

**Award criteria**  
**2019 – Erasmus Mundus Joint Master Degrees (EMJMD)**

**1. Relevance of the project (maximum 40 points)**

- 1.1 The proposal's elements of *"jointness"*/integration, design and structure are tailored and effective for achieving the EMJMD aims and objectives.

The EMHRPP is an innovative and professionalising Master's degree in human rights characterised by several elements of jointness:

**An Existing Consortium Partnership**

The Consortium Partners from the Universities of Gothenburg (Sweden), Deusto (Spain), and Roehampton (UK) apply the knowledge and experience gained from previous Erasmus Mundus programmes including Human Rights Practice (2007-2013) and Human Rights Policy and Practice (2013-2019) to the proposed new version of the latter programme, referred to throughout this application as **EMHRPP**. This proposed EMJMD benefits from more than ten years of experience and reflects the Consortium's commitment to launching an innovative joint degree that responds to the needs of students and the labour market. The proposed programme is guided by the Europe 2020 Strategy and the Education and Training Strategic Framework 2020 (ET2020).

**Programme Consortium and Associate Partners**

The small size of the Consortium partnership is a highly beneficial feature of the programme. Students are encouraged to unite as cohorts learning and living together in three different European countries. The close academic and administrative relationships of the Consortium Partner universities ensures that students are familiar with regulations and expectations of each university and feel supported throughout their experience with the programme. It also ensures that the programme operates in a genuinely joint manner rather than as a series of disjointed modules across three universities.

The Consortium plans to retain the most successful features of the previous iteration of the programme including **Induction Week** and **Student Symposium**, which open and close the students' learning about human rights theory and practice.

**Cohesive Curriculum Structure and Co-Teaching**

Market research conducted, as well as a survey of students' needs, show the existence of a demand for a professionalising and dynamic programme. The EMHRPP actively responds to these changing needs through a more cohesive curriculum structure guided by four central strands, highly pertinent to study and work in the field of human rights. These strands are **human rights theory; research; practice and professionalisation;** and they offer a uniquely joint approach to teaching and learning as students build their skills, knowledge, and practical experience in an immersive fashion, and prepare themselves to be confident human rights professionals. In this programme, greater emphasis is placed on co-teaching and staff mobility across all four semesters. The proposed programme, as well as its curriculum and its administration, build on jointly agreed learning outcomes and general programme regulations. During the 24-month programme, students will earn 120 ECTS (30 per semester). All students will complete the same compulsory mobility path across the three Consortium Partner universities, building knowledge and skills in a cumulative fashion.

The programme begins with a series of **Academic Induction Seminars** introducing key elements of theory and practice that will be developed over the next 24 months. The Consortium will introduce these new seminars into the **Induction Week** at the University of Gothenburg to ensure that students from very different educational backgrounds have a common baseline understanding of human rights theory, research and practice before beginning their modules. Members of each Consortium Partner university will co-teach the seminars, giving students the opportunity to familiarise themselves with all three academic teams at the beginning of the programme. The seminars will lead seamlessly into the first module at the University of Gothenburg, **Human Rights as an Interdisciplinary Field**, which will develop students' understanding of core concepts and systems in human rights protection from a range of different perspectives, including international relations, law, and the social sciences. More generally, teaching staff mobility is a leading and embedded feature of the programme. During the second semester, a member of the University of Roehampton team will work with students at the University of Deusto to prepare their applications for placements (internships) and research proposals for their dissertations towards the end of the second semester. The convener of the dissertation module from the University

of Gothenburg will teach students at the University of Roehampton in the third semester. Academic staff from all three universities will share supervision and co-reading (marking) of the dissertations in the final semester. The integration of co-teaching supports student learning and skill building in their modules and prepares them for assessments and activities in the following semester. This co-teaching and mobility conclude with the **Student Symposium** attended by teaching, convening, and administrative staff from all three Consortium Partner universities. Associate Partners from the private, public, and third sectors will also be invited to participate offering students a real professional networking opportunity. Students will present their dissertations and staff will lead workshops with invited guest speakers and Associate Partners that focus on contemporary issues and skills in human rights policy and practice.

### **Joint Regulations and Degree**

The long-standing collaboration of partners and associated partners will be reinforced by the updated **Consortium Agreement** (Annex ORA Draft Consortium Agreement), which improves the partnership by establishing the **Joint Degree** regulations and the **Joint Examination Board**. The integrated running of the EMHRPP programme is ensured by:

#### **A. Joint Entry, Selection and Admission Procedure**

All students entering the proposed programme will be subject to common entry and admission criteria, which have been jointly established by the Consortium Partners. The entry requirements are:

- A first-degree equivalent to 180 ECTS from an internationally recognised university or college in line with national legislation in all three partner institutions in social sciences, politics, economics, law, liberal arts and related disciplines.
- Evidence of a minimum of two years' practitioner experience in the field of human rights. Practitioner experience may include regular employments, internships and voluntary work.
- Two letters of recommendation as well as a personal motivation statement.
- Students whose first language is not English, need to produce a certification of English with a qualification at the level of IELTS 6.5 overall with no less than 5.5 in any band, or equivalent. Students who need to apply for a Tier 4 study visa to attend the semester in Roehampton need to meet the requirements established by the UKVI.

These criteria (including updates on the English language qualifications levels) will be posted on the programme's external website [www.emhrpp.com](http://www.emhrpp.com) and on the Lead Partner, University of Gothenburg's website, [www.globalstudies.gu.se](http://www.globalstudies.gu.se).

Application procedures and entry requirement compliance (eligibility) tests are then managed by the services of the University of Gothenburg on the basis of the above entry criteria established by the Consortium.

Admission procedure is carried out by the Joint Admission Committee of the EMHRPP, composed by the conveners and administrative coordinator at Gothenburg on the basis of commonly pre-determined criteria, which are annexed to the Consortium Agreement. The Consortium already operates with a template which contains criteria and assigned numerical values to proceed to the ranking of applications.

#### **B. Common Study and Examination Regulations**

Once accepted onto the proposed programme, students will be subject to the jointly agreed regulations regarding marking, progression, and classification of award. These regulations are contained in the Consortium Agreement and made known to the students both through the Pre-Departure Handbook and the Student Agreement that they have to sign (see Annex ORA Consortium Agreement and draft Student Agreement). Please see **section 2.5** for the Consortium's agreed course and progression rules. To strengthen joint decision-making on students' progression the Consortium has adopted a Joint Programme Examinations Board (the 'Examination Board' hereafter). Please see **section 3.3** for the procedures of the Examination Board.

All students have a common mobility path, so they are always under the same regulations. The fourth semester, during which students are divided among the partner universities, is coordinated by the University of Gothenburg through commonly defined regulations, which apply to all students independently of the University which hosts them. Upon completion of the programme, all students will receive one Joint Degree Diploma (see Annex ORA).

#### **C. Programme Coordination and Administration**

The Consortium will hold a joint Programme Board three times per year (January, June, and August). The Programme Board is the highest decision-making body of the programme, acting always in accordance to the Consortium Agreement and in line to general rules of the partner Universities. The Joint Programme Board is composed by

Programme conveners, Programme faculty and administrators from each partner university, and at least three student representatives who are currently completing the programme. Associate Partners are invited to the Programme Board in accordance to their participation in the programme (see section 1.4). Commonly agreed decisions made at the Board meetings are then implemented by the partners and associate partners.

Role and task distribution among the partners are already defined in the Consortium Agreement. As Coordinating Institution, the University of Gothenburg will oversee the appropriate execution of the legal agreement with the EACEA, coordinate the project, and allocate EU funds to each Consortium Partner university. The University of Gothenburg will also oversee quality assurance processes, selection, and admission procedures, manage grant funding, EMJMD insurance, coordinate student mobility, and chair the Programme and Examination Boards.

The programme conveners at each Consortium Partner university will coordinate and manage local issues including teaching, grading, student support, research, and marketing of the programme. A long-standing collaboration among Consortium Partner universities has resulted in streamlined communication procedures and administrative collaboration. Conveners and administrators hold monthly Skype meetings to ensure the regular and smooth implementation of the Board decisions and general running of the programme. The administrators will continue to participate in skill-sharing and job-shadowing programmes at each campus. We plan to use a preparatory year to plan this administrative mobility schedule, prepare specific shared materials for co-teaching, and continue to enhance our administrative and academic structures to run the programme as efficiently as possible.

#### **D. Shared Communication Strategy**

The HRPP Consortium will share a common communication strategy in order to strengthen the distinct image and personality of the programme.

- **Improved Programme website**, linked from home pages of participating institutions, with overall information about the EMJMD programme (Programme, structure of the MA, who is who, scholarships, services).
- **Social network strategy**: There is Consortium Facebook/Twitter account where we will include the updated information about the courses that are offered, fieldtrips, news, events that will help us to keep the communication with the students of the programme and the future students.
- **Ex-Alumni platform**: Once the students finish the master they will have the opportunity to access to an Ex-Alumni platform where they will receive information about vacancies, job announcements, courses, conferences linked with the HRPP. Apart from that this platform will allow the HRPP consortium to keep in touch with former students.
- **Participation in “university fairs” to promote the Master**: Every year the Consortium will decide in which university fairs it will participate to promote the Master programme. Each University will hand in the general poster and brochures of the Master programme.

#### **EMJMD Aims and Objectives**

The proposed programme’s structure and content foster excellence, innovation, and internationalisation in a number of ways. The specific aims of the EMHRPP are the following:

- To provide students with **tailored educational competences** and **professional skills** to work with various professional profiles in human rights jobs;
- To impart **excellent academic education** and promote the **development of the field of human rights studies**;
- To become a **reference in human rights training**, enhancing the dissemination network of the Consortium and contributing to the quality and visibility of the EHEA;
- To **create research collaboration** between human rights researchers across the three partner universities and beyond.

The small number of Consortium Partners universities supports collaboration in the development of teaching materials and resources as well as opportunities for co-teaching and staff mobility across European countries. All three universities employ a wide range of teaching methods that support active learning during and after classes. These methods include flipped classrooms, simulations, and attending fieldtrips as well academic and professional events relevant to human rights. The focus on professionalisation embedded in all modules requires students to build and practice the skills they will need for employability after graduation. The programme’s rigorous quality assurance procedures ensure that assessments, grading, and feedback processes are fair and transparent and that all graduates leave the programme having achieved the required academic competences of a competitive European Masters degree (see section 2.2 for more details).

The proposed programme may only be located in three European countries, but it is truly **international** in nature. For instance, the proposed programme's curricula will be designed and taught by teaching staff with experience teaching and conducting research about human rights all over the world. Modules will feature global perspectives, prioritising those from marginalized groups and developing countries, and students will be given many opportunities to engage closely with academic staff and human rights professionals, including our Associate Partners, working on issues pertinent to the promotion and protection of human rights on every continent. Moreover, the proposed programme will boost the attractiveness of the EHEA by preparing students to actively contribute with solutions to pervasive global problems including protracted conflict, under-development, and climate change.

1.2 The proposal describes how the EMJMD is integrated within the degree catalogues of partners and defines the degree(s) intended to be delivered, especially the award of an EMJMD joint degree, if national legislation allows.

### Recognition of the EMJMD within Accredited National Degree Catalogues

The programme is included in the national degree catalogues of all Consortium Partner universities and has been accredited according to their national requirements. These Masters programmes are recognised by all degree awarding Consortium Partner universities.

	Programme Title
University of Gothenburg	Erasmus Mundus masterprogram i mänskliga rättigheters politik och praktik (Erasmus Mundus Master's Programme in Human Rights Policy and Practice)
University of Deusto	Máster Universitario Erasmus Mundus en Políticas y Prácticas de los Derechos Humanos (Human Rights Policy and Practice)
University of Roehampton	MA Human Rights Policy and Practice

### Integration within Degree Catalogues

*University of Gothenburg:* the first module of the first semester **Human Rights as an Interdisciplinary Field** offered at Gothenburg will be integrated with the Swedish MA Programme in Human Rights. Although the module runs in parallel with that of the Swedish programme, students from the two programmes are mixed for selected lectures and seminar activities so as to provide opportunity for exchange with other students already at the start of the programme. During the second module of the first semester in Gothenburg, **State, Market and Human Rights**, students will meet Swedish and Erasmus Exchange students as the module also is offered to free-moving students. Joint social activities will also be arranged at the start of the programme for the two student groups.

*University of Deusto:* the module **Researching Human Rights** will be partly shared by the students of the EMJMD in *Euroculture: Society, Politics and Culture in a Global Context*, creating an extended and more diversified environment for developing competences regarding the management of project cycles. The module **Human Rights Defenders** will be available to the students of the Indigenous Leadership Programme, continuing the experience of the current HRPP programme for bringing Master students in close contact with indigenous communities' human rights concerns.

*University of Roehampton:* the two modules, **Theorizing Human Rights** and **Social Movements and NGOs: Understanding Social Change** will be available to students on the MA Human Rights and International Relations, and the latter module to students on the LLM Human Rights and Legal Practice at the university. These mixed classes give students the opportunity to learn in a larger and more diverse academic community of peers from different geographical, professional and educational backgrounds.

### Accreditation

	Accrediting Body
University of Gothenburg	Swedish Council for Higher Education (UHR)
University of Deusto	Agencia Nacional de Evaluación de Calidad y Acreditación (ANECA)

Evidence of accreditation has been included in the application, please see **Annex: Proof of Valid Accreditations**. The University of Gothenburg has furthermore formally approved the EMHRPP programme syllabus, a process required by its regulations.

### **Joint Degree**

The proposed EMJMD will provide all graduates with a joint degree administered by the University of Gothenburg. The Agreement on General Programme Regulations for the Joint Degree was finalised by the Consortium Partner universities in January 2018 (see **Annex ORA**). This document confirms the Consortium's commitment to formalising a Joint Degree Agreement. The Consortium plans to use the preparatory year to ensure consistent transposition of the General Programme Regulations for the Joint Degree into the Consortium Agreement.

## 1.3 The proposed EMJMD responds to clearly identified needs in the academic field.

### **Student Needs Analysis**

The needs analysis on which this proposal is built, was carried out in two phases: **a**. The first phase was a consultation of current students and of review students' motivation letters for joining the programme from previous cohorts. All the data gathered in this regard suggests that the market environment is highly driven by students' desire to secure employment or increase their level of professionalisation in the broad field of human rights work. The previous iteration of this programme attracted scholarship and self-funding students with previous work experience in NGOs who sought to return to this sector or pursue careers with government, the European Union or the United Nations after graduation.

**b**. The second phase was a competitor analysis and comprehensive mapping of programmes from the UK, USA, Canada, Spain, Nordic countries, Latvia, Lithuania, Estonia, Poland, Slovakia, Czech Republic and other Erasmus Mundus Joint Master Degrees was carried out (a summary can be found in the **Annex ORA**, 'Needs analysis of the proposed EMJMD'). Research shows that, while there are Masters programmes in human rights in most of the countries listed above, none of these universities offer comparable mobility partnerships. Furthermore, the overwhelming majority of the existing degrees, including the EMA in Venice, offer little focus on interdisciplinarity and professionalisation through emphasis on policy and practice, and privilege theoretical approaches to human rights.

### **Added value of the proposed EMHRPP programme**

The proposed EMHRPP has an enhanced focus on employability and professionalisation, adding value to the student experience. Particular attention is paid, within each module, to endow the students with a range of core skills for employment, such as report writing, project management, campaign creation, and public speaking, embedded throughout the various modules. Furthermore, the **Professional Seminar Series** will complement their professionalisation, by giving students additional opportunities to practice what they have learned (see section 1.4 for more information about these seminars). The Consortium is committed to building closer relationships with Associate Partners from academia and the public, corporate and third sectors, by involving them in the design and delivery of the Seminars, as well as by organising study visits throughout the duration of the programme. These various forms of integrated collaboration will prepare students for the challenges of building and enhancing their careers after graduation in the field of human rights.

The EMHRPP also enhances the available offer of human rights study, introducing a programme tailored to support students from the classroom to the job market. In doing this, The Consortium meets the EMJMD aims and objectives of fostering excellence, innovation and internationalisation, boosting the attractiveness of the EHEA and improving the level of competences and skills of the programme's graduates and their employability. Furthermore, the competitor analysis we conducted indicated that the 2018-2019 Erasmus Mundus Joint Degree Catalogue does not offer Master's Degrees focusing on human rights. The only exception to this is the Institute of Commonwealth Studies at the University of London, which offers an Erasmus+ study abroad option for one semester at the University of Padova, but it is not run by a joint consortium partnership with full grants for student participation. The EMHRPP is an innovative addition to the wide range of masters offered in the Catalogue.

### **EU funding**

EU funding is justified, as the proposed programme will invite students from diverse geographical and socio-economic backgrounds to study regardless of their ability to pay. They will learn in a diverse community of students and staff about the core human rights theories and commitments that guide **EU Human Rights Policy** and international human rights norms and law as well as innovations in the protection and promotion of human rights around the world. It is our hope to contribute to ‘brain circulation’, rather than brain drain, as students will return to their home countries equipped with the highest quality education and experience living and learning in three European countries. The HRP and HRPP programmes ending in 2019 have hosted students from 69 countries, demonstrating the Consortium’s commitment to supporting students from a wide range of geographical and educational backgrounds. The proposed EMHRPP has already received inquiries from nearly 90 prospective students from at least 40 countries. The Consortium is confident that the proposed programme will recruit high quality students from the EMJMD targeted regions.

#### 1.4 The proposal defines how the EMJMD aims to increase the attractiveness of the European Higher Education Area, and to foster excellence, innovation and competitiveness in terms of academic fields/subjects targeted.

The EMHRPP programme is a **highly innovative and professionalising educational training** in the field of human rights. The approach adopted in this programme builds on four core principles: 1) interdisciplinarity; 2) creation of intersectoral synergies; 3) professionalisation and 4) development of critical knowledge and practical skills. The EMHRPP has been built in a manner that captures the key aspects and challenges of human rights studies and work. Its interdisciplinarity resides in the synergic combination of perspectives and contributions from the disciplines of law, philosophy, sociology and international relations. In particular, the EMJMD is centred around the study of human rights theory, human rights in the context of politics and the market economy, research methods and methodologies, human rights defenders, and social movements and NGOs.

#### **Academic Subjects**

Upon completing the **Academic Induction Seminars**, students will take two modules during the first semester at the **University of Gothenburg**. The module **Human Rights as an Interdisciplinary Field** will ensure that students acquire a multidimensional understanding of human rights as a common basis for the programme as a whole. They will also take **State, Market and Human Rights**, an innovative new module that will examine the intersections between politics, the market economy and human rights. This module shall give students the skills to analyse the role of key actors, structures, and processes through contemporary case issues including trade agreements, the Sustainable Development Goals, new financial and extractive technologies, land grabbing, etc.

