Hybrid Professional Master's Degree

International Cooperation for the Development of Peoples

tech global university

tech global university

Hybrid Professional Master's Degree

International Cooperation for the Development of Peoples

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Accreditation: **60 + 4 ECTS**
Website: **www.techtitute.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-international-cooperation-development-peoples**

Index

01 Introduction p. 4

02 Why Study this Hybrid Professional Master's Degree? p. 8

03 Objectives p. 12

04 Skills p. 18

05 Course Management p. 22

06 Educational Plan p. 28

07 Clinical Internship p. 52

08 Where Can I Do the Internship? p. 58

09 Methodology p. 62

10 Certificate p. 70

01

Introduction

The United Nations 2030 Agenda and its Sustainable Development Goals (SDGs) continue to be a central framework to guide international efforts.
In fact, countries around the world have stepped up their financial and technical commitments, with the help of multilateral agencies and NGOs, to address problems such as poverty, inequality, and environmental sustainability. In this context, TECH has developed this program, structured in two different phases. The first covers all the theoretical content completely online, using the innovative Relearning methodology. On the other hand, the second phase includes a practical stay of 3 weeks in a leading institution in the field of International Cooperation.

With this Hybrid Professional Master's Degree, you will gain access to solid, practical training that will prepare you to face the challenges of global development with specialized knowledge and skills"

Organizations such as the United Nations and the European Union have significantly increased their investments in sustainable development programs, allocating billions of dollars to projects that promote education, health and access to clean water in vulnerable communities.

Therefore, this Hybrid Professional Master's Degree was created, which will provide an overview of the key concepts and the main obstacles faced by developing communities. In addition, the structures and mechanisms of International Cooperation will be examined, highlighting the policies and strategies of international and governmental organizations.

Furthermore, professionals will be able to plan, implement and evaluate effective projects that promote sustainable development, delving into the importance of education as a driver of change and exploring methods to promote Human and Sustainable Development through educational programs. Humanitarian responses in crisis situations will also be addressed, offering tools for emergency management and cooperation in critical contexts.

Finally, it will provide a solid foundation in the principles and regulations that protect people in conflict and development situations. Students will also be trained in effective communication techniques to promote social change.

In this way, TECH has implemented a comprehensive program that offers all the theoretical part 100% online, allowing graduates to adapt the learning to their personal and work schedules, accessing the teaching materials through any electronic device with Internet connection. Additionally, it is based on the revolutionary Relearning methodology, which emphasizes the repetition of key concepts to improve understanding and assimilation of the contents. Afterwards, the degree will include a 3-week intensive practical internship in a recognized institution.

This **Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of more than 100 cases Internship presented by education professionals with expertise in International Development and university professors with extensive experience with development of peoples
- Their graphic, schematic and eminently practical contents provide essential information on those procedures that are indispensable for professional practice
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection
- Furthermore, you will be able to carry out an internship in one of the best companies

Enroll now and advance in your field of work with a comprehensive program that will allow you to put into practice everything you have learned"

