

# ES99D-15 One Humanity; Shared Responsibility

**23/24**

**Department**

School of Engineering

**Level**

Taught Postgraduate Level

**Module leader**

Modupe Jimoh

**Credit value**

15

**Module duration**

1 week

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

The international community is expecting that we come together and tackle global challenges from poverty to gender quality and climate change, and to create a better world for future generations. Now it is time to turn promises into action for this generation, and uphold people's safety, dignity and the right to thrive.

The Agenda for Humanity outlines five core responsibilities in which we must take collective action. One of the core responsibilities is 'Leave no one behind'. It is our responsibility and commitment to transform the lives of those most at risk of being left behind. This means reaching everyone and empowering all women, men, girls and boys to be agents of positive transformation. It means reducing displacement, supporting refugees and migrants, ending gaps in education and fighting to eradicate sexual and gender-based violence and increasing disaster management.

### Module aims

The module aims at mapping the practical context of humanitarian assistance. It also considers the interlocking of nature, social, economic, and political factors to examine the shared responsibility of humanity towards humanitarian challenges.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will consist of 5 days sessions. The module leader will attend all of each session, to integrate and stimulate interdisciplinary learning.

The core design is that each day the module leader and subject specialists will choose how they wish to deliver a combination of discipline or application grounded material with activities that will allow the students (with the module leader) to develop their learning in an interdisciplinary style that will help them to explore and deepen their knowledge of that day's theories and set texts/materials. Active learning methods (i.e. Team-Based Learning; Open Space Learning) will be implemented to heighten student engagement and understanding of the week's topic. Below is a sample outline for the teaching week (Subject to modification).

### Theme 1: Humanitarian challenges

This section will present and assess the current rise in Humanitarian Challenges around the globe. The social and environmental reasons will be discussed. Case studies will be used to examine the trends in a social, political, economic and environmental context. The session will also equip learners with knowledge and tools to; support refugees and internally displaced persons to be safe, live in dignity and become self-reliant; let humanitarian and medical assistance operate in safety and reach all people in need; and work across humanitarian-development divides to meet humanitarian needs and reduce people's vulnerability in support of the 2030 agenda.

### Theme 2: Leave no one behind

In this section social segregation, discrimination and particularly the status of women in developed and underdeveloped modern societies will be examined. The question regarding women includes far more than that of admitting women into the learned professions, and of the question of women's education. The issue concerning women embraces an economic, social and psychological side, and many other aspects as well. The day would also address the needs and risks faced by people with disabilities, older people, ethnic minorities and other vulnerable groups in a crisis.

### Theme 3: Economics of humanitarian development

This would focus on the economic implications of decisions in the humanitarian sector. It would critically analyse the conceptual interpretation of resources in conventional economics and economic development, externalities, economic realities, inequalities and economic policy reforms.

### Theme 4: Empowering Communities for Disaster Risk Reduction and Project Implementation

This session aims to provide students with information that would allow them to appreciate the concept and importance of Nature-Based Solutions as a humanitarian tool in Disaster Risk Reduction. The section would identify implementation approaches that incorporate stakeholder participation and differentiate between alternative solutions with considerations for their long-time cost. It is expected that at the end of the teaching students would be able to discern and propose best practices for sample disaster scenarios. In addition, students will learn the basic principles and core concepts behind the Community-Based Approach and will put into practice some of its tools for designing and developing humanitarian projects.

### Theme 5: Global responsibility

This theme will explore the multi-dimensional consideration in engineering decision making, in particular, consideration will be given to the social, environmental and economic impacts of engineering and technology development in the short and long term alongside the cultural sensitivity, sustainability, inclusivity, equality and other ethical issues. A workshop will investigate the cases from the social development projects of Engineers Without Borders and large impact projects (i.e. large sports events infrastructure projects) will be debated.

### Theme 6: Humanitarian Engineering Career

This section would be facilitated by an individual or organisation within the humanitarian sector as a visit or a training session. It would provide an overview of the careers and career progression within the humanitarian sector.

### Theme 7: Creating impactful material for raising awareness

This would focus on a series of short, fast-paced workshops that will take students step by step through the process of preparing powerful audio-visual material. The workshops involve content on:

- Preparing an article and compressing it down to key points
- Writing a video 'script' from those key points
- Sourcing other material for your video
- Recording and capture of video
- Editing your video
- Sharing/uploading your video.

On completing the session, students will be able to take complex ideas and communicate them in a simple and accessible format - a very important skill in the world today.

### Theme 8- Building Emergency Shelters

Practical learning is at the heart of this theme session. It is a simulation (role play) of emergency response in building an emergency shelter on campus. This will challenge existing motivations, provide a first-hand understanding of what it is like to work in the field. Practise sessions introducing on-field emergency response activities would be carried out before the actual build day. By the end of the day, students will have the chance to explore their own motivations for engaging in humanitarian work.