The second semester at the **University of Deusto** will prepare students for further study and work in research and human rights defence. The module **Human Rights Defenders: Context, Policies and Practice** fills a gap in theorization about the work of human rights defenders. It will ensure that students will have an in-depth understanding of protection frameworks and mechanisms for human rights defenders (HRDs), risks and safety issues when working in the field, and particular issues of relevance when working in specific settings, such as with indigenous communities or in hostile contexts. **Researching Human Rights** recognizes the need to prepare students for conducting and evaluating research in local organisations, the organisms of the international protection system, national public administration, academia, and the private sector. Students will build the theoretical knowledge and practical skills for researching human rights in these fields, for producing credible evidence, as well as for presenting their findings to a variety of academic and professional audiences through different means.

For the third semester, the students move to the **University of Roehampton**. The fifth module, **Theorizing Human Rights**, will build on those which precede it to grow the theoretical foundation students require to deeply understand and engage with human rights as an object of study. The module will not only examine the history of human rights as a philosophical idea and a legal reality, but also provide an overview of the competing theories within the discipline of human rights, which contest the current discourse. This module demonstrates why a conceptual understanding of human rights is crucial to any practical or policy-based engagement. While at Roehampton, students will concurrently complete the sixth module, **Social Movements and NGOs: Understanding Social Change**. It will prepare students to act as catalysts for meaningful social change in their future professional activities. **Additionally, the placements with human rights organizations required for this module** will develop students’ professional skills and experience in a competitive market.

The students will finish the programme by writing a **15,000-word dissertation**. The dissertation will give students the opportunity during a semester to immerse themselves in a chosen research question related to human

rights. The main assignment consists of writing an extended, theoretically based, scientific paper. In this paper, the students will demonstrate their ability to analyse social phenomena related to human rights, with the help of social science theories and analytical tools practiced throughout the programme. The dissertation module will be coordinated by the University of Gothenburg with an **even distribution of student supervision** amongst all Consortium Partner universities, eventually supported by Associated Partners and with the possibility of **remote supervision** to facilitate **fieldwork**.

### Relevance of Academic Subjects in the Field

Human rights challenges are multifaceted, fast-changing and complex in their nature, management and resolution. For this reason, the study of human rights as a discipline requires a vast array of interconnected and interdisciplinary approaches to understand and address both complex local and global phenomena. More specifically, the study of human rights requires the acquisition of a philosophical approach in order to appreciate how rights become recognised and embedded in the international system, as well as in each national context. Secondly, it is fundamental to possess a thorough knowledge of the legal codification – both at the domestic and international level – of abstract human rights principles. Thirdly, it is also important to understand the sociological value of human rights as the product of a specific way of conceiving social relations and societies and, lastly, one cannot forget to acknowledge human rights as a crucial component of international politics and in the definition of national foreign policies and the action of international organisations (United Nations, European Union, etc.). These four fields (Philosophy, Law, Sociology, and International Relations) enable students to develop a holistic comprehension of human rights violations and enable the research of complex and advanced solutions to them.

### How will the EMJMD enhance the competitiveness of the targeted academic disciplines?

Given the increasing complexity of human rights challenges, it is no longer sufficient to approach the study of this discipline from the perspective of the law. Instead, implementation of human rights in a globalised world require the acquisition and mobilisation of new professional skills, new knowledge, and new methodological tools. The proposed EMHRPP goes in this innovative direction, and contributes to the **competitiveness of the academic field** of human rights, by building professional skills, which will increase employability across a wider range of occupations than those most commonly associated with the academic study of human rights (academia and international organisations). We have tailored this programme to provide both a high-quality education and preparation for careers and advancement across the public, private and third sectors. Please see the table further below in this section indicating how **Professional Seminars** will be organized for students as well as the table in section 2.1 that indicates which modules will include a particular focus on the central thread of professionalisation.

### Learning Outcomes

Second-cycle (Master level) study programmes shall involve the acquisition of specialist knowledge, competence and skills in relation to first-cycle courses and study programmes, and in addition to the requirements for first-cycle courses and study the Programme shall:

- Further develop the ability of students to integrate and make autonomous use of their knowledge;
- Develop the students’ ability to deal with complex phenomena, issues and situations, and;
- Develop the students’ potential for professional activities that demand considerable autonomy, or for research and development work.

The learning outcomes of the Programme aim to develop the students’ academic abilities to independently integrate and use human rights knowledge and skills from different academic disciplines, and apply those knowledge and skills in order to critically analyse complex human rights challenges caused by developments in different sectors on global, regional and local levels. The aim is also to develop the students’ qualifications as human rights professionals which require a high level of independence, and advanced research and professional development skills (e.g. critical reflection, written and oral communication, problem solving, and ethics). More specifically, after graduation the students shall be able to:

Programme Learning Outcomes	Modules, Teaching Activities and Events
<b>KNOWLEDGE AND UNDERSTANDING</b>	
critically and systematically problematize human rights as a changing political, ethical and legal research-, work- and study field	<ul style="list-style-type: none"> <li>● All Modules</li> <li>● Reading Groups, Class Presentations, Moot Court</li> </ul>

account for, and on a scientific basis reflect on, the international human rights system's norms, institutions and processes	<ul style="list-style-type: none"> <li>• Human Rights as an Interdisciplinary Field</li> </ul>
account for different theoretical approaches reflecting human rights as an interdisciplinary field	<ul style="list-style-type: none"> <li>• Human Rights as an Interdisciplinary Field</li> <li>• Theorising Human Rights</li> </ul>
<b>COMPETENCE AND SKILLS</b>	
critically and systematically work as human rights professionals in situations characterized by globalisation and diversity	<ul style="list-style-type: none"> <li>• Human Rights as an Interdisciplinary Field</li> <li>• Social Movements and NGOs: Understanding Social Change</li> <li>• Human Rights Defenders</li> </ul>
independently identify and critically analyse how various actors affect the interpretation, development, and protection of human rights	<ul style="list-style-type: none"> <li>• All Modules</li> </ul>
analyse and critically discuss implementation of human rights at different levels in society and in different societal sectors	<ul style="list-style-type: none"> <li>• All Modules</li> <li>• Placement (Internships)</li> <li>• Professional Seminars</li> </ul>
integrate and apply different theoretical approaches in the analysis of empirical case studies	<ul style="list-style-type: none"> <li>• Theorising Human Rights</li> <li>• Class Presentations</li> </ul>
independently identify and formulate research problems in the human rights field	<ul style="list-style-type: none"> <li>• Dissertation</li> </ul>
independently conduct qualified methodologically and scientifically based human rights studies within given time frames and present the results of these studies in writing and orally to different audiences	<ul style="list-style-type: none"> <li>• Human Rights as an Interdisciplinary Field</li> <li>• Researching Human Rights</li> <li>• Theorising Human Rights</li> </ul>
<b>JUDGMENT AND APPROACH</b>	
critically and independently reflect on the consequences and effects of one's own and other actors' human rights argumentations and actions	<ul style="list-style-type: none"> <li>• All Modules</li> <li>• Placement (Internships)</li> <li>• Professional Seminars</li> </ul>
critically and independently reflect and act on ethical issues in human rights research and professional work	<ul style="list-style-type: none"> <li>• State, Market and Human Rights</li> <li>• Human Rights Defenders</li> <li>• Researching Human Rights</li> <li>• Dissertation</li> </ul>
demonstrate insights into the possibilities and limitations of different disciplinary approaches to human rights research and implementation, as well as the role of human rights research and human rights work in society	<ul style="list-style-type: none"> <li>• Social Movements and NGOs: Understanding Social Change</li> <li>• Human Rights Defenders</li> </ul>
independently identify the personal need for further knowledge in the human rights field and take responsibility for future learning	<ul style="list-style-type: none"> <li>• All Modules</li> <li>• Professional Seminars</li> </ul>

The **expected learning outcomes** of this programme aim both at **preparing students** to engage professionally with human rights work in a variety of sectors, and at the **innovation of academic and teaching approaches** to human rights.

After completing, the EMHRPP programme **students are expected to** have achieved a high degree of **critical understanding of human rights** so that they can promote their respect and implementation **in complex social and cultural settings** and from differentiated professional positions and sectors. They will also have acquired **specialised knowledge** of international frameworks and protection and promotion mechanisms, especially UN standards and EU human rights policies. Furthermore, they will develop a **range of specialised and horizontal professional skills** to increase their employability and attractiveness in the labour market in a variety of job positions in differentiated sectors working with human rights issues from public administrations, to local or international NGOs or private enterprises.

Semester	Professional Seminars
Induction Week	Searching, evaluation, and citing scholarly publications and other materials. Management of references and navigating professional databases including those for the United Nations. Led by: <b>University of Gothenburg library team.</b>
University of Gothenburg	Implementing human rights-based approaches across social welfare services in the public sector. Led by: <b>City of Gothenburg and Region Västra Götaland and University of Gothenburg academic team.</b>
University of Gothenburg	Devising strategies of due diligence in private sector operations. Led by: <b>CSR Sweden and University of Gothenburg academic team.</b>
University of Deusto	Managing project cycles; writing human rights research findings in various formats (academic, reports, policy briefs, media/press notes). Led by: <b>University of Deusto academic team.</b>
University of Deusto	Managing security and protection issues in human rights defence. Led by: <b>Protection International and the University of Deusto academic team.</b>
University of Deusto	Writing CVs, covering letters, and preparing for interviews with organisations engaging with human rights in the public, private, and third sectors. Led by: <b>academic team member from the University of Roehampton</b> during the second semester at the University of Deusto.
University of Roehampton	Litigating for the public interest and building skills for engaging in strategic litigation of human rights issues. Led by: <b>University of Roehampton Law School.</b>
University of Roehampton	Monitoring and evaluating human rights projects in the field. Led by: <b>University of Roehampton academic team.</b>

### Innovations Compared to Similar Academic Offers

In recent years, researchers have increasingly acknowledged the need to study human rights from an interdisciplinary perspective beyond the law. Whilst the importance of an interdisciplinary approach has been recognised in relation to research, in the field of teaching this development has yet to make an appearance. The EMHRPP would be one of the frontrunner programmes in bringing interdisciplinarity at the core of human rights teaching. Most existing MA programmes in Human Rights, including for instance the prestigious EMA in Venice, are mostly centred around a discipline-specific approach. The EMHRPP, in this regard, does not merely include some elements of interdisciplinarity in the teaching. Rather, interdisciplinarity permeates all the modules forming part of the curriculum. Other several features contribute to demarcate the EMHRPP's distinctiveness with respect to similar offers. Firstly, as mentioned in relation to the competitor analysis, the proposed EMHRPP differs from its previous iteration and similar academic offerings both within the EHEA and beyond it, through its marked and enhanced focus on professionalisation and employability. This is captured not only by the streamlining and integration of professional skills in all modules but, importantly, also by the addition of the **Professional Seminar Series**, which strengthen students' skills beyond teaching time in the classroom. Secondly, students have a full semester for their dissertation and, in line with the mobility requirements of the programme, can write their dissertation in one of the three partner countries depending on the specific expertise of their assigned supervisor. Thirdly, the EMHRPP offers the exciting opportunity for students to complete an internship in London in one of the many NGOs working on human rights. Lastly, the programme has a wide geographical reach and the mobility of students is not restricted to part of the cohort but it is an integral feature for all students who can, in this way, have a true continuous and shared experience of joint learning throughout the two years of the programme.

### Excellence in the EHEA

The proposed programme includes a number of advancements that will contribute to university **excellence in the EHEA** and enhance the **competitiveness** of the academic study of human rights. The first is the inclusion of cutting-edge theoretical frameworks and case studies across the programme.

- a) All modules will include the flexibility necessary for a responsive form of teaching and learning that encourages students to apply a range of theories to case studies as they unfold. Theory will also be updated to examine human rights as both an interdisciplinary field and its own singular discipline of study. This is extensively covered, in particular, in the modules **Human Rights as an Interdisciplinary Field** (Semester 1) and **Theorizing Human Rights** (Semester 3), respectively. This approach amounts

to a significant contribution to the study of human rights as it recognizes that this field is continually evolving as it responds to growing academic thought and more complex problems on the ground, e.g. ecocide, climate change, etc.

- b) Teaching across the programme will be imparted from academics who are active researchers in their respective fields, thus ensuring that students have access to the latest developments in a very wide, and trans-national, range of human rights topics. The three partner universities will constantly revise and update their teaching to bring it in line with the latest developments in the field of human rights, paying particular attention to enhance the cross-cultural reach of their teaching and to adopt a true global perspective when addressing global human rights challenges.
- c) We will strongly rely on the knowledge from previous and current students to articulate the delivery of the programme in a way that acknowledges as closely as possible students' needs and their specific academic and professional interests. The partners will continuously monitor and re-assess the contents delivered in light of students' feedback and suggestions brought forward by previous cohorts on relevant topics to be addressed in class and through other learning opportunities such as through lectures by Visiting Scholars, Practitioners delivering Professional Seminars, etc.
- d) The Consortium partners will continue to develop our use of **Online Learning Platforms** to offer students multiple ways of learning inside and outside of the classroom. This may include 'Lecture Capture' or the filming of lectures attended by students to enhance their learning as well as the inclusion of online seminar spaces for students to collaborate on group projects and presentations, amongst others.
- e) The **Student Symposium** at the end of the Programme will give students the opportunity to defend their own human rights research in a formal conference format with an audience comprised of academic and administrative staff from all of the Consortium Partner universities and invited speakers including Visiting Scholars and Associate Partners. Students completing their second semester of the Programme will act as discussants following dissertation 'defence' presentations. Students from both cohorts participate in workshops with Associate Partners and invited professionals, and present other work, e.g. draft journal articles or presentations based on their work experience prior to the Programme.

### Benefits of joint/multiple degrees in a wider European context

This new Programme includes a wide range of partners and emphasises **intersectoral synergies that spread the benefits of innovation and excellence** associated to Joint University Degrees in a wider European context. In particular, we acknowledge the importance of the public sector as a key guarantor of human rights through the provision of welfare services, seen, e.g., in health care, education and similar. In order to incorporate **knowledge from the public sector's work on human rights** into the EMJMD, two local public sector organisations are involved in the programme as Associate Partner: the *Gothenburg City* and the *Västra Götaland Region*. These Associate Partners offer opportunities for gaining real life experience from human rights implementation and engaging with practitioners in the field. Furthermore, the EMJMD has engaged *CSR Sweden* (CSR standing for Corporate Social Responsibility, CSR Sweden is a national branch of CSR Europe) as an Associate Partner in order to provide insights into the **perspectives of the business community on human rights**. Associate Partners in the **third sector** will also be joining the programme. *Protection International* (PI) and *CEAR-Euskadi* will participate in the design of modules at the University of Deusto and *International Refugee Rights Initiative* (IRRI) will work with the Consortium Partner universities to launch and run workshops or conferences that merge advocacy with academia in the field of human rights.

The encounter with students and staff from the EMJMD will also provide input into the work of the Associate Partners, such as through dialogue in relation to study visits, guest lectures, meetings and potential research projects. The involvement of these Associate Partners extends the profile of the proposed EMJMD in comparison to the current HRPP programme cooperation in multiple sectors and the countries in which these organisations operate and have an impact. Details of the content of the interaction is found below.

Associate Partner	Collaboration with EMHRPP
<b>City of Gothenburg</b> <a href="http://international.goteborg.se/">international.goteborg.se/</a>	<b>City of Gothenburg</b> , as a municipality responsible for the major part of welfare services in society, such as schools, housing, elderly care,

	<p>etc., will give guest lectures and host study visits for EMHRPP students during the <b>Human Rights as an Interdisciplinary Field</b> module. They shall in particular focus on the <b>practical aspects of implementing human rights</b> as a welfare service provider. Their experience and expertise will also be shared with the Consortium at board meetings and various other occasions as appropriate for module and Programme development.</p>
<p><b>Region Västra Götaland</b> <a href="http://www.vgregion.se/en/">www.vgregion.se/en/</a></p>	<p><b>Region Västra Götaland</b>, is a popularly elected regional body responsible for, among other things, healthcare and medical treatment. At the forefront of implementing a human rights-based approach in the public sector and being the only region with a plan of action on human rights, they will <b>share their experiences of developing and implementing this plan of action</b> in their operations with both EMHRPP students in the <b>Human Rights as an Interdisciplinary Field</b> module and in the Consortium Programme Board.</p>
<p><b>CSR Sweden</b> <a href="http://www.csrsweden.se">www.csrsweden.se</a></p>	<p>A business perspective on the development of policies and work with human rights is the contribution offered by <b>CSR Sweden</b>, in particular during the <b>State, Market and Human Rights</b> module. This will be done through the sharing of best-practice experiences of private actors when addressing challenges of operating in a competitive market and simultaneously implementing human rights in their own operations. <b>Case study material, guest lectures and study visits</b> are some of the resources and activities that CSR Sweden shall bring into the EMHRPP Programme.</p>
<p><b>Protection International (PI)</b> <a href="http://www.protectioninternational.org/en">www.protectioninternational.org/en</a></p>	<p><b>PI</b> has participated in the design of the new second-term module <b>Human Rights Defenders: Context, Policies and Practice</b>, and will co-teach several sessions in that module regarding security and protection policies and tools. They will also intervene in the module <b>Researching Human Rights</b>, especially in the sessions regarding the management of project cycles. Field visits to PI office in Navarre (170kms from the University of Deusto) can be arranged easily as well as co-supervision of dissertations with fieldwork support.</p>
<p><b>CEAR-Euskadi (Basque Refugee Relief Commission)</b> <a href="http://www.cear-euskadi.org/en/">www.cear-euskadi.org/en/</a></p>	<p>CEAR-Euskadi is a member of the EU Platform for the Relocation of Human Rights Defenders and coordinates the Basque Government's Programme for Interim Protection for Defenders of Human Rights. CEAR-Euskadi has participated in the design of the module <b>Human Rights Defenders: Contexts, Policies and Practice</b> and will design professionalising activities for the EMHRPP students in the framework of the Interim Protection Programme.</p>
<p><b>International Refugee Rights Initiative (IRRI)</b> <a href="http://www.refugee-rights.org">www.refugee-rights.org</a></p>	<p>IRRI will offer a <b>graduate placement</b> to at least one EMHRPP student in their Kampala office upon successfully completing the programme. IRRI will retain the right to determine the number of placements and make final admission decisions. This collaboration is particularly relevant to the module <b>Social Movements and NGOs: Understanding Social Change</b>, which will prepare students to apply for positions and work directly with organisations protecting human rights, including advocacy NGOs. The organisation will also collaborate in the design and implementation of events with students including conferences and workshops.</p>

**Strengthening of innovation and excellence in the HEIs involved, and strengthening of the European higher education system in general vis-à-vis other regions and competitors in the education field**

Through this new EMJMD partner universities seek to enhance their joint position as leading academic institutions at the forefront of human rights research-led teaching in Europe, thereby also enhancing Europe's **general role as a global human rights actor**. It is anticipated that the growing importance paid to the strengthening of intersectoral collaborations with non-academic partners will also increase the capacity of providing excellent professionalising training to enrolled students. Ultimately, the strengthening of the excellence of the Consortium may become an inspiring feature that would lead to the attraction of new HEIs and non-academic partners in the delivery of innovative human rights education.