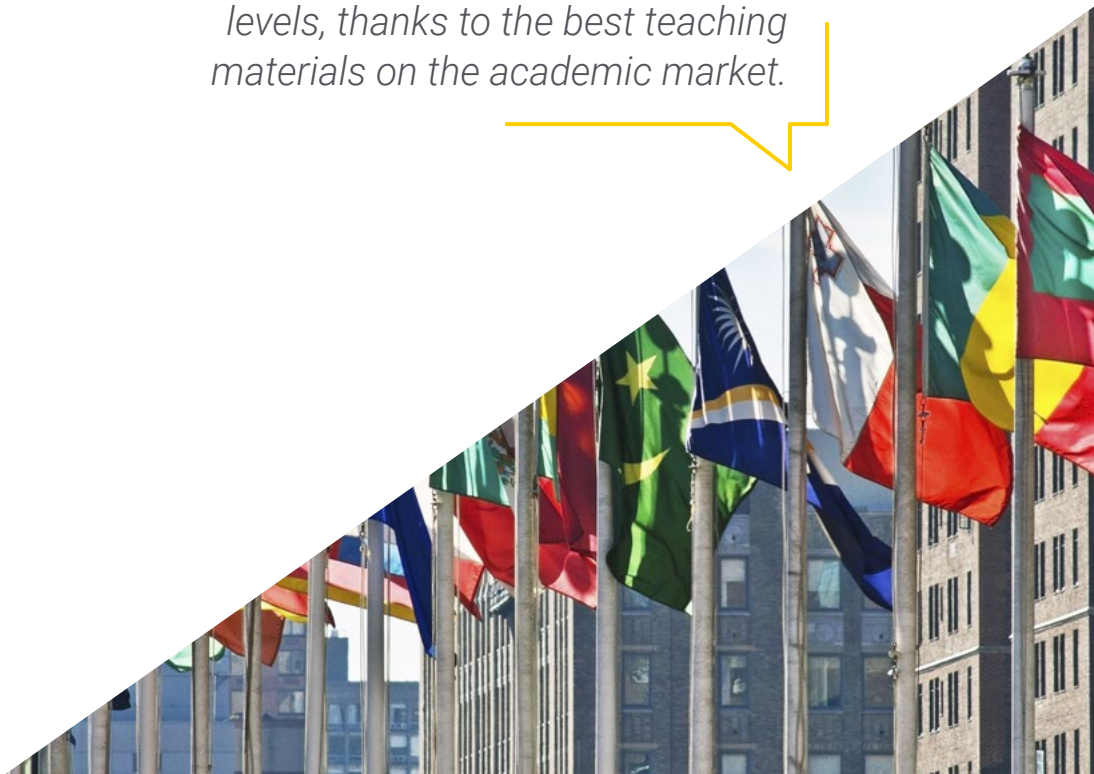
You will master the tools necessary to plan, implement and evaluate projects that have a positive impact on the target communities. With all the TECH quality guarantees!"

You will respond to humanitarian crises, understanding how International Cooperation can alleviate suffering and promote recovery, with the support of the Relearning methodology.

You will analyze the role of non-governmental organizations in promoting solidarity and development at different levels, thanks to the best teaching materials on the academic market.

In this Professional Master's Degree proposal, of a professionalizing nature and blended learning modality, the program is aimed at updating education professionals who develop their functions in projects of International Cooperation for the Development of Peoples, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts in the field of educational coaching with extensive experience.



02

Why Study this Hybrid Professional Master’s Degree?

The Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples is a unique opportunity to acquire advanced and specialized training that combines the flexibility of online learning with the richness of practical experience. Indeed, this program has been designed for those who wish to make a tangible difference in the world by addressing global issues such as poverty, inequality and climate change through International Cooperation and sustainable development. In addition, graduates are able to balance their work and personal responsibilities while accessing quality training from experts.

This program will allow you to acquire advanced knowledge in International Cooperation, addressing contemporary global challenges such as poverty, inequality and climate change"

