs

3. The regional level: Humanitarian Action in the European Union

3.1 Institutional set-up and coordination: DG ECHO; EEAS

3.2 Civil Protection, Humanitarian Aid and Crises Management

3.3 European Migration and Asylum Policy

4. The national level: Portugal

4.1 National Civil Protection System

4.2 International Cooperation and Humanitarian Action

4.3 Migration and Asylum

Teaching methodology and assessment:

Teaching and learning methods (TLM) include:

- Lectures and interactive classes: initial presentation on the multilevel models of international governance; detailed study of public policies for humanitarian action and other directly related policies, at the global, regional and national levels.
- Case studies: through case studies, students will collect and synthesize information autonomously and will have the opportunity to present this information in writing, and orally before their peers. The aim is to bridge theoretical learning with its practical application.
- Training exercises and tutorial support: students will have the opportunity to carry out reading and other exercises, aiming at the consolidation of learning; They can also reach the professor for tutorial support to the preparation of their case studies.

Assessment: case study: written report (40%), case study: oral presentation (20%), comprehensive exam (40%)

Bibliography:

- [1] Arena, M. (2022) Organizações políticas internacionais: os desafios da cooperação internacional... Braga: UMinho
- [2] Bacelar Gouveia, J. (2022). Proteção Civil e Segurança Comunitária... Coimbra: Almedina
- [3] Enderlein, H., Wälti, S. & Zürn, M. (eds.) (2010). Handbook on Multi-Level Governance. Cheltenham: Edward Elgar Pub
- [4] European Commission. (2022). Strategic crisis management in the EU: improving EU crisis prevention, preparedness, response and resilience. Brussels: Publications Office of the EU
- [5] Heintze, H-J & Thielbörger, P. (eds.). (2018). International Humanitarian Action. Cham: Springer
- [6] Hurd, I. (2020) International Organizations: Politics, Law, Practice. Cambridge: CUP
- [7] Weiss, T., Forsythe, D., Coate, R. & Pease K. (eds.) (2020). The United Nations and Changing World Politics. London: Routledge
- [8] Zürn, M. (2020). 'Unraveling multi-level governance systems'. British Journal of Politics and International Relations. 22(4): 784-791.

Humanitarian Health (1st year, 6 ECTS)

Syllabus:

1. Psychosocial intervention in crisis/catastrophe situations.
 - 1.1 Impact on victims and workers/volunteers in crisis intervention.
 - 1.2 Impact on especially vulnerable populations
 - 1.3 Psychological first aid. Communicating bad news
2. Health and First Aid Action
 - 2.1 Civic Education; Sustainable Development Goals
 - 2.2 Health promotion, Quality of Life, prevention
 - 2.3 Ethical care procedures
 - 2.4 Concepts about diagnosis, treatment in specific disease situations; Transmission of infectious diseases; Infection prevention/control
 - 2.5 Primary and secondary assessment of the victim

2.6 General notions of first aid

3. Nutrition and food safety

3.1 Food safety: concept and assessment. Conceptual models of food and nutritional security.

3.2 Nutritional status and food security. Basic notions of assessing nutritional status. Malnutrition

Teaching methodology and assessment:

Teaching and learning methods include:

- Expository and active/participatory methodologies, with exposure of theoretical foundations, principles and concepts. These theoretical and participatory sessions facilitate deep understanding and stimulate critical thinking. All topics will be addressed through these methodologies, ensuring the acquisition of concepts, theoretical and conceptual models
- Carrying out practical exercises, viewing demonstrative videos and promoting critical debate in the classroom
- Active involvement through group work to carry out collaborative projects.

Assessment: group work (40% + 40%), comprehensive exam (20%)

Bibliography:

[1] Kim, EY. et al. (2021). Development of Psychological First Aid Guidelines for People Who Have Experienced Disasters. *Int. J. Environ. Res. Public Health*, 18(20), 10752.

<https://doi.org/10.3390/ijerph182010752>

[2] FAO, IFAD, UNICEF, WFP and WHO. (2024). *The State of Food Security and Nutrition in the World 2024 – Financing to end hunger, food insecurity and malnutrition in all its forms*. Rome.

[3] European Commission (2013). *Humanitarian Food Assistance: From Food Aid to Food Assistance*. DG ECHO Thematic Policy Document n° 1.

[4] Hachimi-Idrissi, S., et al. (2020). *Guidelines for the management of acute pain in emergency situations*. European Society of Emergency Medicine

[5] Karthikeyan P. I., et al. (2023). *Risks in the Management of Polytrauma Patients: Clinical Insights*. *Orthopedic Research and Reviews*. DovePress. <https://doi.org/10.2147/ORR.S340532>

[6] Marsden, N.J. et al. (2023). *Polytraumatized Patient*. StatPearls Publishing LLC.

<https://www.ncbi.nlm.nih.gov/books/NBK554426/?report=reader>