### **Increasing the attractiveness and competitiveness of the European Higher Education Area**

The proposed EMHRPP programme contributes to increasing the **attractiveness and competitiveness of the EHEA** through a unique and distinctively European training offer.

The EMHRPP offers a unique training and education programme for those already working or intending to pursue a professional career in the field of human rights. The market analysis conducted by the Consortium Partner universities showed that there are no comparable courses of studies and training in the field of human rights in Europe. Most Master programmes in human rights offer only theoretical courses, giving a general background for those entering an academic career or highly specialised short courses in very particular human rights issues for professionals. The programme stands out also in relation to other regions as representing a European approach to human rights work in a number of ways. This comprises the active inclusion of EU human rights and democratisation policy in the teaching material, fieldtrips to meet key stakeholders in a number of sectors, as well collaboration with several Associate Partners based in Europe and Africa.

#### **1.5 The proposed EMJMD consortium is highly relevant with regard to internationalisation in higher education and has been designed to maximise the benefits of student and staff mobility.**

The Consortium seeks to maximise its internationalisation impact through a series of measures aimed at integrating as closely as possible different groups of incoming HRPP students, as well as students registered on respective national programmes. This will create a truly global learning environment where there are multiple and diversified learning opportunities ranging from a multitude of cross-cultural experiences and perspectives, as well as drawing from students' own professional backgrounds. The three different Partner Universities, as well as the Associate Partners, can enrich the international experience of students thanks to the inclusion of discussions concerning respective country-specific human rights models (i.e. the Swedish welfare system and Ombudsman tradition, etc.), differences between legal systems (Civil/Common Law) in the various countries, and ways of protecting human rights in countries which have or not a written Constitution.

### **Internationalisation of European Higher Education**

*Internationalisation of institutional arrangements:* the students attending the proposed EMHRPP will benefit from the expertise and experience of Associate Partners in multiple countries: Sweden, Spain, Belgium and Uganda. Collaborative learning is at the heart of the proposed programme's approach to European higher education. As such, on-going communication with our Associate Partners ensures that all parties play an active role in the Programme and all parties benefit from this form of partnership in learning.

### **Reflection of the Cooperation in the Respective HEI Internationalisation Strategies**

*International recruitment and support after graduation:* as discussed above, our commitment to advertising the programme worldwide has resulted in nearly 90 inquiries from students in at least 40 countries interested in joining EMHRPP once it launches. Be this as it may, the Consortium has not yet implemented a comprehensive marketing strategy. As such, this interest in the programme is the result of the programme's reputation, website and record of accomplishment of producing successful graduates across its previous ten editions. The Consortium Partner universities plan to build upon this momentum and positive work by creating and launching a comprehensive marketing strategy during the preparatory year that will attract self-funding and scholarship students from a wide range of partner and programme countries. In light with particular internationalisation strategies of the respective HEIs, the partners strongly believe in the fact that the EMHRPP programme fosters and enhances the internationalisation of students already studying in Spain, Sweden and the United Kingdom who share modules and other learning opportunities with EMHRPP students.

### **Positive and Long-lasting Effects of the EMJMD on the participants involved**

The Consortium views the education of our students as a responsibility that extends far beyond graduation day. We seek to inspire students with teaching from a diverse group of academic staff from a wide range of countries

that work and conduct research all over the world. We are committed to continuing to grow our alumni networks. We have seen the benefits of this with new students arriving on the current HRPP programme having already communicated or met with alumni from their home countries. We have used social media for this pursuit in the past and are seeking to create a more comprehensive online platform connected to our external website through which students can share their experiences of the Programme, return to work or continue studying at the PhD level. This platform will also host written work from staff and students as well as events and job postings from all over the world. These efforts will be complemented by student membership in the three universities' extensive research networks, especially Crucible, and the Association of Human Rights Institutes (AHRI). Students will also be invited to join professional networks associated with our guest lecturers and Associate Partners from the private, public, and third sectors.

### **Learning Performance and Professional Competencies**

Students will be provided with ongoing formative feedback in all modules. This feedback will not only support their performance in summative assessments, but also prepare them for studies in three different university systems. Formative and summative feedback will also be provided for practical exercises, which will support the development of professional skills. Students will be invited to complete end of term module evaluations, which inform teaching and learning strategies across the modules. They will also prepare Student Reports for each Programme Board, which will reflect on the programme at each university and their progress throughout the full 24 months. Staff competencies will be improved by these feedback mechanisms as problems will be flagged and solved during and after modules are completed. Staff will also continue to develop their skills through peer observation and skill sharing during co-teaching. Staff will continue to develop their professional competencies through publication and participation in professional bodies. Staff will also be invited to publish jointly through the international networks to which the universities belong.

### **Intercultural Awareness, Foreign Language Competences and Transferable Skills**

EMHRPP offers many exciting opportunities for students to enhance their intercultural, language and transferable skills.

- a. Students come from a very wide range of geographical and cultural backgrounds (in an average cohort there are students from around 12 different nationalities from all regions of the world). These students will closely live and travel together across the three countries for at least one year and a half before reaching the country where they will write their dissertation.
- b. These experiences will complement the inter-cultural exchanges that will take place in the classroom with other students in the cohort and from other human rights students where modules are cross-listed with local university programmes. In this regard, the exchange will prove particularly fruitful.
- c. HRPP students often have professional backgrounds as human rights practitioners and/or activists, as well as coming from a very diverse range of countries across the world. For these reasons, they can share their experiences and observations with students enrolled at the different partner universities.
- d. Students will also be offered opportunities to learn the **official languages of each country** in the Consortium through formal classes at the Partner universities free of charge. Additional opportunities to practice these languages will be available through clubs, language societies, and buddy systems organised through the universities' student unions. Furthermore, students will have opportunities, across the three universities, to improve their academic writing at Master's level.
- e. During their stay in each of the Partner countries, students are invited to events focusing on domestic human rights issues, in order to familiarise themselves with the unique challenges pertinent to each of these countries and to become more aware of the culture and politics of each. In this context, students will build key transferable skills by working directly with organizations based in Sweden, Spain, and the UK, through the Professional Seminars organised for them.
- f. Thanks to the public presentation of their dissertation during the Symposium, students will also have the opportunity of practicing and perfecting their oral and presentation skills.

Students will furthermore participate in field trips during the first three semesters of the programme. These trips to visit Associate Partners and attend professional and academic events will immerse students in cultural experiences pertinent to the three cities and countries of the Consortium.

## 2. Quality of the project design and implementation (maximum 20 points)

2.1 The proposal defines the academic programme and the learning outcomes and details how the excellence in the academic content will be ensured.

The proposed EMHRPP is a 120 ECTS Joint Master's Degree with a full-time academic programme, which expands over two years. This programme takes stock of a decade's experience training and educating young human rights professionals, the analysis of their students' professional trajectories and the changing demands of the organisations involved with the promotion and protection of human rights. It also builds on the commitment of Consortium Partner universities and Associate Partners with human rights education and training. The EMHRPP programme has been updated to meet the growing need for higher educational qualifications, which cover a range of job profiles in human rights work.

As explained under point 1.4, the **EMHRPP academic programme** consists of a combination of theoretical and research-driven learning objectives and professionalising activities distributed throughout four semesters.

Semester	Academic Programme
First Semester [first year August - January]	Induction Week & Academic Induction Seminars Module 1: Human Rights as an Interdisciplinary Field (15 ECTS) Module 2: State Market and Human Rights (15 ECTS) Field visits and Professional Seminars
Second Semester [first year February – June]	Module 3: Researching Human Rights (15 ECTS) Module 4: Human Rights Defenders: Contexts, Policies and Practice (15 ECTS) Field visits and Professional Seminars
Third Semester [second year August- January]	Module 5: Theorizing Human Rights (20 ECTS) Module 6: Social Movements and NGOs: Understanding Social Change (10 ECTS) Placement with human rights organisations Field visits and Professional Seminars
Fourth Semester [second year February – June]	Module 7: Dissertation Module (30 ECTS) The Student Symposium

### Guaranteeing academic excellence in the proposed Master programme/curriculum

The Consortium seeks to guarantee the **academic excellence of the programme/curriculum** through a jointly designed and integrated programme; the adherence to learning objectives and outcomes; and student-centred teaching and learning strategies.

The Consortium has decisively developed this proposed programme around the **four central threads** of study and work in the field of human rights. This approach promotes cohesion across the curriculum and builds upon the expertise and experience of the three universities in the Consortium. The four central threads are **human rights theory; research; policy and professionalisation**; and they inform all seven modules of the Programme.

Central Threads	Emphasis in Modules
<b>Theory</b>	A wide range of theories about human rights appear in all modules, with particular emphasis in <b>Human Rights as an Interdisciplinary Field</b> and <b>Theorizing Human Rights</b> .
<b>Research</b>	Students will conduct research about human rights for their formative and summative assessments in all modules. <b>Researching Human Rights</b> will support students to build research skills for academia, human rights NGOs and international protection systems, national public administration and the private sector. The <b>Dissertation</b> will test students' skills in academic long-form research and writing.
<b>Policy</b>	Human rights policy will be discussed in several modules, with a particular focus in <b>State, Market and Human Rights</b> , which will require students to develop a human rights policy for a selected company. <b>Social Movements and NGOs: Understanding</b>

	<b>Social Change</b> will require students to examine the policies of the organisations in which they complete their placements.
<b>Professionalisation</b>	All modules will support students to build professional skills, with a particular focus in the module <b>Human Rights Defenders</b> , which equips students to overcome the myriad challenges of working with human rights on the ground. See 1.4 for a mapping of professional skills across the modules. The <b>Professional Seminars</b> will give students opportunities to practice these skills with the support of expert staff and Associate Partners (for further details, see section 1.4). The <b>Student Symposium</b> requires graduating students to present and defend their research, two key skills for professional life after graduation. Additionally, students completing the second semester are required to introduce and discuss the graduating cohort's dissertations as well as leading the debate with the audience, which also constitute important professional skills.

### **The teaching approach and the learning/research methods of the EMJMD**

**Teaching/learning strategies:** In addition to the curriculum alignment described above, teaching and learning strategies will be informed at all Consortium Partner universities by the research and ongoing professional development of staff in the respective departments as well as continuously collected feedback from students. Through regular meetings and joint discussions, teaching staff will be knowledgeable about the programme's structure, aims, and objectives, to prevent 'silo' modules that fail to engage with the four central threads of the programme. The programme emphasises **blended learning** and modules combine traditional lectures by academic staff, Associate Partners and Visiting Scholars with **active learning** sessions such as seminars, flipped classroom, and peer-assisted learning. The programme works with **reflective learning methods** combined with continuous feedback and "feeding forward". These methods are designed to link academic skills and progression with professional development. Logbooks form part of online **learning portfolios** where students collect reflections throughout the Programme and where teachers, student peers and Associate Partners (through the Professional Seminars) provide feedback and ideas for both academic and professional development.

#### ***Delivering excellent academic content***

Through the design of the curriculum, as explained above, combined with our joint **student-centred pedagogical approach**, makes sure that our programme delivers an **excellent academic content**. Our pedagogical approach is devised to take advantage of the academic expertise of the Consortium Partners and professional experience of Associate Partners as well as to build the progression constructed in the set-up of the modules and student mobility. This means that, as students work their way through the programme, they will have acquired an increasingly advanced knowledge and developed the skills needed to prepare themselves for a career in diverse settings where a high level of knowledge of human rights theory and practical implementation is demanded. In practice, a "**reflection stream**" runs through the programme, where students, through logbook entries and in seminars, reflect individually on the content of the courses and on the application of this knowledge in their future work as human rights professionals. Moreover, teaching and assessment methods shall be reviewed regularly, both internally and externally, in compliance with **national quality assurance procedures** of all three Consortium Partner universities.

#### **Innovative features included in the coverage of the academic field/subjects**

First of all, thanks to the multidisciplinary teaching adopted in the programme we offer a state of the art in terms of human rights study, making this experience truly multi-dimensional. Traditionally human rights programmes tend to focus in one discipline, for example, the legal approach to human rights, and thus our approach is quite innovative. Moreover, we adopt an intersectoral approach of human rights, aiming to going beyond the strictly academic approach, so as to avoid that the study of human rights is solely theoretical. Finally, since the cohorts are so culturally diverse, we foster exchange of ideas and opportunities to promote other approaches to human rights, that may well extend beyond the European framework and perception.

2.2 The proposal describes a set of internal and external evaluation methods of the EMJMD, how they will be put into practice and used to monitor, upgrade and improve the quality of the course

**Quality assurance standards and procedures** for the EMHRPP programme have been designed in line with the Standards and Guidelines for Quality Assurance in the EHEA (ESG 2015) and the recommendations of the EUA Guidelines for Quality Enhancement in European Joint Masters Programmes. The **quality assurance standards and procedures for the proposed programme were agreed upon** during a series of discussions that resulted in the

development of the Agreement on General Programme Regulations for the Joint Degree and are formally stated in that document (see Annex ORA). In order to facilitate information flow and decision making on quality assessment process at the level of the Consortium, as well as to regulate the participation of the members of the Advisory Council, an Internal Quality Handbook will be prepared during the preparatory year.

### **Agreed Quality Assurance standards and procedures**

#### *Internal Evaluation Methods*

The internal quality assurance standards are derived primarily from the Consortium Partner universities' local processes. The quality of teaching, resources, and services relevant to the programme are internally evaluated at the three universities in similar ways.

- Modules are evaluated by **peer observation** (University of Roehampton) and through **anonymous student satisfaction forms** (all three Universities). The data from these evaluations is analysed by different experts in quality assurance at the universities, including Heads and Deans of Departments or Quality and Teaching Innovation Units. Module coordinators are obliged to put appropriate action plans in place if areas of improvement are identified in these evaluations.
- At the level of the Consortium, programme conveners share the results of each university's module evaluation reports during the Programme Board meetings (three times per year) and through an annual Quality Conference (see later in this section). Student representatives provide verbal feedback about the quality of teaching, administrative processes, resources and programme management. They also provide written reports including anonymous feedback from the students in their cohort. Student representatives are encouraged to collect feedback throughout the programme and students are encouraged to contact academic and administrative staff to discuss any issues as they arise. The Consortium Partners take student feedback about their experiences on the programme and external quality assessment reports very seriously. All data from evaluation processes is collected, presented and discussed at Programme Boards, as well as any indicated measure for improvement. We are committed to providing thorough responses and implementing appropriate action plans to continually improve the programme.

#### *External Evaluation Methods*

Besides the monitoring by the EACEA itself, the programme is subjected to the **external monitoring mechanisms** applicable in the three countries of the Consortium Partner universities. At the **University of Gothenburg**, e.g., every three years a scholar external to those involved in the module performs an evaluation of the module in question and presents a report with recommendations for module development at an evaluation meeting. Participants at this meeting are the module coordinators, the programme convener, the Director of Studies, the Assistant Head of Department for Education and a student representative. Both in Spain and in Sweden, programmes can be chosen randomly for review by external public Quality Assurance Agencies, such as the Swedish Higher Education Authority (UKÄ) or the Spanish Agency for Quality Evaluation (ANECA). The external evaluation system applicable to **Roehampton**, given its certain and mandatory character, has been incorporated to the General Programme Regulations for the Joint Degree. The mechanism (Programme Examination Board) is described in section 3.3. This process is in line with Quality Assurance Agency for Higher Education (QAA) guidelines.

Internal and external evaluation processes are varied and try to capture differentiated aspects of the quality of the programme, from academic excellence or teaching innovation to administrative facilitation, integration in social and university life, extra-curricular opportunities, etc. External evaluation processes are dictated by national guidelines in each Consortium Partner country.

- In Sweden, Swedish Higher Education Authority [www.uka.se](http://www.uka.se)
- In Spain, Spanish Agency for Quality Evaluation (ANECA) [www.aneca.es](http://www.aneca.es)
- In the UK, Quality Assurance Agency for Higher Education (QAA) [www.qaa.ac.uk](http://www.qaa.ac.uk)

### **Methodology and timeline of project evaluation**

Beyond the mechanisms and procedures described above, in order to further improve external input into the quality development work, the Consortium will organise an annual **Quality Conference**. In addition to academic staff and students, an **Advisory Council** will be put together during the preparatory year. The Council consists of the Associate Partners and a similar number of invited stakeholders (including prospective employers and work placement organisations), with the role of giving advice on issues of employability and professional skills development in the Programme. The Quality Conference will be organised through online sessions in order to facilitate participation by Advisory Council members. Feedback from the conference will provide important input to module and curriculum revision and development. After each conference, the national conveners put together a report and action plan to be discussed at the Programme Board, where decisions about revisions are taken.

- 2.3 The proposal defines how the student mobility is organised and is instrumental to the course objectives, and presents a draft strategy/planning for an effective involvement of invited scholars/guest lecturers

#### ***Student mobility in the EMHRPP programme***

Mobility is a central feature of the EMHRPP programme. Students study at different universities and benefit from rich cultural interactions and exchange of ideas and languages; it is an integral part of the EMHRPP learning process. As explained supra (point 1.1), the **EMHRPP provides a common mobility path for the student group**, i.e., the mobility is already set at the start of the programme (Gothenburg, Bilbao, London, dissertations at any of the Partner universities and back together in Bilbao for the Student Symposium at the end of the dissertation module). This feature of the programme allows students to plan in advance, to know beforehand which university will be responsible for each semester and contact them if needed, to anticipate visa issues, etc. It also provides students with stability and companionship through travelling together and sharing experiences of mobility and exposure to different cultures and education systems.

To make sure that student mobility takes place straightforwardly throughout the programme, all students admitted to the programme receive an electronic **Pre-Departure Handbook** (see section 2.4 and Annex ORA) which provides information about mobility and preparations students need to make before arriving in Gothenburg for **Induction Week** (including the preparations needed for the mobility between semesters). Consortium Partner universities have also signed **mobility agreements** so that self-funding students can request Erasmus+ mobility grants support for their mobility during the Programme.

#### ***Student induction into the EMHRPP programme***

All students (including those coming from Partner Countries) are introduced to the whole EMHRPP at **Induction Week** when they arrive in Gothenburg for their first semester. Students meet the programme conveners and administrative coordinators of the Consortium universities and they receive practical information about the programme and related administrative issues. As mentioned in section 1.4, the EMHRPP programme begins with the co-taught **Academic Induction Seminars**, which introduce key theoretical concepts and themes that will guide their academic study throughout the Programme. Upon arrival for the second and the third terms, respectively, the University of Deusto and the University of Roehampton organise **Introduction Days** for the cohort covering academic and practical issues regarding the EMHRPP (calendar, lectures, elective courses, placement programme, course and examination rules, etc.). Student learning and mobility is further supported through e-mail and Skype meetings with the administrative coordinator of the upcoming University and staff is available for questions relating to their visa applications or other matters (housing, bank services or health issues).