1. Updating from the latest technology available

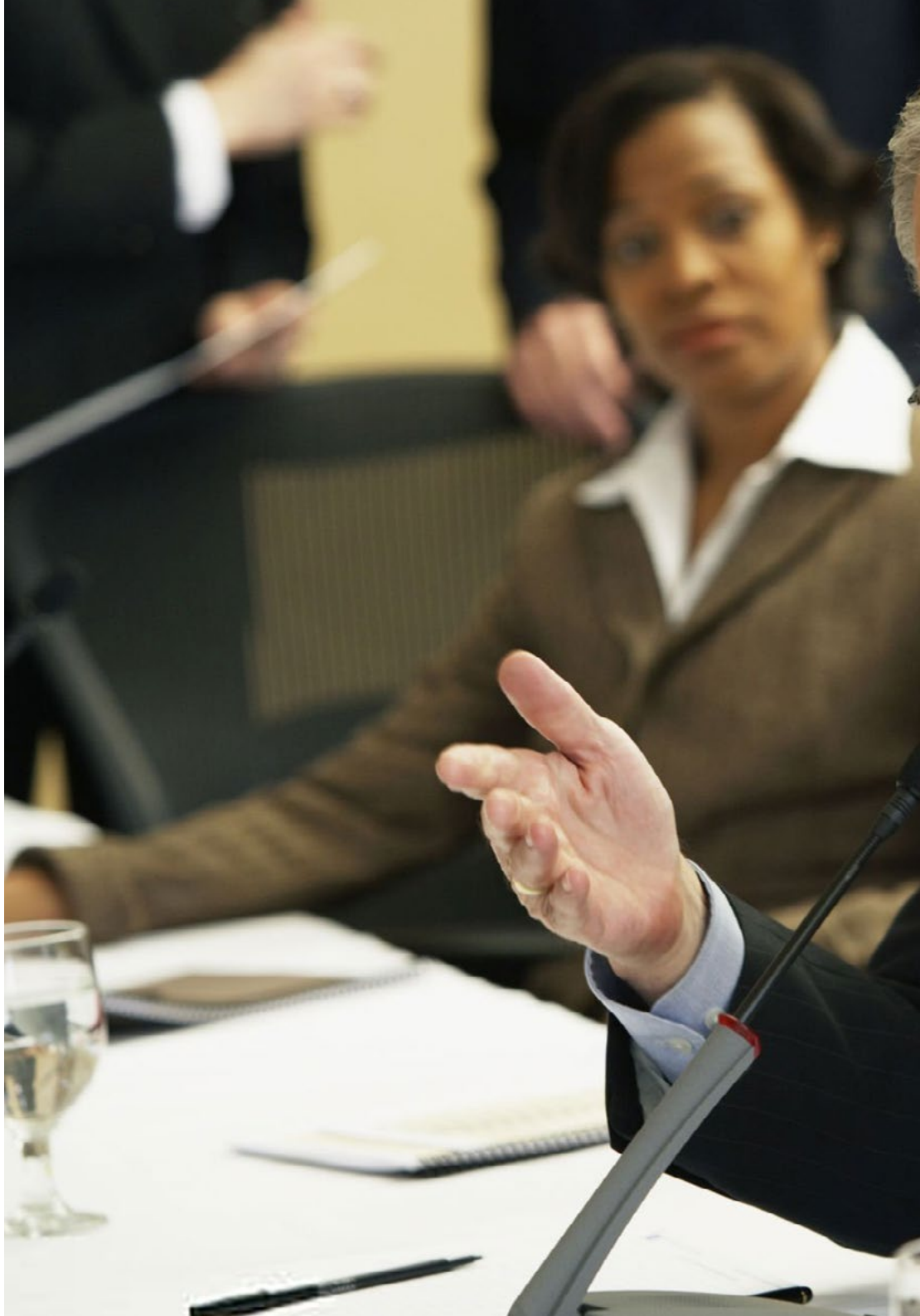
Innovations such as the use of geospatial data and Geographic Information Systems (GIS) enable better planning and resource management in complex environments. In addition, digital platforms facilitate remote collaboration between international teams and community participation, promoting an inclusive and transparent approach. Blockchain technology is used to improve traceability and efficiency in the distribution of resources and funds, ensuring more accurate and secure financial management.

2. Gaining in-depth knowledge from the experience of top specialists

The large team of professionals that will accompany the specialist throughout the practical period is a first-class and an unprecedented guarantee of updating. With a specifically designated tutor, the student will be able to work on real projects in a state-of-the-art environment, which will allow him/her to incorporate into his/her daily practice the most effective procedures in International Cooperation for the Development of Peoples.

3. Entering first-class professional environments

TECH carefully selects all available centers for Internship Programs. As a result, the specialist will have guaranteed access to a prestigious environment in the area of International Cooperation for the Development of Peoples. In this way, you will be able to see the day-to-day work of a demanding, rigorous and exhaustive sector, always applying the latest theses and scientific postulates in its work methodology.



4. Combining the best theory with state-of-the-art practice

The academic market is plagued by teaching programs that are poorly adapted to the daily work of the specialist and that require long teaching hours, often not very compatible with personal and professional life. TECH offers a new learning model, 100% practical, that allows you to get to grips with state-of-the-art procedures in the field of International Cooperation for the Development of Peoples and, best of all, to put it into professional practice in just 3 weeks.

5. Opening the door to new opportunities

Opening the door to new opportunities in International People's Development Cooperation involves exploring and adopting innovative and multidisciplinary approaches to address global challenges more effectively and equitably. It also promotes collaboration among diverse actors, from governments and non-governmental organizations to the private sector and academia, to foster strategic alliances that drive sustainable and scalable solutions. It also involves strengthening local leadership and empowering communities to be active agents in their own development.