## Learning outcomes

By the end of the module, students should be able to:

- demonstrate advanced understanding of the characteristics of natural disasters, conflict induced emergencies and the requirements for an effective humanitarian response;
- critically analyse the impact that scientists have in tackling societal challenges;
- critique the essentials of Humanitarian Practice and providing Humanitarian assistance;
- evaluate the collaborative and creative responses to discrimination in society, particularly with regards to the position of woman in society;
- consider how communities should enhance their engineering capacity and social integrity to catalyse transformative change and support individuals to become globally responsible citizens.

- develop impactful and coherent material (videos, articles) which can be used to raise awareness and convey key messages to different audiences.

## Indicative reading list

Essential reading:

Mavrotas, G., McGillivray, M., *Measuring Effectiveness in Humanitarian and Development Aid: Conceptual Frameworks, Principles and Practice*. 2009. ISBN 0230595162

Paulmann, J., *Dilemmas of Humanitarian Aid in the Twentieth Century*. 2016. ISBN 019877897X

Roeder, L., *Issues of Gender and Sexual Orientation in Humanitarian Emergencies: Risks and Risk Reduction*. 2014. ISBN 3319058827

The Earth Charter Initiative. 2006. *The Earth Charter*.

Walker, P., Maxwell, D., *Shaping the Humanitarian World*. 2009. ISBN 0415773709

Wright, R., *Disaster and the Politics of Intervention*. 2010. ISBN 0231146973

United Nations. *One Humanity: Shared Responsibility - Report of the Secretary-General for the World Humanitarian Summit*. 2016. (A/70/709) [EN/FR/ES/AR/RU/ZH].

Recommended/Further reading:

Altamirano, M.A., de Rijke, H., Basco Carrera, L., Arellano Jaimerena, B., *Handbook for the Implementation of Nature-based Solutions for Water Security: guidelines for designing an implementation and financing arrangement*. 2021. DELIVERABLE 7.3: EU Horizon 2020 NAIAD Project, Grant Agreement N°730497 Dissemination.

Arcaro, T., *Aid Worker Voices*. 2016. ISBN-13: 9781530476121

Hunter, N., *The Law of Emergencies: Public Health and Disaster Management*. 2009. ISBN 1856175472

Slim, H., Bonwick, A., *Protection: An ALNAP Guide for Humanitarian Agencies*. 2006. ISBN 0855985720

UNDRR., *Words into Action: Nature-based solutions for disaster risk reduction*. 2020. Published by the United Nations Office for Disaster Risk Reduction (UNDRR).

## Subject specific skills

Consider how communities should enhance their engineering capacity and social integrity to catalyse transformative change and support individuals to become globally responsible citizens.

Ability to conceive, make and realise a communication tool (video, article)

Ability to seek to achieve sustainable solutions to problems and have strategies for being creative and innovative

Ability to be risk, cost and value-conscious, and aware of their ethical, social, cultural, environmental, health and safety, and wider professional engineering responsibilities

## Transferable skills

Communicate to technical and non-technical audiences

Exercise initiative and personal responsibility

Awareness of the nature of business and enterprise in the creation of economic and social value

Appreciation of the global dimensions of engineering, commerce and communication

Be professional in their outlook, be effective communicators, and be able to exercise responsibility

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## Study

### Study time

Type	Required
Lectures	12 sessions of 1 hour (8%)
Seminars	10 sessions of 1 hour (7%)
Practical classes	8 sessions of 1 hour (5%)
Private study	60 hours (40%)
Assessment	60 hours (40%)
Total	150 hours

### Private study description

120 hours of guided independent study

### Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time	Eligible for self-certification
Humanitarian Engineering Focused Video Campaign	100%	60 hours	Yes (extension)

Students are expected to produce a 3 minutes video on a specific topic as a campaign tool and a

**Weighting****Study time****Eligible for self-  
certification**

2-page campaign brief targeted at organizations or policymakers that can support and sponsor the campaign.

**Feedback on assessment**

Individual students will receive written feedback for the assessed work.

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**Availability****Courses**

This module is Core for:

- TESA-H1C1 Postgraduate Taught in Humanitarian Engineering
  - Year 1 of H1C1 Humanitarian Engineering
  - Year 1 of H1C3 Humanitarian Engineering (with Management)
  - Year 1 of H1C2 Humanitarian Engineering (with Sustainability)
  - Year 2 of H1C1 Humanitarian Engineering
  - Year 2 of H1C3 Humanitarian Engineering (with Management)
  - Year 2 of H1C2 Humanitarian Engineering (with Sustainability)
- Year 1 of TESA-H1C4 Postgraduate Taught in Humanitarian Engineering