Students follow different mobility paths during the fourth term, in the **Dissertation module**. The Dissertation module is coordinated by the University of Gothenburg to ensure that the same academic rules apply to all students; students' supervision is allocated across the three Consortium universities and student mobility paths are fully supported administratively. The allocation of this path is made with consideration to thesis subject and supervisor expertise available at each Consortium Partner university as well as preferences expressed by students. During this term, students might spend some time on fieldwork locations and be offered remote supervision during that period. Associate Partners might act as co-supervisors when fieldwork is facilitated by their organisations, and this shall be formalized in a special agreement on a case-by-case basis.

Apart from the support for the mobility within the EMHRPP programme, all three Universities offer **general welcoming sessions** intended for all international students which include guided visits to the university's facilities, introduction to services available to students in general and incoming students in particular, tips about life in the cities, etc. These meetings also provide students with opportunities to become acquainted with fellow students and relevant university administration staff.

#### ***Inter-cohort Meeting and Exchange***

Besides the relationships that EMHRPP students might establish with other national and international students with whom they share lectures and activities in the EMHRPP modules, the Programme has planned for meeting and exchange among the two cohort students, e.g., during the Student Symposium. First year students, who have just finished their second term, are called to run the Symposium, introducing the students who present their dissertations, discussing their research and leading the debate with the audience.

#### ***Guest Lectures and Staff Mobility***

The experience from the current EMHRPP **Visiting Scholar** scheme will be made use of, where an application procedure is in place, including a specific Visiting Scholar application form and routines for handling applications, with decisions on Visiting Scholars made by the Consortium Programme Board. The calls for Visiting Scholar applications are posted on the EMHRPP website and information on the call disseminated through partner networks. Guest lectures are both of an ad hoc manner during each semester and through formal invitations made by the Consortium. During the running of each semester Consortium Partner universities may decide to invite Associate Partner representatives or other relevant guest lecturers in accordance with how they may contribute to the thematic or teaching activities of the actual module. The general idea is to bring in guest lecturers that can expand on and provide other aspects to the theoretical studies of the module. This includes, e.g., where Associate Partners and Visiting Scholars are concerned with the practical implementation of human rights and its challenges. The involvement of guest lecturers **during the semesters in the modules and Professional Seminars** will be at the discretion of each Consortium Partner university. Formal invitations relate mainly to, e.g., the **Induction Week** and the **Student Symposium**, when key speakers provide inspiring contributions in different ways to the events. As this represents common activities and may involve costs, the Programme Board makes decisions on these invitations. All throughout the programme teaching mobility of Consortium partners' staff is foreseen to strengthen the cohesiveness of the joint curriculum and foster cumulative learning by the students. This is particularly emphasised, for example, in the **Academic Induction Seminars** (Deusto and Roehampton teaching in Gothenburg) or in the tutorials for supporting the preparation of dissertation proposals (Roehampton teaching in Deusto and Gothenburg teaching in Roehampton).

- 2.4 The proposal explains in detail all relevant information provided to the students/academic staff prior to course enrolment, and the services offered in terms of support for accommodation, language training, administrative formalities (e.g. visa support), and insurance

#### **Student application and selection procedures**

All information regarding entry requirements, selection criteria, application and selection procedures, deadlines and decision-making timeline are made public through the EMHRPP webpage. The University of Gothenburg (as Lead Partner) will be responsible for the organisation of the application procedures and the screening of eligible applications on the basis of commonly pre-established entry criteria (see section 1.1). Student applications will be submitted through the Swedish national application system University Admissions in Sweden (<https://www.universityadmissions.se/intl/start>). All students who have submitted complete applications meeting the minimum entry requirements will be considered for admission.

Each year, the Admission Committee, composed by the Programme Convenors and the Administrative Coordinator of the University of Gothenburg, will meet to establish the ranking of eligible applications on the basis of the commonly pre-set criteria table annexed to the Consortium Agreement. Candidates having passed the established selection threshold will be offered a place in the programme to a maximum of 35 places. A reserve list will be formed with the rest of the ranking. This ranking will be used both for admission to the programme and for granting Erasmus Mundus Scholarships to those who have applied for it, in this case in conjunction to additional EMS eligibility requirements (i.e. mobility rules, citizenship, geographical origin for the additional grants, etc.). All applicants will be notified the result of the decision on their case shortly thereafter, whether they are admitted to the programme, admitted but placed in the reserve list, or not admitted. Candidates applying also for an EMJMD scholarship will be notified if they are awarded the scholarship or offered a place only on a self-funding basis. Timeline for selection and admission procedures has been established taking into account the time needed to prepare visa applications and make other preparations for the programme start in late August.

#### **Services and information before and during mobility**

The EMHRPP programme has its own website ([www.emhrpp.com](http://www.emhrpp.com)) linked and publicised by partner universities, associate partners and their networks. The website contains relevant information on the Consortium team, the Programme, the Universities, the Modules, as well as information on the application procedure. It will also publish calls for applications for both students and Visiting Scholars, as well as a draft Student Agreement. Partner Universities have info points for prospective students and people asking information about the programme.

Once admitted to the programme, students receive the **Pre-Departure Handbook** (for excerpts, see Annex ORA). The handbook contains all necessary information on the conditions for their studies on the programme, financial and otherwise, as well as the necessary preparations the students need to undertake before arriving in Gothenburg (incl. preparations needed for the mobility between semesters). This handbook will be revised and finalised during the preparatory year to adjust to the changes that follow from the proposed EMHRPP.

During the **induction week** held at Gothenburg at the beginning of the course, students receive specific information on the academic and professional profile of the HRPP master. During this event, students can also meet their Master coordinator and the national conveners for the first time as well as lecturers and administrators from the different partner universities to discuss matters. The local coordinators will contact the students by e-mail and by Skype conferences months before to help them with all visa procedures, inform them about accommodations services and answer all questions they might have.

### **Student support**

**Advisors** are available for international students to assist them with visas and other formalities at each Consortium Partner university. Before their arrival the advisors send information to students regarding the residence hall, shared apartments and other type of accommodations. Student housing is pre-reserved at all three universities, depending on the preferences of the students and housing availability at each university, including both on- and off-campus student housing. Contacts for the international and administrative offices and information on the services they provide are also included in the Pre-Departure Handbook.

The international and administrative offices also coordinate other services: at the time of arrival to each of the Universities, students are offered introductory sessions (generally together with other in-coming students so that they can socialise) regarding issues such as registration to the courses, language courses, university guidance service, social assistance service, support in contracting private health insurance if needed, funding opportunities, sports and cultural activities, etc. EMHRPP students count also on one administrative staff specifically dedicated to the programme in each of the three universities to provide them with guidance and support in any administrative issue that might occur during the semester. All the EMHRPP students are offered national language courses during the semester. At the University of Deusto this includes both Spanish and Basque. Language courses are considered extracurricular activities and have no additional cost for HRPP students.

**Visiting Scholars and Guest Lecturers** are provided with assistance before their arrival and during their stay in terms of accommodation and administrative formalities. This involves support with documentation needed for the Visiting Scholar's own visa application, office space, and introduction to the use of teaching halls and technical equipment, library and Internet access among other things. They are also introduced to the academic group in charge of the programme at each university and invited to participate in programmed and ad hoc activities.

### **Student Insurance Scheme**

The HRPP Consortium will provide the mandatory health insurance scheme to EM scholarship students at no extra cost. The same insurance cover can be purchased voluntarily by self-funded students. The consortium has agreed that the University of Gothenburg as coordinating institution will take out an insurance in representation of the EMHRPP students. The insurance scheme covers all the items established in the "Minimum Requirements for the Health and Accident Insurance Coverage of EMJMD Students".

### **Equality policy**

Promoting **gender equality, equal opportunities and diversity** is a prerequisite for achieving a better work, learning and teaching environment for both students and staff. In previous iterations of the programme gender balance has been attained without resorting to specific measures. Yet the Consortium is aware of the need to maintain this balance and, at the same time, make specific efforts to encourage the application and promote the admission of candidates with other diversities (regarding minority belonging, disabilities, age, etc.) or suffering from compounded forms of disadvantage. Specific alerts on equal opportunities will be included in the webpage and application information, as well as in the marketing strategy; admission criteria will be reviewed during the preparatory year to compensate for specific disadvantages in otherwise deserving students. Each Partner university has regulations and policies in place to attend to these issues relating to **gender equality, equal opportunities and diversity**, including support for students with disabilities. All information regarding support services regarding special pedagogical support, equality policies, health and wellbeing services, financial support as well as complaint and appeal procedures is available online and included in the Pre-Departure Handbook. The needs of **students with disabilities and special needs** will be addressed through local disability provisions and policies at each university. All students registered on the proposed programme will have access to the university's Disability Service, which provides individual support plans for students who disclose particular needs related to diagnosed medical or psychological conditions. All universities provide specialist support for students with specific learning differences, a specialist mentoring system for students with disabilities, as well as guides for parents and carers. More information about these services is available at:

- University of Roehampton: (<https://www.roehampton.ac.uk/disability-services/>);
- University of Deusto (<https://estudiantes.deusto.es/cs/Satellite/estudiantes/en/students-1/student-services/social-action-and-inclusion?cambioidioma=si>);

- University of Gothenburg ([https://studentportal.gu.se/english/my-studies/globalstudies/student\\_counselling/](https://studentportal.gu.se/english/my-studies/globalstudies/student_counselling/)).

## 2.5 The proposal clearly outlines the course rules, student rights and obligations concerning the academic, administrative and financial aspects of EMJMD implementation

The course rules and the student academic rights and obligations, including rules and regulations regarding the dissertation and the placement are extensively described in the **General Programme Regulations for the Joint Degree**, the **Student Agreement** (see Annex ORA) as well as the specific module handbooks. Below, the main points are outlined.

### Course rules

The programme is a 120 ECTS study course leading to the award of a Joint Masters of Arts Degree in Human Rights Policy and Practice. The joint curriculum has a modular structure and comprises seven mandatory modules in a compulsory mobility path spread over four semesters and two years:

Semester	Workload	Location	Components
Semester 1	30 ECTS	University of Gothenburg	Induction Course and 2 modules
Semester 2	30 ECTS	University of Deusto	2 Modules and Dissertation Symposium
Semester 3	30 ECTS	University of Roehampton	2 Modules and Internship
Semester 4	30 ECTS	One of the Partner Universities	Research Period

The Programme is only offered in a full-time mode of attendance.

**Examinations, marking and progression:** All module assessments shall consist of one final outcome (either a grade or percentage mark depending on the university offering the module). Other module assessments shall be on a Pass/Fail basis. All work submitted for assessment must be in English. When a percentage is used, the pass mark is 50%, or E where it is a grade. The results of each module shall be confirmed by each university at which it has been taught in accordance with its own procedures and received by the other Consortium Partner universities through the application of the agreed Grade Conversion Table (see below). Exam regulations regarding administrative procedures, certification, exam period and rules for re-sitting are those of the University in which the module is taught. For the Dissertation module the rules of the module coordinator (University of Gothenburg) apply.

University of Gothenburg	University of Deusto		University of Roehampton	
	Numeric Range	Average	Numeric Range	Average
A	9-10	9,5	>70	75
B	8-8,9	8,5	65-69	67
C	7-7,9	7,5	60-64	62
D	6-6,9	6,5	55-59	57
E	5-5,9	5,5	50-54	52
F	0-4,9		0-49	

Progression and approval of an award shall be by an Examination Board which meets once a year and whose regulations are set out in the Consortium Agreement and extensively described in the General Programme Regulations for the Joint Degree (see section 3.3).

**Condonation** is not allowed for modules on this programme. In cases where a candidate has failed or deferred a particular assessment, the institution where the module has been delivered shall stipulate the nature and timing of the assessment and/or attendance required to pass. Such re-sits or deferred assessments shall normally take place according to the scheduled university examinations period at the institution where the module is delivered.

**Appeals and Complain:** The student who believes that he/she has been incorrectly marked in a particular module, or incorrectly failed, or incorrectly programme-terminated, may, in certain circumstances, have the right of appeal subject to the conditions and procedures of the university where the module is taught.

**Internships:** All students are responsible for securing a placement (internship) with an organisation working in human rights during the third semester of the programme. The internship coordinator must approve both the organisation and the student's prospective role prior to the student beginning the internship. Both the student and a representative of the organisation providing the placement must sign an agreement outlining the student's responsibilities as well as the start and end date of the internship. The internship coordinator will keep these agreements on file.

### **Students' rights and obligations**

Students' rights and obligations in the Programme are extensively described in the General Programme Regulations annexed to the Consortium Agreement and in the Student Agreement (see Annex ORA). Each student shall be provided with a Student Agreement in accordance with a template drawn up by the Consortium, which agreement shall list the rights and responsibilities of students with respect to the academic component of the joint degree programme, as well as any administrative requirements and services available. The Student Agreement shall be signed by the student and the Joint Programme Coordinator, representing the Consortium.

All the rights as well as the administrative and financial obligations of the students will be advertised in the EMHRPP webpage and in the webpages of the Consortium Partner universities. Student participation costs are defined as all costs related to and including tuition fees, basic insurance coverage and any other mandatory cost related to the students' participation in the programme for the standard duration of the degree programme, including support in administrative and organizational issues by the Consortium Partners, costs for enrolment at the Consortium Partner's institutions, all examinations and the issuance of the final diploma. Student participation costs do not cover accommodation, travel to and from Consortium Partner universities and travel documents (visa, passport) included within the framework of the mobility programme and any costs beyond the standard duration of the degree programme.

### **Management of students EMJMD scholarships**

If the EMJMD grant should be awarded, the application form to the EMHRPP programme will contain the possibility of applying for an EMJMD scholarship, together with information of the additional criteria EMJMD applications must comply with. The Coordinating Institution (University of Gothenburg) would then receive and process all applications for EMJMD scholarships in the regular application procedure described under sections 1.1 and 2.4. The University of Gothenburg will also receive and manage EMJMD scholarship funds, paying monthly allowances as well as annual shares of travel and installation costs through bank transfers. The University of Gothenburg gives students support to open bank accounts during the induction week so that they can receive their payments.

EMHRPP students can contact the grant services of each Consortium Partner university to check the different opportunities offered by each one of them, local entities as well as the Erasmus+ mobility grants (insofar as these are compatible with EMJMD scholarships or any other scholarship that the students might already have). Local scholarships and Mobility Grants will be managed by the University that grants them.

2.6 The proposal describes the envisaged activities/facilities to ensure the effective integration/networking of the EMJMD students within their socio-cultural and professional environment

The EMHRPP educational and training offer is designed to **expose students to professional experiences** and connect them with a **wide network of human rights scholars and practitioners**. Students will be **integrated into wider learning communities** of Masters' levels, both national and other international programmes in all three Consortium Partner universities. Through joint/open seminars and lectures, students can exchange experiences with students with similar interests and meet a variety of scholars closely related to the human rights field (i.e., humanitarian intervention,

indigenous peoples' rights, legal and socio-legal studies, national programmes on human rights, etc.). All Partner universities organise **fieldtrips and study visits** with a focus on cultural and professional experiences related to the country of study. These activities range from plays and art exhibits relevant to human rights, visits to corporate, public and NGO offices, visits to the annual Swedish Human Rights Forum or to the Library of the International Institute for the Sociology of Law.

**Exposure to professional environment** is strengthened through the expanded group of Associate Partners and their active involvement in some of the modules and in the Professional Development Seminars. As detailed below (section 2.7), the Associate Partners come from the private, public and third sectors. They include human rights practitioners and NGOs such as Protection International, CEAR-Euskadi or IRRI and some are connected to public administration (City of Gothenburg and Region Västra Götaland) or the business sector (CSR Sweden).

**Networking opportunities** are supported in a number of different ways. Students will be given the opportunity to network with professionals throughout their studies during the **Professional Seminars** and activities with Associate Partners. Students will also be exposed to the human rights networks at the three Consortium Partner universities, such as the Crucible Centre for Human Rights Research in Roehampton which hosts lectures and human rights events, the AHRI (Association of Human Rights Institutes) to which all three Partner universities belong and disseminates several human rights conferences and events across the world annually, or the Venice-based EUIC, the European Inter-University Centre for Human Rights and Democratisation to which the Human Rights Institute in Deusto is a member and, through that, to the Global Campus of Human Rights. The **Student Symposium** at the University of Deusto in June each year is an opportunity to bring in networking opportunities through keynote speakers and guest speakers who meet privately with HRPP students. After they finish their studies students will become part of the graduate platform of EMHRPP alumni where they will find information about vacancies, events, job opportunities and so on.

A specific measure intended to increase students' exposure to professional environments are the **placements (internships)** during the third semester in London. **Internships are an integral and assessed element of the proposed EMHRPP programme**, and they constitute a required element of the module **Social Movements and NGOs: Understanding Social Change**. The timing and location of these internships is deliberate to ensure that students benefit from the wide variety of internship opportunities in the private, public and third sectors in London. Support for placement applications begins during the second semester while students are studying at the University of Deusto. The bilateral agreement between the universities of Roehampton and Deusto allows the travel necessary for Roehampton academic staff to run a series of sessions about internships applications, curriculum vitae (CV) and covering letters design for the UK market, as well as skills training for interviews and psychometric tests pertinent to internships. Students will be invited to submit their CVs and covering letters to academic staff for scrutiny and begin applying for internships during the summer months. Students will have access to the comprehensive database of NGOs that have previously granted internships to HRPP students and other Human Rights MA students from the University of Roehampton, though they may apply elsewhere if they choose. They will also have access to the Roehampton online Career Link Portal (<https://www.roehampton.ac.uk/careers/>), which provides additional support with CVs, covering letters, and internship applications. Once in London, students can access the Roehampton Careers Advice Service for workshops and one-to-one sessions with university career advisers.

## 2.7 The proposal clearly outlines the interaction between the EMJMD and non-educational actors in course implementation

The role of non-educational Associate Partners in the EMHRPP programme implementation is a novelty in comparison to the current HRPP programme and the earlier iteration, HRP. In previous editions, Associate Partners were exclusively higher education institutions in other countries and their role was that of facilitating field research for the dissertations and fostering the internationalisation of the programme. The new programme not only builds upon this experience but also goes beyond, for it envisages among the roles assigned to Associate Partners:

- To ensure the delivery of practical and professionalising training to students through regular or guest lecturers as well as study visits that introduce real life experience working with human rights into the classrooms;
- To improve the quality of teaching contents by providing current and hands-on case study materials for teaching, and;
- To foster the exposure of students to human rights related labour markets, e.g. by organising tours to public administration departments or companies or providing placements after graduation.

Several non-educational Associate Partners will play a decisive role in the Advisory Council, giving feedback on programme and module development (see Annex ORA, Letters of Commitment Associate Partners).