You will have full practical immersion at the center of your choice"

03

Objectives

The university program will seek to provide graduates with a deep and updated knowledge of International Cooperation policies and practices, emphasizing the importance of Human Rights, gender equality and environmental sustainability. In addition, they will develop skills in the evaluation and monitoring of projects, fostering the ability to work in multidisciplinary and multicultural teams, and promoting effective and transformative communication to promote social change.

The main objective of the Hybrid Professional Master's Degree will be to provide you with advanced and specialized training in the field of International Cooperation. What are you waiting for to enroll?"

General Objective

- The objective of the Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples will be to train professionals to obtain a solid professional qualification in their field. In addition, it will equip graduates with up-to-date knowledge on sustainable development policies, integrating key economic and social aspects. It will also focus on improving professional performance through scientific research in cooperation and development processes, thus facilitating the adaptation and effective resolution of contemporary global problems

Don't miss this unique opportunity that only TECH offers you! You will immerse yourself in the importance of education as a driver of development, implementing educational programs that promote sustainability"

Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the actors involved in development, why and its consequences
- Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Familiarize the student with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc., meet their goals and objectives
- Know the basic theories of development in its economic, social, cultural and political aspects

Module 2. International Development Cooperation

- Know different methods of research in International Development Cooperation
- Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- Know the evolution and status of current debates on development
- Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- Understand the international cooperation system and the different members that make it up

Module 3. Design, Monitoring and Assessment of International Development Cooperation Projects

- Know the management cycle of a development project
- Know the techniques, trends and projects of international development cooperation
- Understand the main problems of the different regional and international environments
- Know the different systems, modalities and basic actors of International Development Cooperation
- Know the regional particularities of development and cooperation

Module 4. Education for Human and Sustainable Development

- Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on topics that affect them
- Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- Analyze and understand global initiatives to fight poverty

Module 5. Humanitarian Action and International Development Cooperation

- Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- Develop a global vision on the nature, perspective and objectives of development cooperation actions
- Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- Ability to understand in depth the context and nature of humanitarian aid actions
- Assess the process and final result of the different development cooperation projects

Module 6. Human Rights (HR) and International Humanitarian Law (IHL)

- Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action

Module 7. Social and Transformative Communication

- Prepare social communicators who can apply their knowledge at the different levels
- Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

Module 8. Equality and Cooperation

- Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
- Know the role of feminist movements in the processes of social advancement and transformation
- Intervene under gender perspectives in international development cooperation

Module 9. Environmental Rights

- Know the interrelationship between all the elements of the environment and how they influence each other
- Recognize the different types of pollution and how they affect the environment
- Analyze the regulations and legislation in force on the subject
- Incorporate the notions of sustainability and environmental and ecological sustainability into cooperation projects and actions in a cross-cutting manner
- Understand the link between migration and the development of countries of origin and destination

Module 10. Local, Regional and International ONGDS and Solidarity

- Understand the concepts and definitions of NGOs
- Know the diversity of NGOs and their field or work
- Learn the broad outlines of NGO management
- Identify, understand and know how to use sources and tools to identify international development cooperation projects

04

Skills

The competencies will include the ability to design and manage sustainable development projects, using advanced planning and evaluation tools. In addition, skills will be developed in the application of Human Rights and gender equity principles in international contexts, promoting inclusion and social justice. Effective communication and negotiation in multicultural environments will also be emphasized, in order to work in interdisciplinary teams and collaborate with diverse actors, both locally and globally. Finally, professionals will be trained to lead transformative initiatives that promote Human Development and International Cooperation.

The Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples will provide you with key competencies to face complex contemporary global challenges"

General Skills

- Analyze and understand global initiatives to fight poverty
- Know the basic theories of development in its economic, social, cultural and political aspects
- Understand the socio-cultural reality of the different regional and international environments

You will focus on promoting gender equity and inclusion in development programs, hand in hand with the best digital university in the world, according to Forbes: TECH"