Associate Partner	Description	Collaboration with EMHRPP
<p>City of Gothenburg  <a href="http://international.goteborg.se/">international.goteborg.se/</a></p>	<p><b>City of Gothenburg</b>, is a municipality composed of district administrations, technical departments and a number of wholly and partly owned companies. It is responsible for the major part of the welfare services in society, such as schools, housing, elderly care, etc. The City of Gothenburg is the second largest city in Sweden with just over 500 000 inhabitants.</p>	<p><b>City of Gothenburg</b> will give guest lectures and host study visits for EMHRPP students during the <b>Human Rights as an Interdisciplinary Field</b> module. In particular focusing on the <b>practical aspects of implementing human rights</b> as a welfare service provider. Their experience and expertise will also be shared with the Consortium at board meetings and various other occasions as appropriate for module and programme development.</p>
<p>Region Västra Götaland  <a href="http://www.vgregion.se/en/">www.vgregion.se/en/</a></p>	<p><b>Region Västra Götaland</b> is one of Sweden’s popularly elected regions and responsible for healthcare, medical treatment, growth and development matters. It is governed by democratically elected politicians and has just over 50,000 employees. It covers 49 municipalities and 1.6 million inhabitants. The Region Västra Götaland is the only region in Sweden to have adopted a plan of action on human rights.</p>	<p><b>Region Västra Götaland</b> will share their experience of developing and implementing their plan of action on human rights in their operations with both EMHRPP students in the <b>Human Rights as an Interdisciplinary Field</b> module and the Consortium Programme Board.</p>
<p>CSR Sweden  <a href="http://www.csrsweden.se">www.csrsweden.se</a></p>	<p><b>CSR Sweden</b> is Sweden’s leading corporate network focusing on corporate social responsibility and community engagement. Their activities concern engaging companies to work on responsibility issues and promote the discussion between business, politics, academia and civil society. CSR Sweden has 18 member companies and is a national partner of CSR Europe, Europe’s leading CSR company network with approximately 60 multinational member companies and about 45 sister organizations in 30 countries, a total of more than 10,000 companies.</p>	<p>A business perspective on the development of policies and work with human rights is the contribution offered by <b>CSR Sweden</b>, in particular during the <b>State, Market and Human Rights</b> module. This will be done through the sharing of best-practice experience of private actors when addressing challenges of operating in a competitive market and simultaneously implementing human rights in their own operations. <b>Case study material, guest lectures and study visits</b> are some of the resources and activities that will be provided for the EMHRPP programme.</p>
<p>Protection International (PI)  <a href="http://www.protectioninternational.org/en">www.protectioninternational.org/en</a></p>	<p><b>PI</b> is an international non-profit organization that provides protection strategies and tools for human rights defenders (HRDs) who are at risk. PI works with local partners in over thirty countries across the globe and has made major contributions to the definition</p>	<p><b>PI</b> has participated in the design of the new second-term module <b>Human Rights Defenders: Context, Policies and Practice</b>, and will co-teach several sessions in that module regarding security and protection policies and tools.</p>

	and implementation of tools and strategies for the protection of HRDs, by for example piloting new methodologies and innovative approaches, through activities such as publishing the first manual on the protection of HRDs, providing systematic overviews on existing public policy initiatives for HRDs protection or developing security and protection tools for grass root HRDs at risk.	They will also intervene in the module <b>Researching Human Rights</b> , especially in the sessions regarding the management of project cycles. Field visits to PI office in Navarre (170kms from the University of Deusto) can be arranged easily as well as co-supervision of dissertations with fieldwork support.
CEAR-Euskadi (Basque Refugee Relief Commission) <a href="http://www.cear-euskadi.org/en/">www.cear-euskadi.org/en/</a>	<b>CEAR-Euskadi</b> is a non-governmental organisation that defends the rights of all human beings to seek protection and asylum. Established as an independent organisation in 1996 (but still working closely with its sister organisation CEAR Spain), CEAR-Euskadi offers services to defend and promote the human rights and integral development of refugees, displaced people and migrants in need of international protection and/or in situations of social exclusion.	CEAR-Euskadi has participated in the design of the module <b>Human Rights Defenders: Contexts, Policies and Practice</b> and will design professionalising activities for the EMHRPP students in the framework of the Interim Protection Programme.
International Refugee Rights Initiative (IRRI) <a href="http://www.refugee-rights.org">www.refugee-rights.org</a>	<b>IRRI</b> is dedicated to promoting human rights in situations of conflict and displacement, enhancing the protection of vulnerable populations before, during and after conflict. Focusing primarily on Africa, IRRI works with networks of advocates to identify the key challenges facing vulnerable communities and collaborates to advance changes in law, policy and practice. IRRI accomplishes these objectives by developing and implementing innovative legal and advocacy strategies, conducting policy-oriented legal and field-based research and leveraging African regional and sub-regional governance structures.	IRRI will offer a <b>graduate placement</b> to at least one EMHRPP student in their Kampala office upon successfully completing the programme. IRRI will retain the right to determine the number of placements and make final admission decisions. This collaboration is particularly relevant to the module <b>Social Movements and NGOs: Understanding Social Change</b> , which will prepare students to apply for positions and work directly with organisations protecting human rights, including advocacy NGOs. The organisation will also collaborate in the design and implementation of events with students including conferences and workshops.

### 3. Quality of the project team and the cooperation arrangements (maximum 20 points)

3.1 The proposal clearly shows how the fields of expertise of the involved partners/staff are complementary and of added value for the EMJMD implementation. Where applicable, the proposal describes how existing cooperation agreements have been enhanced to meet the EMJMD's objectives.

### ***Complementary institutional expertise and professional experience***

The Programme draws from a variety of disciplines and brings together experiences and skills from across sectors (universities, public administration, international civil society organisations and the private sector). The expertise of EMHRPP academic staff includes law, economics, political philosophy, sociology, public policy analysis, research methodologies, indigenous studies, global studies and governance, and social anthropology. All key academic members of staff in the Consortium have accredited teaching experience at international Master's level and recognised research experience on human rights issues. Each Consortium Partner university contributes with complementary skills and networks to the programme that offers a truly unique combination now expressed in the proposed EMHRPP.

***The School of Global Studies at the University of Gothenburg*** offers a mix of disciplines focusing on the study of the complexities of globalisation, that, apart from human rights, include human ecology, peace and development studies, regional studies, and social anthropology. The School of Global Studies combines strong disciplines with interdisciplinary research groups that provide a unique educational and research environment with a strong international profile. Among other projects, the School of Global Studies manages an EU funded Tempus Project for capacity building, entitled "Interuniversity 2nd and 3rd Cycle International Relations Study Programs in Macedonia". The School of Global Studies also runs a Master's programme in human rights offered in Swedish in addition to Bachelor's and Master's programmes in Global Studies and several free-standing courses on, e.g., Global Gender Studies. Building on the department's interdisciplinary expertise with a focus on globalisation, the first two modules of the EMHRPP are located here: the introductory module on **Human Rights as an Interdisciplinary Field** and the second module **State, Market and Human Rights**. The programme convener at the School of Global Studies, University of Gothenburg, is Assistant Head of Department for Education, Associate Professor Joakim Berndtsson.

***The Human Rights Institute of the University of Deusto*** is a leading research and teaching group in Spain with a focus on human rights. The Institute hosts a multidisciplinary and interdisciplinary research group with expertise covering law, sociology, anthropology, political sciences and international relations. The Institute runs two other international Erasmus Mundus Master's Degrees in International Humanitarian Action (NOHA) and Human Rights and Democratisation (EMA) as well as the UN Indigenous Leaders Programme, which offer excellent opportunities to EMHRPP students for networking and sharing interesting extra-curriculum activities. This includes field trips, cinema clubs or open lectures on topics very close to human rights, among other things. The Institute contributes with two modules in the EMHRPP programme, which reflect the Institute's research interests in innovative and frontier human rights research. The module, **Human Rights Defenders: Context, Policy and Practice**, integrates theoretical and practical knowledge, which supports the dissemination of EU human rights priorities and policies in this area. The second module, **Researching Human Rights**, consists of a tailored programme on methods and methodologies necessary for human rights work in its different facets: theoretical understanding, data collection in different disciplines, reporting, data presentation, and consideration for the particularities of conducting human rights research nowadays, for it is increasingly carried out in multidisciplinary and multicultural environments. The programme convener at the University of Deusto is the Head of Research of the Institute, Dr Dolores Morondo.

***The Social Science Department at the University of Roehampton*** runs three MA programmes in human rights, including the current HRPP programme, with an LLM Human Rights and Legal Practice that commenced in September 2018. The university has extensive experience with international partnerships focused on human rights teaching having led the Erasmus Mundus MA Human Rights Practice (HRP) (2007-2013), Tempus HEART Project (2011-2014) and current HRPP (2013-2019). Human rights teaching at the University of Roehampton is informed by the research of its staff members all of whom are members of the Crucible Centre for Human Rights Research. The module **Theorizing Human Rights** is informed by cutting-edge research about human rights as its own discipline, a key element of Roehampton's approach to human rights study. Whereas the module **Social Movements and NGOs: Understanding Social Change** is guided by staff members' professional and research experience working with a range of NGOs and social movements with such foci as climate change, LGBTQI rights and animal rights. The programme convener at the University of Roehampton is Dr Jennifer Melvin.

### **Description of key members of staff's expertise and professional experiences**

<b>Name</b>	<b>Field of Expertise and Professional Experience</b>	<b>Contribution to EMHRPP and Complementary Value</b>
<b>Karen da Costa</b>	International Law, with focus on human rights and disasters. Experience in different academic institutions (such as University College London and the	<b>Contribution:</b> Regular teaching in the introductory modules in Gothenburg, with emphasis on the legal approach to human rights and the use of the legal

	National University of Galway, Ireland), as well as practitioner organisations, for example the International Federation of the Red Cross and Red Crescent Societies, the United Nations, and Amnesty International.	perspective to protect human rights, through monitoring mechanisms. <b>Complementary Value</b> is the legal perspective to human rights, as well as engaging with different topics, especially relating to disasters and vulnerability to disasters, and their impact on the enjoyment of human rights.
<b>Peter Johansson</b>	Dr. Johansson is a senior lecturer at the School of Global Studies. He has a PhD in Peace and Development Research (2008) and was promoted to Excellent Teacher by the Social Science Faculty in 2016. His recent research focus has been on the rights of indigenous peoples, sovereignty and self-determination, right to health, eHealth and whistleblowing. As of 2015, Johansson is a member of Region Västra Götaland's research council on commissioned human rights research and is sub-contracted as social expert by Emerga Research and Consulting. Johansson has been involved in the HRPP programme since its development in 2005 and sits on the Programme Board. He teaches mainly on the master's programmes in Human Rights and Global Health.	<b>Contribution:</b> Dr Johansson has taught and convened the module 'Human Rights: Politics, Ethics and Law' in the previous programme, and will be responsible for the new module 'Human Rights as an Interdisciplinary Field'. He will also supervise master dissertations. <b>Complementary Value:</b> Dr. Johansson brings to the programme his expertise in the interdisciplinarity of human rights as well as in human rights implementation. He also brings his expertise as an Excellent teacher to the pedagogical discussions on the teaching and examinations of the programme.
<b>Joakim Berndtsson</b>	Dr Berndtsson is Associate Professor of Peace and Development Research at the School of Global Studies, University of Gothenburg. Berndtsson serves as the Assistant Head of Department for Teaching. He teaches international security studies, research methods and international relations, but also on the MA in Global Health. His research includes security outsourcing, civil-military relations and whistleblowing studies.	<b>Contribution:</b> Berndtsson will serve as the National Convener for the HRPP programme. He has long experience in similar roles and he will work with quality assurance and programme organisation, as well as with pedagogical development. He will also be involved in thesis supervision and assessment for the programme. <b>Complementary Value:</b> Berndtsson contribution relates to his security studies and international relations expertise that he brings to the programme. He also brings several years' experience with the previous HRP and HRPP programmes, both as teacher and as programme convener. As Assistant Head of Department, Berndtsson has several years' experience of working with pedagogical development and quality assurance.
<b>Lisbeth Segerlund</b>	Dr. Segerlund is a senior lecturer in human rights at the School of Global Studies and is the programme coordinator for the Swedish master's programme in human rights. She has a PhD in Economic History (2008), with an orientation towards International Relations, from Stockholm University. Her research focuses on business and human rights, in particular the UN work in this area. During 2012-2017 Dr Segerlund was the national convener for the Erasmus Mundus HRPP programme at the University of Gothenburg. She is currently the convener for and teacher at	<b>Contribution:</b> Dr Segerlund has taught and convened the modules 'Globalisation and Human Rights' and 'Dissertation' in the previous editions of the Programme, and shall be involved in teaching and convening modules in the new Programme. She shall also supervise master dissertations. <b>Complementary Value:</b> Dr. Segerlund brings to the programme her expertise from working with human rights NGOs, in particular Amnesty International and Swedish Save the Children.

	two of the modules of the EMHRPP programme.	
<b>Jennifer Melvin</b>	Dr Melvin has conducted ethnographic research about human rights and post-genocide reconciliation in Rwanda, culminating in several book chapters and articles including ‘Rebel Victory and the Rwandan Genocide’ (2017); ‘Correcting History: Mandatory Education in Rwanda’ (2013); ‘Reconstructing Rwanda: Balancing Human Rights and the Promotion of National Reconciliation’ (2012); ‘Beyond the Veneer of Reconciliation: Human Rights and Democracy in Rwanda’ (2012). Her sole authored monograph, ‘Reconciling Rwanda: Unity, Nationality and State Control’, was published in 2015. Her current research focuses on the optimization of African diaspora participation in the Sustainable Development Goals.	<b>Contribution:</b> Dr Melvin has been the UK National Convener for the UK for the previous edition of the EMHRPP programme for the years 2015-2018, as well as extensively teaching on it in the past few years, and will be teaching on campaigning, activism and human rights as part of the new module ‘NGOs and Social Movements: Understanding Social Change’. Dr. Melvin is also involved in the planning and delivery of the annual students’ Symposium. <b>Complementary Value:</b> Dr. Melvin brings to the programme her expertise in post-genocide societies and on reconciliation in Rwanda and, more in general, she will contribute to conversations within the programme on gross violations of human rights and crimes against humanity.
<b>Francesca Romana Ammaturo</b>	Dr Ammaturo is a human rights scholar and sociologist with an expertise on LGBTQI issues and human rights, LGBTQI social movements, European human rights and European Citizenship. She has published several single-authored articles in Sociology and Human Rights Journals, as well as a monograph titled ‘European Sexual Citizenship: Human Rights, Bodies, and Identities’ (Palgrave: 2017). Dr. Ammaturo has also conducted ethnographic research at the Office of the Commissioner for Human Rights of the Council of Europe. Currently, her research focuses on LGBTQI activism and human rights in Southern Europe.	<b>Contribution:</b> Dr. Ammaturo is currently the UK National Convener for the previously financed edition of the EMHRPP, covering for Dr. Melvin. She has taught previous cohorts of EMHRPP students and, for the new edition of the programme, she will contribute in particular to the teaching on social movements and activism part of the new module ‘NGOs and Social Movements: Understanding Social Change’, thus bringing her research expertise into the classroom. Dr. Ammaturo is also involved in the planning and delivery of the annual students’ Symposium. <b>Complementary Value:</b> Dr. Ammaturo’s complementarity to the programme resides in the possibility of addressing issues around gender and sexuality from a human rights perspective and through the prism of grassroots and institutionalised activism. Furthermore, she will be able to contribute to discussions with students concerning Europe’s role as a human rights actor beyond current frameworks of Eurocentrism.
<b>Darren O’Byrne</b>	Dr O’Byrne has an international reputation for his contributions to the sociology of human rights. He has written extensively on this area, in major journals such as <i>Sociology</i> and <i>International Journal of Human Rights</i> and in his 2015 book <i>Human Rights in a Globalizing World</i> , as well as on globalization and critical theory more generally. His 2003 textbook <i>Human Rights: An Introduction</i> was one of the first to treat its subject matter in wholly interdisciplinary perspective. He is the director of the Crucible Centre for Human Rights Research at Roehampton,	<b>Contribution:</b> Dr O’Byrne has taught and convened the module ‘Human Rights, Society and Social Structure’ in the previous programme, and will be responsible for the new module ‘Theorizing Human Rights’. <b>Complementary Value</b> has always come from Roehampton’s role as a pioneering institution in foregrounding the sociological approach, which provides balance to the legal and political specialism provides elsewhere, and helps to prepare students for their dissertation research. Dr O’Byrne regularly supervises students on dissertations that take a more sociological approach.

	was the founding chair of the Global Studies Association, and has delivered keynotes at conferences worldwide.	
<b>Dolores Morondo</b>	Philosophy of Law and Legal Theory. Dr Morondo teaches International Protection and Promotion of Human Rights and Research Methodologies. Main Research and publication areas: human rights and diversity; antidiscrimination law; critical legal theories; legal methodologies. She has worked as consultant and independent expert for the European Commission and the Spanish Ministry of Foreign Affairs. She collaborates with the Basque Commission for Refugee Relief.	<b>Contribution:</b> Programme convener at the University of Deusto. Dr Morondo teaches in the research methods module and coordinates the module on human rights defenders. She coordinates professional seminars at Deusto. <b>Complementary Value:</b> Dr Morondo adds a legal perspective to human rights and research methods modules and she also contributes to approaches which bring together academia and practitioners.
<b>Gorka Urrutia</b>	Sociology. PhD in International and Intercultural Studies. Teaches Introduction to International Humanitarian action and Research Methods. Main research and publication areas: human rights, migration, diversity and religion. He has worked with NGOs, governmental and international organizations in the field of international cooperation in Europe and South America.	<b>Contribution:</b> Dr Urrutia teaches in the research methods module and supervises master thesis. He also contributes to approaches which bring together academia and practitioners. <b>Complementary Value:</b> He adds a sociological perspective to human rights and a special focus on empirical based research on human rights.
<b>Felipe Gómez</b>	Professor of Public International Law and Human Rights. He is National Director of the European Master in Human Rights and Democratisation (Global Campus of Human Rights, Venice, Italy). His main research areas are: International Human Rights Law, transitional justice and indigenous peoples' rights. He has worked as a consultant and independent expert for the Spanish Ministry of Social Affairs, the United Nations and the Norwegian Ministry of Foreign Affairs.	<b>Contribution:</b> Based in his extensive knowledge on indigenous peoples' rights, Professor Gómez has been the Director of the UN Fellowship Programme for Indigenous Leaders from Latin America, where numerous indigenous leaders have been formed on basic aspects of human rights. One of the main focuses of this academic programme is their function as human rights defenders. <b>Complementary Value:</b> Solid and long-standing experience and knowledge in the protection of indigenous peoples' rights, on the role indigenous leaders play as Human Rights Defenders.
<b>Enrique Eguren</b>	Medical Doctor, NOHA Masters in International Humanitarian Action and Ph.D. He is currently Senior Adviser at Protection International (Brussels), guest lecturer and researcher in the Institute of Human Rights of the University of Deusto (Bilbao, Spain), and co-Director of the NOHA Summer and Winter Schools on Humanitarian Protection. He is also the author of several books, chapters, and articles on protection and HRD. He has worked in long-term missions in several countries (El Salvador, Sri Lanka, Guatemala, Colombia), and has undertaken many short-term field assignments in the Americas, Africa, and Asia.	<b>Contribution:</b> Dr Eguren contributes with his professional expertise particularly in the Human Rights Defenders module. <b>Complementary Value:</b> Dr Eguren complements the Programme with his expertise in the protection of human rights defenders and of civilians in humanitarian contexts. He also adds value to the Programme by sharing his knowledge and professional expertise gained as a trainer and a consultant for DG ECHO, several UN agencies and NGOs.

<p><b>Maite Sagasti</b></p>	<p>Bachelor's degree in History and Cultural Heritage, University of Deusto, Master's degree in Spanish Artistic Heritage, University of Salamanca. From 2003 to 2006 she worked for the public administration of the Basque Country in the protection of Industrial Heritage. Since 2006 she has been the coordinator of the Erasmus Mundus master programmes of the Faculty of Social Sciences and Humanities (University of Deusto).</p>	<p><b>Contribution:</b> She has greatly contributed to the day to day administration of the Programme at the University of Deusto and the HRPP Consortium.</p> <p><b>Complementary Value:</b> She complements the Programme by sharing her practical knowledge and familiarity with the administration of the Programme in its various editions. She adds great value by addressing administrative issues relevant in the Programme, both at the University of Deusto and beyond.</p>
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***Previous collaboration among Consortium partners***

**The Consortium Partners have successfully collaborated** in the current edition of the Human Rights Policy and Practice programme. Furthermore, the Universities of Gothenburg and Roehampton have contributed with their **international cooperative experience on the multi-country Tempus Project** ‘Developing Human Rights Education at the Heart of Higher Education’ (2011-2014). This combined experience has created strong links between the partners, with **Erasmus+ exchange agreements concluded among all three partners both for academic and administrative staff**. Through exchange and work visits, the Consortium Partners have worked on updated and significantly improved programme cohesiveness, developed a better-integrated set of administrative procedures and strengthened a more dynamic network of Associate Partners, adequate for the proposed EMHRPP programme’s Joint Master’s Degree.

The Consortium Partner universities’ collaboration on the current HRPP programme has been fruitful. During this period, the Partners set the basis and agreements at the administrative level for enhanced and swifter collaboration and exchange, with a series of bilateral exchange agreements being signed and a number of skill shadowing visits taking place, which have allowed for better understanding of administrative processes in all the universities. This improved cooperation is essential for facing bureaucratic difficulties and providing invaluable support to students, which otherwise could result in excellent students from third countries not having access to the EHEA or being unable to complete their degrees. Procedures have been established for dealing with cases specific for third countries’ human rights workers and scholars who might experience delays and political trouble on account of their participation to a Master’s programme in human rights.

***Widening the Consortium and the Programme across the EHEA***

The partners have also led an intense effort in the preparation of a **General Programme Regulations for the Joint Degree**, which satisfies the requirements of national legislations and university procedures. The development of these regulations has brought a thorough reflection on procedures, learning outcomes and teaching and evaluation methods, which have improved in-house practice in all Consortium Partner universities.

The **Consortium was enriched in 2015 with the arrival of the University of Deusto**, extending the scope of the Consortium southwards and including a tradition of human rights work in collaboration with civil society organisations and work on the field in a number of areas around the world, especially Latin America. The Consortium has also been enriched with new academic Associate Partners, such as Protection International and CEAR-Euskadi.

The analysis of former students’ professional development and the current market for human rights Master courses and specialisation programmes has also led the Consortium Partners to **update the curriculum and the Associate Partner’s network**. In the proposed EMHRPP, the updated network includes more locally situated or related partners in the three Consortium Partner countries that can more easily engage in the teaching activities of the programme. This creates an integrated approach that joins theory and practice, prepares students for interdisciplinary work environments and exposes them to multicultural and international environments and networks.

***Added value of invited scholars and guest lecturers***

In addition to the contribution that the locally situated partners will bring to the EMHRPP, other guest lecturers and Visiting Scholars will be engaged to provide education about and connections to current and interesting research areas on an international basis. Furthermore, invited scholars and guest lecturers contribute to professional development discussions with students and with expanding the Consortium network of contacts, together with establishing and

maintaining collaborations between universities and visiting scholars beyond their visits. They shall also experience new teaching environments, through their teaching in the EMHRPP programme.

- 3.2 The proposal describes the institutional commitment of each partner, specifies their role and tasks in the EMJMD implementation, and outlines the working mechanisms of the governing bodies and management tools in place

#### **Institutional commitment and Consortium Agreement**

Building on close to 15 years' experience of preparing for and working with the current HRPP programme, as well as a formal **Consortium Agreement** between the partner institutions that outlines longstanding mutual commitment (see Annex ORA), the Consortium has perfected the organisation and delivery of the EMHRPP programme. Over the course of nearly 15 years, the Consortium has developed a specific know-how in the management of administrative challenges that particularly affect Partner Country students (e.g., visa regulations, accreditation of academic documentation, banking services, etc.). Thanks to its integrated administrative procedures across the three partners, the Consortium has consistently managed to find solutions to these ever-changing problems experienced by students. Thanks to this body of well-established knowledge and practices in place already at the start of the proposed EMHRPP programme, the partners are confident they can provide excellent assistance to students participating to the programme.

#### **Rules and procedures for the EMHRPP implementation and monitoring**

The rules and procedures for the EMHRPP implementation and monitoring are set in the Consortium Agreement. A long-standing collaboration among Consortium Partner universities has resulted in streamlined communication procedures and administrative collaboration which has been gathered in the General Programme Regulations annexed to Consortium Agreement. The Consortium functions on the rule of mutual recognition of modules and credits awarded by Partner Universities. The smooth implementation of the programme is monitored by conveners and dedicated administrators for the whole duration of the semester at their Universities. The Consortium meets three times a year at the Joint Programme Board and conveners and administrators hold monthly Skype meetings to ensure the regular and smooth implementation of Board decisions and general running of the programme. Excellent quality standards in the implementation are ensured through internal and external Quality Assurance mechanisms (see section 2.2) and through the collaboration and recommendations of the Advisory Board and the annual Quality Conference.

#### **Roles and Tasks of the Partners and Associated Partners**

A change in the current organisation of the HRPP work is that **Gothenburg will take on the role as Lead Partner for the proposed EMHRPP**; this change is motivated by the need to secure a sustainable running of the new programme in view of the decision of the UK to leave the EU and the uncertain situation of long-term educational cooperation. However, as Roehampton (Lead Partner of the current HRPP programme) remains a Consortium Partner, the transfer of knowledge will be uncomplicated. This is a reason why the Consortium decided to apply in the same constellation, rather than bring in a new partner. Instead, we have opted for a long-term transition. The Consortium recognizes that the Brexit referendum has created a number of uncertainties regarding the UK's future role in higher education in the EU. The University of Roehampton has a long history of successful partnerships with universities and research networks in the EU and continues to be committed to the promotion of human rights and values of European higher education. The Consortium will arrange for an alternative university to join the programme if the Brexit negotiations result in an unlikely decision that makes Roehampton's participation untenable.

As the Lead Partner, Gothenburg will have the responsibility for the management of the HRPP and in that capacity have the overall responsibility for the administrative and financial matters. Gothenburg will continue to manage scholarship payments to students, and, in this way, both capture the experience from performing this task as well as provide efficiency in terms of simultaneously being the Lead Partner with the EU reporting involved. As Gothenburg currently and continuously will host the first semester of the programme, the **Induction Week** and proposed new **Academic Induction Seminars** in connection with this will be located in Gothenburg. A Joint Programme Board meeting will also be held in connection with the Induction Week. The University of Deusto will continue to provide the venue for the **Student Symposium** marking the closing ceremony of the second-year students of the EMHRPP, at the same time taking advantage of the presence of first year students at Deusto during their second semester. Roehampton, located in London, provides the best location for **placements (internships)** in view of the English language as well as access to a large number of NGOs and other organisations working in human rights that commonly host interns from the current HRPP programme.

#### **Management bodies and procedures**

As the Consortium is small, i.e., consisting of three full partners, the management structure is fairly simple and participated. The Management bodies and procedures are set in the Consortium Agreement and explained in full detail in the General Programme Regulations annexed to the Agreement. Each Partner University appoints a national convener for the Programme and a dedicated administrator. At each University conveners and administrators collaborate to ensure high-quality delivery of the master programme both in academic and administrative terms. The **main decision-making body is the Joint Programme Board** composed of the programme conveners, programme faculty and the designated programme administrators from each of the Partners, as well as three students representing those currently taking modules. The Joint Programme Board decides on all matters relating to the running of the EMHRPP and meets three times per year (January, June and August). In between the Joint Programme Board meetings, the programme conveners have the mandate to make decisions on on-going matters through regular (via Skype) and ad hoc meetings of the conveners. The programme conveners are responsible for securing support from their respective universities for decisions to be made by the Joint Programme Board, as well as for the day-to-day efficient running of the programme modules at their Universities.

Other joint bodies have specific tasks: the Joint Admission Committee whose function and procedures are explained in sections 1.1 and 3.3; the Joint Examination Board, in charge of assessing students' progression, as explained in section 3.3; and the annual Quality Conference, which is a forum for the Consortium to discuss and develop quality standards in teaching, curriculum content, professionalising activities, procedures or implementation issues regarding the programme. The Quality Conference meets annually and brings together academic staff, students, members of the Advisory Council and invited stakeholders; the Advisory Council consists of the six Associate Partners and invited stakeholders (including prospective employers) and work placement organisations and, besides their participation to the Quality Conference, their role is to give advice to the Joint Board meetings on issues of employability and professional skills development in the programme.

#### **Involvement of Students in the management bodies**

Student representation and participation to the implementation of the programme is established in the Consortium Agreement and detailed in the General Programme Regulations. It is also part of the Student Agreement. Student representatives are elected for each cohort and present a student reports to each Joint Programme Board meeting, in writing and when possible (depending on the mobility of students) also in person to the board. Students participate also in the annual Quality Conference. Students may raise their concerns and complaints to the convener at each University, or to the Consortium (through the Lead Partner) if dissatisfied with the solution. Student reports and students' individual or collective complaints are answered in writing and, if decided by the Joint Programme Board, might result in changes and corrections that the conveners are in charge to implement.

3.3 The proposal describes, *inter alia*, the joint criteria, principles and requirements for student application, selection and admission requirements, student examination and performance evaluation

#### **Application, Selection and Admission Criteria and Procedures**

The call for applications will be posted on the EMHRPP programme website ([www.emhrpp.com](http://www.emhrpp.com)) and on the University Admission Sweden's online system (<https://www.universityadmissions.se/intl/start>) managed by the Swedish Council for Higher Education (UHR), together with instructions for the application and explanations of the entry requirements. The entry requirements are decided jointly by the Consortium and annexed to the Consortium Agreement. They might be refined and improved with the assistance of the annual Joint Quality Conference recommendations by joint decisions in the Programme Board. After an initial screening on compliance with entry requirements, University Admission Sweden sends the eligible applications to the University of Gothenburg, which convenes the Joint Admissions Committee every year in January. The Joint Admission Committee is composed by the Programme Conveners and the Administrative Coordinator of the University of Gothenburg. It assesses the eligible applications on the basis of the commonly pre-set criteria table (annexed to Consortium Agreement). These are based on the experiences of admission of 10 previous intakes for the current HRPP programme and their assessment and evaluation is also among the tasks of the Joint Quality Conference.

Candidates having passed the established selection threshold will be offered a place in the programme following the order of the ranking and to a maximum of 35 places. A reserve list will be formed with the rest of the ranking. This ranking will be used both for admission to the programme and for granting Erasmus Mundus Scholarships to those who have applied for it, in this case in conjunction to additional EMS eligibility requirements (i.e. mobility rules, citizenship, geographical origin for the additional grants, etc.). The University of Gothenburg will organise the meeting for ranking and admission decisions as well as provide for the admission procedure to follow (distributing admission letters, accepting confirmations from students, administering the payment of tuition fees, registering students, etc.).

The University of Deusto and University of Roehampton will conduct the necessary admission procedures at the time of the mobility between each university. All students accepted to the programme will be registered with full-time status.

## **Common Examination Methods, Students' progression and Dissertation Defence**

### ***Teaching Modules Examination***

The Programme is structured in seven mandatory modules plus a series of other compulsory activities (such as the attendance and participation to Professional Seminars or to the Student Symposium). Due to the common mobility path, all the students in any cohort are subjected to the same regulations for any given assignment and activity.

Module coordinators are responsible for developing and marking all assessments and examinations relevant to the module for which they are responsible. All module assessments and examinations will consist of one final outcome with a mark or grade that will be converted according to the Grade Conversion Table (see section 2.5). According to the General Programme Regulations for the Joint Degree, all assessments must be submitted in English. In cases where a student fails or defers an assessment, the institution where the module has been delivered shall stipulate the nature and timing of the assessment and/or attendance required to pass. Such re-sits or deferred assessments shall normally take place according to the scheduled university examinations period at the institution the module is delivered. Marks will not be reduced on retaking a failed assessment. A student who has passed a module may not retake the assessment for that module.

### ***Dissertation Module Examination and Public Thesis Defence***

During the fourth semester students develop their research project leading to the Master's dissertation. Each of the three Consortium Partners contributes to the supervision of a third of the EMHRPP programme students. In order to guarantee common criteria for supervision and evaluation, the University of Gothenburg coordinates the whole module and provides examiners for the dissertations (due to national regulation in Sweden). Deusto and Roehampton contribute as co-examiners for quality assurance.

The dissertation module is concluded by the **Student Symposium** organised in Deusto, where the public defence of the thesis (legal requirement in Spain) takes place. Second year EMHRPP programme students present their theses and first-year students, as part of their second semester in Deusto, act as discussants. All three Consortium Partner universities participate in this closing event of each two-year programme class.

### ***Students' progression and Joint Examination Board***

Students' progression is examined at each Joint Programme Board to monitor that students are taking their exams and completing the modules, early alerts of potential problems, cases of academic misconduct or individual requests for extra time for assignments due to mitigating circumstances or programme interruption. The responsibility for the assessment and approval of all modules' marks rests with the Joint Programme Examination Board, which meets once a year. It also recommends candidates for programme-termination in respect of compulsory programme requirements or for other appropriate reasons and is responsible to send to candidates a "Letter of Warning" in respect of compulsory Programme requirements. The Joint Programme Examination Board is composed by Programme Conveners, tutors of the modules specific to the programme and external examiners for the programme. It is chaired by one of the Programme Conveners and has secretarial support provided by the Partner which is hosting it. As per the Consortium Agreement, the External Examiner(s) shall be appointed by Roehampton with a normal term of appointment of four years with the administration conducted by Roehampton. The External Examiner will be responsible for the monitoring of standards in all of the Parties and shall have full access to assessment carried out in all of the parties.

3.4 The proposal explains how the student participation costs have been calculated, and provides a description on how financial resources including complementary funding will be mobilised, allocated and managed within the partnership.

The **budget calculation** is based on the experiences from running the current HRPP with three Consortium Partners and the mobility built into the programme. This experience has led us to appreciate, among other things, the **importance of dedicated programme conveners and designated programme administrators from each Partner**, for providing successful and efficient management of the programme.

The Consortium's operational costs mainly consist of **staff salaries for teachers, incl. costs for guest lecturers and Visiting Scholars**, as well as other staff at the different partners directly involved in the running of the programme. This includes the three programme conveners and designated programme administrators from each Consortium Partner involved in the admission (visa support, etc.), study administration, scholarship payments and EU reporting. Other costs involve various teaching activities in the form of Induction Week, study visits, fieldwork, Student Symposium

and similar. An important part of the learning activities is the just mentioned **Induction Week** at the start of the programme that introduces the students to the EMHRPP programme, studies at master's level, introductory lectures and socializing activities with their new fellow students. The learning activities also involve the **Student Symposium** at the end of the programme, where the setup aims at the interaction of second year programme students' dissertation presentations with that of the first-year students acting as discussants. In connection with this guest lecturers are invited for workshops and as keynote speakers. Costs concerning support for special needs students is also included; marketing and long-term strategies for programme sustainability; travel and accommodation costs for the Consortium **Joint Programme Board and other meetings; staff mobility in connection with teaching activities and other staff competence mobility activities**; other minor budget items for literature, unforeseen costs, etc.

Based on the experience of running the current HRPP programme in a small consortium, and in order to meet the normal level for participation cost fees otherwise demanded by Consortium partner universities for Master's programmes, the **participation cost is set at 18 000 EURO for Partner Country students and 9 000 EURO for Programme Country students**. The participation cost fee covers a compulsory insurance cost of approx. 1000 EURO (The Swedish State's Erasmus Mundus Insurance, more information on the insurance scheme is found here, <https://www.kammarkollegiet.se/en/insurance-students-and-state-employees/student-insurance/erasmus-mundus-insurance/terms-and>) and the consortium operational costs of the programme as indicated above. In view of that the EMHRPP programme modules mostly are offered independently of other programmes and cannot solely benefit from sharing costs from cross-listing with already existing programmes or modules. Included in the operational costs are, as mentioned above, the Induction Week and the Student Symposium. These much-appreciated aspects of the programme both facilitate the assimilation of students to their studies and provide a closure to the two-year of studies and mobility for the students. The participation cost fee does not cover subsistence and travel costs.

**Each Consortium Partner university contributes to the costs not covered by the EU grant, notably through co-financing of the indirect costs (e.g. administration, structural costs, infrastructural costs, as well as IT, library, etc.).** These costs may vary in relation to the specific partner institution, as well as in relation to the number of students that will be recruited in each cohort. The Consortium programme **budget will be presented and confirmed at the Joint Programme Board** meeting each year in August, i.e., after the admission of that year's intake is known, each Consortium Partner university regulates the necessary co-financing vis-à-vis their respective central administrative units.

**Funds are allocated in the following way:**

a. Contribution to **preparatory year and consortium management** funds: 50% of the lump sum will be allocated to the Lead Partner (Gothenburg) responsible for organising the new admission procedure administered by Gothenburg as of the new EMHRPP, EU reporting, management of programme funds, management of student scholarships as well as for the admission of students to the programme. The remaining lump sum is allocated with 25 % to each remaining partner (Deusto and Roehampton).

b. Costs for **guest lecturers/Visiting Scholars**: an amount will be set aside from the lump sum at each intake for allocation according to applications made to the Consortium and in connection with other relevant learning activities of the EMHRPP programme, e.g., in connection with invitations of keynote speakers at the Student Symposium. The Joint Programme Board decides on the allocation.

c. **Income from participation cost fees** (18 000 EURO Partner country/9 000 EURO Programme country, per student): after a **deduction for the compulsory insurance fee**, a further amount is deducted from the student's participation cost fee at each intake and set aside for a **development fund**. The development fund is a jointly shared resource that will cover joint programme activities, such as the Induction Week, Student Symposium, student fieldwork and similar. The Consortium Joint Programme Board decides on the allocation. The remainder of the participation cost fees are allocated equally among the Consortium Partners as each partner contributes equally to the programme.

	Programme country student participation fee	Partner country student participation fee
Compulsory Student Insurance	1 000	1 000
Allocation to Development Fund	1 000	1 000
Allocation to Deusto (1/3)	2 333	5 333

Allocation to Gothenburg (1/3)	2 333	5 333
Allocation to Roehampton (1/3)	2 333	5 333
<b>Total</b>	<b>9 000</b>	<b>18 000</b>

The budget is calculated on the planned enrolment of approx. up to 35 students at each intake (an estimated 20 % from Programme Countries and 80 % from Partner Countries). This includes 15 EMJMD Student Scholarships, 7 additional EMJMD Scholarship for students from targeted regions and an estimation of on average of 6 self-funded students per intake.

The Consortium intends to market the programme broadly to not only target students where scholarships are necessary for participation, but also students that are able to self-fund their studies. This will involve the Consortium Partner universities' student recruitment teams and also include making the options of student loans known to students (incl. Erasmus+ Master Degree Loans), other scholarship opportunities or obtain funding from their current employer for further education. This will contribute to increase the number of self-fund students of the programme.

The Consortium **Joint Programme Board confirms the budget** for running the EMHRPP, which is noted in a financial annex to the Consortium Agreement and updated annually. The Consortium budget proposal is presented to the Joint Programme Board meeting in August each year, when the admission of each intake is definite and the income for that intake is known. The Consortium Joint Programme Board meets three times each year, venue alternating between the Partner universities to fit with the programme's activities: preliminarily at the start of programme (Gothenburg), admission work and ranking of applicants (Roehampton) and at closure of programme studies (Deusto).

#### **4. Impact and dissemination (maximum 20 points)**

4.1 The proposal offers a convincing mid/long-term development/sustainability strategy and makes realistic projections beyond the EU funding period, and the ways to mobilise other funding sources for scholarships and self-funded students

##### **Continuation after the EU Funding Period**

During the past year, the Consortium Partner universities have carried out a thorough assessment regarding the programme sustainability strategy. This assessment has been informed by student applications received each year for the current HRPP programme, graduation destinations of our students and details of related Masters programmes in other countries. Building on this assessment, a first issue is the financial feasibility of the programme through the attraction of both scholarship-holding students and self-funding students. Taking into account the numbers of applications received in the previous intakes of the programme (200 – 300 per year), the Consortium has made sound and optimistic projections for the financial feasibility of the programme, seen in the grants request (**Annex: EMJMD Grants Request**). In view of this, the Consortium will also crucially use the preparatory year to adopt a marketing programme and impact strategy document aimed at fostering the sustainability of the programme. These documents will feature medium term goals of attracting and retaining increasing numbers of self-funding students, as well as seeking external (and internal) sponsorship for additional scholarships, and longer-term goals of increasing application numbers from students in countries that are less well represented in the programme.

When looking beyond the financial support of the EU, four elements need to interact in the **further development and sustainability of the proposed EMJMD**.

a. The **sustainability and further development** and integration of the Master's programme is supported by the **commitment of the Consortium Partner universities**. The Consortium Partners will endeavour to provide within their national Master programmes an adequate and friendly environment for the international joint modules, which will ensure their continuity and growth, both academically and from a financial and administrative perspective. In this sense, Consortium Partner universities cross-list multiple programme modules to one or various of their other Master's programmes. EMHRPP students will, therefore, have numerous opportunities to socialise and network with their peers. This ever-closer integration with national Master's programmes clearly goes in the direction of optimising the EMHRPP programme's academic and financial efficiency.

b. The Consortium seeks to improve the **financial feasibility** of the programme and increase the number of registered students. In the last two years of the current programme, there has been an increasing number of **self-funding applicants** and this undeniably represents an encouraging trend in light of the current application. At the same time, the Consortium has investigated potential challenges that could discourage self-funding applicants from completing their registration. A series of measures have already been put in place to mitigate these challenges. These include, providing information earlier about arrangements for student visas, accommodation, financial mechanisms for self-funders such as loans, fieldwork and financial aid, amongst others. The Consortium is conscious that the travel associated with the mobility path can be seen by some self-funding students as a financial barrier. As such, the Partner Universities have established the necessary **Erasmus mobility agreements** that will allow self-funding students to receive a financial contribution to their movements between the universities. This support will be duly advertised on the EMHRPP website and in its related marketing packages.

During the preparatory year, furthermore, the Consortium will actively work with the respective fundraising offices at each partner university, to establish partnerships with regional or national human rights NGOs and organisations across the world which may be interested in sponsoring scholarships for EMHRPP students in order to enhance capacity-building of human rights practitioners in specific geographical areas and/or for particular underrepresented groups (ethnic minorities, sexual and gender minorities, people with disabilities, etc.). Potential relevant stakeholders in this regard may be ILGA and Transgender Europe, the Open Society, the AISF Foundation, The European Disability Forum, etc. Other scholarship opportunities may be developed through corporate partnerships (for instance with companies who want to strengthen their commitment to CSR) and secondments, human rights related agencies such as the Swedish Institute, the Swedish International Development Agency, as well as crowd sourcing platforms. This information will be posted on the programme's website [www.emhrpp.com](http://www.emhrpp.com) along with examples of funding success stories. These stories may take the form of short video clips and interviews with students who self-funded their places on the programme.

Additionally, during the preparatory year, each partner university will also explore the opportunity of raising internal funds to sponsor one (or more) scholarships for EMHRPP students. In this regard, the University of Gothenburg offers a Study Scholarship Programme which can be accessed by fee-paying students coming outside of the EEA/EU and covers tuition fees, insurance and 27,000 SEK per study semester. The University of Roehampton and the University of Deusto will explore the opportunity of offering similar opportunities compatibly with resources available internally during the preparatory year. In general, the Consortium is committed to finding innovative and accessible ways to support students to fund their studies on the programme and is persuaded that, in order to do so, it can build on the already established excellence of its previous iterations.

c. Growing the participation of representatives of third, private and public sector organisations in the programme will support the attractiveness and sustainability of the EMJMD. The Consortium plans to continue developing its marketing strategy to propose EMHRPP as training and professionalising opportunity for junior staff or prospective staff for relevant organisations in these sectors. This opportunity, in particular, will be explored during the preparatory year, with the collaboration of the respective Career Services Offices across the partner universities. The plan in time is for these organisations to publicise and possibly **provide financial support for their staff joining** the programme. The proposed EMHRPP, with its more distinct professionalising profile and its more diversified network of Associate Partners is in a better position to follow this strategy. The Consortium will explore the idea of developing a one-year “executive programme”, where employers might find an interest in funding employee competence development.

d. The Consortium will ensure it avails itself of the **marketing and international recruitment strategies** of the Partner universities. For instance, the University of Roehampton has already implemented a recruitment strategy for the next 3 years aiming at core EU markets, developing new recruitment channels through collaborations and partnerships and establishing a more competitive offering for our network of agents, particularly within agent-led markets. The Consortium will continue to market the programme to countries in which students are accustomed to paying tuition fees. The programme's competitive pricing will likely continue to attract a wide array of students willing to fund their own studies in three European countries. More will be done to attend relevant such as Students' Fairs where the EMHRPP Programme can be actively marketed.

### **Justification of Additional Funding**

Though successful in its previous editions, **the new EMHRPP programme is moving forward by seeking to establish itself as the leading professionalising MA in Human Rights in Europe.** The proposed programme

gives a **professionalising** twist to human rights studies and translates interdisciplinarity into professional skills. The Consortium is confident that this move will certainly **increase the applications' pool in the medium and long term**. However, **support will be required in this initial phase** in which this new approach settles in academic terms and the new version of EMHRPP becomes established in the market. Additional funding will prove particularly beneficial, more in particular, for two student profiles, identified by the Consortium's market assessment as having greater potential than what past applications would grant. On the one hand, European undergraduate students might find the new EMHRPP as being attractive because of its greater professionalising character and its enhanced employability traits and opportunities. EMHRPP will provide students with skills to work professionally with human rights issues in different sectors (NGOs, public administration and international organisations, private enterprises) and a solid background on European human rights frameworks and policies. This is strongly different from other human rights Master's programmes that are more academic oriented and/or thematically limited. On the other hand, the geographical windows associated with the Erasmus Mundus programme constitute a unique opportunity for junior human rights professionals in third countries to get the opportunity to improve their professional profile and contribute to the quality of the human rights work of their organisations or institutions, in places which are key for the EU human rights and democratisation policy. Additional EU funding will crucially enable and strengthen the participation of these ambitious junior human rights professionals from third countries. Specific marketing strategies directed towards these two different profiles will be put in place during the preparatory year.

The funding of this Programme will increase its success in creating a synergy between EU funded educational opportunities and a positive impact on the EHEA, by solidifying the EU's efforts to position itself as a human rights actor in the world.

- 4.2 The proposal explains how the EMJMD will generate impact at institutional level (faculty/university), and how it enhances the internationalisation strategy of the consortium partners towards relevant stakeholders at national/European/international level.

#### ***Expected Impact at Institutional Level***

The EMJMD has a direct impact at the level of each institution in the following ways:

- a. The Master's strengthens the field of study of human rights at each partner university both in terms of teaching and in relation to research;
- b. It fulfils the respective internationalisation strategies sought and developed by each institution;
- c. It allows members of staff to gain international experience in relation to both their teaching and in connection to the possibility of developing research projects;
- d. Administrative staff have opportunities to foster their professional development by shadowing colleagues at partners universities;
- e. It strengthens the intersectoral strategies of the universities and the social impact of their outputs.

The joint nature of the programme will foster greater cooperation and innovation amongst the three universities in the Consortium and the Associate Partners. This innovation includes shared events such as Induction Week and the Student Symposium, engagement with a variety of Associate Partners, and the opportunity to build a programme focused on academic rigour and professionalisation in a collective manner. The academic staff will benefit from the peer observation inherent in the co-teaching model. The administrative staff will benefit from job-shadowing opportunities in three different systems working with a single Joint Degree. The individual Consortium Partners will benefit from the promotion of European values in the teaching and learning materials.

#### ***Supporting Partners' Internationalisation Strategies***

The collaboration among the Consortium Partners and the Associate Partners will further internationalise the research and teaching network. The international impact and visibility of this extended group – interdisciplinary and intersectoral – can be further improved through the Visiting Scholar programme, which can be planned during the preparatory year in order to establish working contacts and plans with other relevant groups of HEIs or civil society stakeholders. Thus, the Consortium and the EMJMD will contribute and build on existing efforts (such as those of the Association of Human Rights Institute – AHRI, to which all three Consortium universities are members) to create innovation and excellence in human rights studies and teaching within the EHEA.

#### ***Facilitating Outreach Towards Stakeholders***

The process of developing and running the proposed programme meets the Consortium Partner universities' internationalisation strategies. These strategies seek to increase the number of international students, build

curricula that are internationally relevant, establish innovative joint programmes and research projects with a wide range of international partner institutions, encourage international staff exchanges, and attract international Visiting Scholars and professors to join university programmes in the short and long term. All three universities will benefit from the other Partners' research networks as we plan to share details of research events, conferences, and opportunities to publish across the Consortium.

### ***Impact of the EMHRPP on the EHEA***

The programme increases students' and staff's mobility and, in the spirit of the Bologna Process, it facilitates students' employability as human rights professionals. The focus of the programme on human rights also diversifies and improves the academic offer in the EHEA, making it the privileged place in the world where to study human rights. By offering a professionalising human rights Master's, this programme makes the EHEA area closer to the demands of organisations and administration for human rights expertise. Our programme enables the EHEA to position itself as the frontrunner of a ground-breaking transformation of human rights teaching from being predominantly focused on theory and grounded in a specific discipline (i.e. law), into a research-based and practice-oriented and interdisciplinary endeavour. Furthermore, the EMHRPP impacts the EHEA by showing that it is possible to organically include public sector, private sector and NGOs as Associate Partners of a Master's Programme in human rights, whereas human rights programmes only usually include NGOs.

### ***Impact of EMHRPP Outside Academia and Monitoring Strategies***

The previous editions of the EMHRPP have been very successful at training successful human rights professionals. Students from previous editions of the EMHRPP are currently working in a range of NGOs including Amnesty International, Médecins sans Frontières, Save the Children, amongst others. Moreover, students are also pursuing careers in various bodies within the United Nations, including the Office of the High Commissioner for Human Rights and the Human Rights Division of the UN Mission in South Sudan. Multiple students are working in public sector bodies, as well as building their careers as lawyers, consultants, programme managers, Ph.D. candidates and academics (one student is now a permanent member of academic staff at the University of Roehampton).

Looking at the future, the new version of the EMHRPP seeks to establish strong ties outside of academia, as well as having a potential impact on relevant stakeholders and Associate Partners. Whilst a full impact strategy will be developed by the Consortium during the preparatory year, it is anticipated that the EMHRPP will have impact on the following aspects:

- a. Through the training of dynamic human rights professionals, strengthen the commitment to interdisciplinarity of human rights organisations and relevant actors;
- b. Offer innovative tools and knowledge to practitioners, Associate Partners and relevant stakeholders on how to communicate and disseminate human rights information for specialist and non-specialist audiences;
- c. Foster an ever-close integration between practitioners and academics in the field of human rights, by enhancing the collaboration and consultations processes with Associated Partners;
- d. Create potential new research partnerships with non-academic human rights actors who may benefit from a synergic approach to specific human rights issues;
- e. Bearing in mind the EU human rights and democratisation policies, the financial support for career development of early stage human rights professionals in third countries amounts to an investment by and for the EU itself and the international promotion of European human rights values.

Furthermore, during the preparatory year, the Consortium will develop a strategy to **measure and monitor the impact of EMHRPP on relevant stakeholders and actors outside academia** based on the following principles:

- a. Create a consultation process with relevant human rights organisations and NGOs to verify and survey their recruitment needs and create a synergy in this field;
- b. Liaise with Associate Partners to monitor patterns of knowledge exchange between them and the three academic partners through the delivery of Professional Seminars;
- c. Monitor students' destination after graduation and type of employment gained. This mechanism will build on the ongoing practice of recording students' destinations and will show how successful the EMHRPP has been in meeting the needs of the human rights job market.

4.3 The proposal describes how the proposed EMJMD encourages entrepreneurship and a sense of initiative, describes how employers will be involved in course implementation in order to improve students competencies and skills and thereby enhance the employability of graduates

#### **Proactively Using Professional Opportunities**

Students will build their skills as enterprising individuals throughout the programme. The Associate Partners engaged in the EMJMD, representing the public, private and third sectors, will be invited to share their strategic advice with the Consortium partners in the development and delivery of **Professional Seminars (see 1.4)**. This collaboration will provide the Consortium with valuable information about the needs of future employers while building the skills of EMJMD graduates. As an example, students will engage directly with representatives of individual companies and through the interest organisation, **CSR Sweden**, during the first semester. Students' internships undertaken during the third semester at the University of Roehampton also enhance students' professional skills, encouraging personal initiative and prompting students to establish and/or consolidate their professional network in the UK and beyond. Encounters with Associate Partners, as well as the completion of an internship in a specific organisation, will give students first-hand experience of challenges and opportunities associated with human rights professions, as well as equipping them with tools such as resilience, flexibility, and self-reliance.

Associate Partners, some of whom are prospective employers, will also be invited to share professional skills and advice with students at the **Student Symposium**, as well as delivering the Professional Seminars throughout the programme's duration. Students will also be actively encouraged to seek out and attend networking, professional and academic events outside of the Consortium Partner universities. Many of these events will be advertised through the Consortium Partner universities' own networks. Academic staff will support students in inviting guest lecturers to complement the teaching activities of the programme. This happened recently with the current iteration of the programme with students inviting a film producer to screen and discuss her award-winning film about the fight for Indigenous Rights in Peru at the University of Roehampton.

Furthermore, the Consortium plans to establish a number of initiatives aimed at raising the professional profile and employability potential of recent graduates by hosting a permanent database on the programme's website with each graduate's interests and LinkedIn profile, as well as creating a EMHRPP alumni network (through Facebook and other social media) which can be used to share employment opportunities and connect past EMHRPP graduates with recent ones and create a peer-mentoring scheme.

4.4 The proposal describes the types and methods of promotion/dissemination mechanisms, its target groups, and the concrete tasks of the partners in the awareness-raising strategy of the EMJMD. It explains how it plans to attract excellent students worldwide.

#### **Attracting excellent students and scholars**

The Consortium plans to develop the recruitment and retention of excellent scholarship students as evidenced by the high number of applications, successful graduation and career development of our students in the HRP and HRPP programmes. We have attracted a range of impressive Visiting Scholars and guest lecturers from different continents who have contributed with keynote speeches and lectures, led reading groups of their ground-breaking publications, and research seminars to multiple cohorts of students. The Consortium plans to build on this momentum by more actively advertising these positions through our various research and teaching networks, such as the Association of Human Rights Institutes - AHRI (to which all three Consortium universities are members) and the Human Rights Researchers Network.

#### **Promotion Action Plan reaching various actors**

The proposed EMJMD will retain the name and branding of the current HRPP programme (Erasmus Mundus Human Rights Policy and Practice - EMHRPP) in order to benefit from its brand and reputation worldwide. Several hundreds of student applications received each year demonstrate the value and reach of this name. The proposed programme will continue to recruit excellent students and scholars in multiple ways. The preparatory year will be used to market the programme extensively. One important hub in this plan is the **external programme website** ([www.emhrpp.com](http://www.emhrpp.com)). The website already contains up-to-date promotional material, including alumni and staff interviews and information about the Consortium partners and the programme. This will be developed by including more alumni "stories", showcasing experiences and projects of previous students. The website will be an important port of call for applications and information about the programme, its modules, teaching and administrative staff, and other key events related to the programme. Furthermore, it will serve as an important point of entry for prospective employers looking for suitable candidates. The website will contain a 'frequently asked questions' section to support students and scholars during the

application process. It will also display publications and photos from the programme's staff and students updated throughout the programme. The external website will also be used for **dissemination of project results**. These results will include student numbers, graduate employment, progression to PhD, publications, collaboration or consultation for public, private and third sector organizations and research funding grants from staff. The value of these results will be **optimized** by discussion through interviews and written reports about their impact on human rights scholarship, promotion, and protection. Sharing these reports and publications on the website and through social media will increase accessibility to examples of **good practice in higher education in Europe and worldwide**.

The programme will be **advertised online** to maximise reach, for instance via **Google AdWords, Instagram, Twitter and Facebook campaigns**. Further, national conveners will work together with their respective university recruitment offices to capitalise on existing recruitment activities both printed and online. Each university partner will identify key players in their home countries and abroad that will support the set-up and dissemination of the recruitment strategy. This will ensure that the proposed Programme benefits from existing recruitment channels and is represented in discussions about new target countries and regions for student and scholar recruitment, particularly from EU priority countries and regions. One example of existing collaborations that can be used is the Linnaeus-Palme exchange programme between the School of Global Studies (the Gothenburg host department of the HRPP) and the Faculties of Law and Social Science at the University of the West Indies (UWI) in Kingston, Jamaica. Collaboration through this exchange programme has been recently expanded and shall soon further include Brazil and Côte d'Ivoire.

Finally, the programme will be promoted through additional existing channels, including:

- Current HRPP alumni network available through the closed Facebook group, EMHRPP Programme Facebook "Human Rights Practice – Gothenburg, Roehampton, Tromsø, Deusto" currently containing some 170 students and alumni worldwide;
- Traditional media, through news coverage;
- National promotion agencies for university studies, among other things through education fairs, such as Study in Spain (<http://www.studying-in-spain.com/>), Study in Sweden (<https://studyinsweden.se/>), and Study UK (<https://study-uk.britishcouncil.org/>), and other national agencies, such as the British Council (<https://www.britishcouncil.org/>), and the Swedish Institute (<https://si.se/en/about-si/>);
- Erasmus Mundus Student and Alumni Association EMA through our current and former students that are members, and which shall encourage new memberships.

4.5 If relevant, the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations.

### **Freely Available Educational Materials**

The consortium will strive to improve the sharing of substantial information regarding the content of what has been covered in each course among its university members and students, including class materials and reading lists. This shall enable to build a repository of relevant materials used throughout the course, accessible by all three universities. By sharing the material covered in different classes of every course the consortium shall be able to better keep familiar with the content of each lecture, as well as with later changes introduced to the courses, in terms of newer publications, more updated and/or on new topics. To a certain extent, the University of Gothenburg already makes readily available part of the material uploaded in its online platform (called GUL). Beyond closed pages (accessible through log in only) GUL has some open pages (see <https://gul.gu.se/public/courseId/38096/lang-en/findPublicEvents.do>) which contain a short version of different modules, thus allowing anyone interested to gain an overview of subjects covered in different courses. Examples of materials available in there are learning outcomes of each module, assessments and course work, as well as the literature list adopted for each course. Building on this experience the Consortium believes that it will further increase the impact of the programme, beyond current students, thus reaching a worldwide audience.

Furthermore, **educational materials will be made freely available** through online learning platforms, as far as each university policy allows for in view of local regulations and other considerations. The University of Gothenburg is in the process of testing in pilot modules a new learning platform, namely CANVAS Learning and Management System (<https://www.canvaslms.com/higher-education/stories>). This is an advanced and modern learning platform with multiple functions that will facilitate learning and communication for students and staff. The Consortium will explore the potential for using this as a common platform for the proposed EMHRPP and for the dissemination of educational resources. The educational material will include student handbooks, opinion pieces from staff and students, interviews with and reports from Visiting Scholars and similar. Furthermore, student's dissertations are published in the open library database Gothenburg University Publications Electronic Archive

(<http://www.ub.gu.se/publicera/epublicering/>), upon the formal consent of the student. The Consortium Partner universities will also actively encourage open access publication of any other educational materials that might be used in the EMHRPP or that result from the EMHRPP cooperation, such as the publication of textbooks or related research. For instance, all journal articles accepted for publication are publicly available through Open Access in the Pure: Roehampton Research Explorer.

**Projects/activities implemented** by the consortium organisations in relation with the proposal and **Skills and expertise** of key staff involved in the project

**Projects/activities implemented** by the consortium

Partner number	<b>P1</b>
Organisation name	<b>999981925 - University of Gothenburg</b>

*Please provide a short presentation of projects/activities (e.g. title, duration, funding programme, partners involved, etc.) implemented by your organisation relating to the area covered by the proposed project. (maximum 2.000 characters)*

The School of Global Studies (SGS) together with the Social Science Faculty, University of Gothenburg, are engaged in the Swedish Human Rights Forum (<https://www.mrdagarna.nu/en/>), Northern Europe's largest forum for public, private and civil society actors in the field of human rights, including politicians, civil servants, representatives of business, non-governmental organisations, academics, students and the public. The University of Gothenburg is one of the organisers of this forum and a representative from the SGS serves as a member to the board. Furthermore, the SGS has a bilateral agreement with the University of the West Indies (<http://www.uwi.edu/index.asp>), Kingston, Jamaica, within the Linneus-Palme Partnership Programme. The agreement includes a focus on human rights and involves teacher/student exchanges during the period of 2016 and 2021. The Linneus-Palme Partnership is a programme of the Swedish Council for Higher Education with the purpose of encouraging the recruitment of young people for work in the field of development through teacher and student exchanges between universities in Sweden and low- and middle-income countries. Similar agreements are currently being negotiated in relation to Brazil and Côte d'Ivoire. Another relevant bilateral agreement of the School of Global Studies is with the Indian Institute of Technology Delhi (IITD) (<http://www.iitd.ac.in/>), New Delhi, India, for student exchange and master's thesis work in the area of environmental and social sciences issues related to global challenges for the period of 2018 and 2023. A capacity-building project financed by Swedish International Development Cooperation Agency is current running with the Center for Conflict Management (CCM), University of Rwanda. The project consists of providing institutional support for the construction of a sustainable, national research capacity in Rwanda, through among other things, joint activities such as research seminars, publications, grant applications, and a mentorship program. Finally, the SGS is a member in the Association of Human Rights Institutes - AHRI (<http://ahri-network.org/>). AHRI facilitates exchange of ideas and collaboration, and promotes research, education and discussions in the field of human rights.

Partner number	<b>P2</b>
Organisation name	<b>994336040 - University of Roehampton (legal name: Roehampton University)</b>

*Please provide a short presentation of projects/activities (e.g. title, duration, funding programme, partners involved, etc.) implemented by your organisation relating to the area covered by the proposed project. (maximum 2.000 characters)*

The University of Roehampton's oldest institution, Whitelands College founded in 1841, is one of the oldest higher education institutions in England. Whitelands College has provided higher education to women for longer than any other institution in the country. The College ceased to be an all-female establishment more than 100 years after it was established, occasionally admitting men from the mid-fifties and becoming fully co-educational in 1966. Whitelands joined into an academic federation with three other teacher-training colleges, Digby Stuart, Froebel and Southlands, in 1975, to become the Roehampton Institute of Higher Education. The Institute federated with the University of Surrey in 2000. Four years later, the University of Surrey Roehampton was awarded independent University title in 2004 by the Privy Council and became Roehampton University. The name was changed to University of Roehampton in 2011. The University is now home to ten academic departments ranging from Life Sciences to Business. Roehampton is ranked the most research-intensive modern university in the UK.

The University of Roehampton currently participates in two Erasmus Mundus programmes: Choreomundus and Human Rights Policy and Practice, having been lead partner on the latter programme since 2007 (HRP) and 2013 (HRPP). HRPP and the proposed EMHRPP are located within the Department of Social Sciences, located in Digby Stuart College. Expertise in the department ranges across human rights, criminology, equality and law. This commitment to research-led teaching is put into practice in the department's five postgraduate programmes in human rights, international relations, global criminology and law. The Department of Social Sciences also hosts the Crucible Centre for Human Rights Research, an interdisciplinary university research centre through which international experts conduct training, teaching and research in the fields of human rights, social justice and international relations. One such project includes the Utrecht Refugee Launchpad funded by a Consortium bid led by the Utrecht City Council for three years (Nov 2016 – Oct 2019) for 2.87 million euros from the European Regional Development Fund (Urban Innovative Action). This project is supported by partners at the Utrecht City Council, Oxford University, Socius, Dutch Refugee Council, Utrecht University Centre for Entrepreneurship, Volksuniversiteit Utrecht, and Social Impact Factory.

Partner number	<b>P3</b>
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Organisation name	<b>99876971 - Universidad de la Iglesia de Deusto</b>
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*Please provide a short presentation of projects/activities (e.g. title, duration, funding programme, partners involved, etc.) implemented by your organisation relating to the area covered by the proposed project. (maximum 2.000 characters)*

The University of Deusto (UD) is a non-profit institution funded in 1886 (the oldest private University in Spain). UD combines a high level of internationalisation (15% international students) with excellence in teaching and research; 12 research institutes are spread in six main Faculties. It has a well-established set of International Master programmes, including 3 Erasmus Mundus. UD has developed an International Research School, which is one of the flagships of the International Campus of Excellence. As well as on educational and research excellence, the university has focused on gaining significant international leadership promoting International Networks and Projects that have increased its visibility and prestige: finding synergies in the fields of research teaching and management, facilitation the exchange of students, teachers and administration and services staff, boosting the task of initiating and executing international projects.

EMHRPP is located at the Pedro Arrupe Human Rights Institute. Founded in 1997 with a clear social and international vocation, the mission of the Institute is to contribute to building and disseminating a human rights culture from a university perspective. Currently it is formed by 20 members working on four areas: education, research, awareness-raising and social impact.

The Institute coordinates and participates in several national and joint postgraduate Master and PhD Programmes: International Humanitarian Action (NOHA), European Master on Human Rights and Democratisation (EMA), UN Fellowship Programme for Indigenous Peoples, and the Human Rights PhD Programme. The Institute participates in several research projects on topics of human rights both at international and domestic (national and local) level such as INTEGRIM (Integration and international migration: pathways and integration policies), PRUV (Preparedness and Resilience to address Urban Vulnerability (PRUV) H2020-MSCA-RISE-2015 – 691060; (H2020), Strengthening the capabilities and training curricula of conflict. Prevention and peace building personnel with ict-based collaboration and Knowledge approaches (Peace Training) H2020-BES-2015 – 700583; FRAME Fostering Human Rights Among European external and internal policies (FP7), EUPHAP European Humanitarian Action Partnership (Erasmus Academic Network) HURI-AGE (Spanish Ministry of Education).

## Skills and expertise of key staff

Partner number	<b>P1</b>
Organisation name	<b>999981925 - University of Gothenburg</b>

Please provide a summary of relevant skills and experience of the key staff directly involved in the project, including where relevant a list of recent publications related to the domain of the project. At least one (1) person must be identified for each consortium member with a maximum of three (3). Please adapt the table according to the number of key staff per organisation. (maximum 750 characters for each person)

1) Name of staff member	<b>Dr Karen da Costa</b>
<p>Da Costa is a senior lecturer at the School of Global Studies. She holds a PhD (2011) in International Studies, Graduate Institute of International and Development Studies, University of Geneva, a European Master in International Humanitarian Assistance, Network on Humanitarian Assistance (NOHA), Ruhr-University of Bochum, and a LLM in German Law, Ludwig-Maximilians University (Munich). Da Costa has worked as a Research Associate in International Law, at the University College London, as a University Fellow in Human Rights at the Irish Centre for Human Rights, National University of Ireland, Galway, Legal Consultant for the International Federation of the Red Cross/Red Crescent Societies, and Human Rights Officer at the UN Operation in Côte d'Ivoire. Her current research relates to the impact of disasters on the enjoyment of human rights. Among her publications figure the book 'The Extraterritorial Application of Selected Human Rights Treaties' (Brill, 2013), and the book chapter 'R.I.P 'R2P': On the Controversial Responsibility to Protect Doctrine and Why it Adds No Value to Disasters', in Giustiniani et al. (eds.), <i>Routledge Handbook of Human Rights and Disaster</i> (Routledge, 2018), pp. 27-42.</p>	
2) Name of staff member	<b>Dr Peter Johansson</b>
<p>Johansson is a senior lecturer at the School of Global Studies. He has a PhD in Peace and Development Research (2008) and was promoted to Excellent Teacher by the Social Science Faculty in 2016. His recent research focus has been on the rights of indigenous peoples, right to health, eHealth and whistleblowing. As of 2015, Johansson is a member of Region Västra Götaland's research council on commissioned human rights research and is sub-contracted as social expert by Emerga Research and Consulting. Johansson has been involved in the HRPP programme since its development in 2005 and sits on the Programme Board. He teaches mainly on the master's programmes in Human Rights, HRPP, Public Health and Global Health.</p>	
3) Name of staff member	<b>Dr Joakim Berndtsson</b>
<p>Dr Berndtsson is Associate Professor of Peace and Development Research at the School of Global Studies, University of Gothenburg. Berndtsson serves as the Assistant Head of Department for Teaching. He teaches international security studies, research methods and international relations, and also on the MA in Global Health. His research includes security outsourcing, civil-military relations and whistleblowing studies.</p>	

Partner number	<b>P2</b>
Organisation name	<b>994336040 University of Roehampton (legal name: Roehampton University)</b>

Please provide a summary of relevant skills and experience of the key staff directly involved in the project, including where relevant a list of recent publications related to the domain of the project. At least one (1) person must be identified for each consortium member with a maximum of three (3). Please adapt the table according to the number of key staff per organisation. (maximum 750 characters for each person)

1) Name of staff member	<b>Dr Jennifer Melvin</b>
<p>Dr Jennifer Melvin is a Senior Lecturer in Sociology and Human Rights and Programme Convener of the HRPP programme. She has conducted ethnographic research about human rights and post-genocide reconciliation in Rwanda, culminating in several book chapters and articles including ‘Rebel Victory and the Rwandan Genocide’ (2017); ‘Correcting History: Mandatory Education in Rwanda’ (2013); ‘Reconstructing Rwanda: Balancing Human Rights and the Promotion of National Reconciliation’ (2012); ‘Beyond the Veneer of Reconciliation: Human Rights and Democracy in Rwanda’ (2012). Her sole-authored monograph, <i>Reconciling Rwanda: Unity, Nationality and State Control</i>, was published in 2015. Her current research focuses on the optimization of African diaspora participation in the Sustainable Development Goals.</p>	
2) Name of staff member	<b>Dr Darren O’Byrne</b>
<p>Dr Darren J. O’Byrne is Reader in Sociology and Human Rights and Director of the Crucible Centre for Human Rights Research. He is a world-leading scholar in globalization theory and sociology of human rights. His 2003 monograph <i>The Dimensions of Global Citizenship</i> developed a distinctive approach to globalization, elaborated in his article ‘Toward a Critical Theory of Globalization’ in 2005. In 2011 he co-wrote <i>Theorizing Global Studies</i>. His 2002 text <i>Human Rights: An Introduction</i> was championed as the first inter-disciplinary human rights textbook. His 2012 article ‘On the Sociology of Human Rights’ is a central article in this emerging area of sociological research. In 2015 he brought these two strands together in, <i>Human Rights in a Globalizing World</i>. He is also a renowned teacher of sociological theory and wrote the text, <i>Introducing Sociological Theory</i>, in 2011.</p>	
3) Name of staff member	<b>Dr Francesca Romana Ammaturo</b>
<p>Dr Ammaturo is a human rights scholar and sociologist with an expertise on LGBTQI issues and human rights, LGBTQI social movements, European human rights and European Citizenship. She has published several single-authored articles in Sociology and Human Rights Journals, as well as the monograph titled “European Sexual Citizenship: Human Rights, Bodies, and Identities” (Palgrave: 2017). Dr. Ammaturo has also conducted ethnographic research at the Office of the Commissioner for Human Rights of the Council of Europe. Currently, her research focuses on LGBTQI activism and human rights in Southern Europe.</p>	

Partner number	<b>P3</b>
Organisation name	<b>999876971 Universidad de la Iglesia de Deusto</b>

Please provide a summary of relevant skills and experience of the key staff directly involved in the project, including where relevant a list of recent publications related to the domain of the project. At least one (1) person must be identified for each consortium member with a maximum of three (3). Please adapt the table according to the number of key staff per organisation. (maximum 750 characters for each person)

1) Name of staff member	<b>Dr. Dolores Morondo Taramundi</b>
<p>Currently Head of Research at the Human Rights Institute of the University of Deusto and national convener of the HRPP Master Programme. Since joining Deusto in 2011 she has participated to various important international and national research projects (FRAME, INTEGRIM, Huri-Age). She holds a PhD in Law (European University Institute, Fiesole, 2003). She has taught legal philosophy, history and philosophy of human rights and European law in postgraduate, masters and doctorate courses. She has worked as an independent expert in EC projects on human rights and institutional building. Her main research areas include antidiscrimination law, legal critical theories, especially feminist legal theory, human rights and legal methodology.</p>	
2) Name of staff member	<b>Prof. Felipe Gómez Isa</b>
<p>Felipe Gómez Isa is Professor of Public International Law and Researcher at the Institute of Human Rights of the University of Deusto (Bilbao). He is National Convener of the European Master in Human Rights and Democratization (EMA) and of the UN Fellowship Programme for Indigenous Peoples. He was the Spanish representative to the UN Working Group for the elaboration of an Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (New York, 1998 and 1999). Felipe Gómez is Visiting Professor at Washington College of Law of American University (Washington, D.C.), at Universidad Externado de Colombia (Bogotá), at Peoples' Friendship University of Russia (Moscow), and at the René Cassin Institute of Human Rights (Strasbourg).</p>	
3) Name of staff member	<b>Ms. Maite Sagasti Goicoechea</b>
<p>Bachelor's degree in History and Cultural Heritage, University of Deusto, Master's degree in Spanish Artistic Heritage, University of Salamanca. Since joining the Faculty of Social Sciences of University of Deusto in 2003, she has been in charge of the coordination of different Erasmus Mundus programs of the Faculty of Social Science and Humanities; Master of Arts in Euroculture (2006- until now), Master en Enseñanza del Español en Contextos internacionales y Multilingues Erasmus Mundus MULTIELE (2009-2015), Master in Social Cohesion and Migrations Erasmus Mundus MISOCO (2009-2011), Master in Human Rights Policy and Practice Erasmus Mundus HRPP (2013-until now ), Master in International Humanitarian Action Erasmus Mundus NOHA (2017-until now).</p>	

## Other EU grants

Please list the projects for which the applicant organisation only (P1), respectively the department responsible for the management of this application, has received financial support from EU programmes or initiatives during the last financial year.

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus+ Erasmus Mundus Joint Master Degree	586587-EPP-1-2017-1-NO-EPPKA1-JMD-MOB	University of Stavanger	MFAMILY
Erasmus+ Capacity Building in Higher Education	585583-EPP-1-2017-1-ILEPPKA2-CBHE-JP	Ben-Gurion University of The Negev	DEMO_IL
Erasmus+ Capacity Building in Higher Education	585758-EPP-1-2017-1-FIEPPKA2-CBHE-JP	Ita-Suomen Yliopisto	BUIBRI
Erasmus+ Capacity Building in Higher Education	585852-EPP-1-2017-1-MY-EPPKA2-CBHE-JP	University of Malaya	BRECIL
Erasmus + Strategic Partnership School	2017-1-SE01-KA201-034594	University of Gothenburg	VIRTUE
Erasmus + Strategic Partnership Higher Education	2017-1-SE01-KA203-034570	University of Gothenburg	SUMCULA
Erasmus+ Capacity Building in Higher Education	597977-EPP-1-2018-1-AM-EPPKA2-CBHE-JP	Yerevan State Medical University	DPPHSS
Erasmus + Strategic Partnership School	2016-1-SE01-KA201-022164	University of Gothenburg	LCP

Please also list any EU grant applications submitted by the applicant organisation (P1), respectively the department responsible for the project proposal, as well as by partners for the same /similar /closely linked project and mention the EU Programme concerned and the amount requested.

Programme concerned	Amount requested
Erasmus+ KA2 CBHE: 609743-EPP-1-2019-1-SE-EPPKA2-CBHE-JP	€995,945