Specific Skills

- Know the current system of international relations and the different actors, both official and unofficial, that comprise it
- Know the system and policies of International Development Cooperation
- Understand the causes, dynamics and consequences of human mobility and migration
- Know how to analyze public policies within the logical framework in development cooperation policies
- Have the skills to develop new tools for development cooperation and to intervene in public and private management of development cooperation projects in different regional areas
- Promote a critical analysis and reflection of the problems and their causes that affect individuals, groups and societies, especially children, fostering a change of attitudes and behaviors in our society
- Analyze the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- Develop attitudes and skills for the fight against poverty and equity awareness through development education, and for the processes of initiation and development of cooperation projects, with values such as motivation, intercultural dialogue and solidarity
- Acquire the necessary knowledge for the management of humanitarian action (humanitarian aid and emergencies), from the analysis of the basic needs of the population and the management of the main risks
- Design cooperation projects in public, private and non-governmental entities
- Design and manage technical instruments that gather in a clear, precise and updated way, the necessary information for the assessment, planning and decision making in cooperation projects
- Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
- Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
- Meet the current requirements of training in social communication in view of the diversification and revaluation of communication
- Reflect on the practical application areas of the Sevillian society that can be shared and extrapolated to other realities
- Promote work in professional teams, taking advantage of its benefits as a space for reflection, orientation of the practice of development cooperation and as an instrument for the analysis of situations and the design of work and intervention alternatives
- Recognize the different types of pollution and how they affect the environment. Know the migratory processes of refuge and asylum at world level and the different policies and actions carried out in the field of development cooperation with these groups
- Know the diversity of NGOs and their field or work
- Internalize the legislation of national and international NGOs, associations and foundations
- Work in multidisciplinary and multicultural teams as an expert in international development cooperation

05

Course Management

The lecturers of the Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples are experts in their respective fields, with a solid professional and academic background in crucial areas such as International Cooperation, Sustainable Development, Human Rights and project management. As such, they come from academia and professional practice, ensuring a balanced combination of theoretical knowledge and applicable practical experience. In addition, these mentors have a deep commitment to global development and equity.

The teachers are committed to fostering critical skills, such as strategic thinking, complex problem solving and ethical leadership"

Management

Ms. Rodríguez Arteaga, Carmen

- Advisor for Management and Cooperation in Latin America and the Caribbean, AECID
- Director of the Studies Office of the INEM Directorate
- Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- Degree in Philosophy and Educational Sciences at UCM
- Specialist in Knowledge Management
- Expert in Educational Evaluation at OEI
- Expert in Educational Indicators and Statistics at UNED
- Expert in Development Cooperation in Education at the University of Barcelona

Ms. Romero Mateos, María del Pilar

- Social Educator Specialized in Child Empowerment
- Employment training teacher
- Gender Equality Agent
- Author and collaborator in educational projects at Abile Educativa
- Co-Author of the book: 'Principeso Cara de Beso'
- Postgraduate Diploma in International Development Cooperation

Professors

Ms. Sánchez Garrido, Araceli

- Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- Professor of the Master in Cultural Management at the Carlos III University of Madrid
- Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- Member of the Faculty of Museum Curators assigned to the Museo de América de Madrid

Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Interventions for Development
- General Coordinator of the Spanish Cooperation in the Dominican Republic
- General Coordinator of the Spanish Cooperation in Mexico
- Degree in Biology with a major in Zoology and a minor in Animal Ecology.
- Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.

Ms. Flórez Gómez, Mercedes

- Specialist in International Cooperation in Iberoamerica
- Director of the CFCE in Montevideo
- Degree in Geography and History from the Complutense University of Madrid
- Advanced Diploma in South Cooperation
- Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- MSc in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid.
- Education, Science and Culture by the OEI

Ms. Córdoba, Cristina

- International Cooperation Nurse Specialist
- Training and experience in International Development Cooperation Projects
- Co-founder and participant of PalSpain project
- Founder of the Youth Association APUMAK

Dr. Ramos Rollon, Marisa

- Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- Coordinator of the department of Democratic Governance in the Eurosocial program
- Full Professor of Political Science at UCM
- Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- Professor of Political Science at the University of Salamanca
- Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor´s Degree in Political Science with a major in International Relations and Latin American Studies from UCM

TECH's faculty will prepare you to face the challenges of International Cooperation for the Development of Peoples with an informed and reflective perspective"

06

Educational Plan

From the theoretical foundations of People's Development and the contemporary challenges they face, to the practical application of International Cooperation strategies, the degree will cover critical areas such as the design, monitoring and evaluation of development projects. In addition, education for Human and Sustainable Development, Humanitarian Action, Human Rights and International Humanitarian Law will be examined in depth. This will be complemented by studies on transformative social communication, gender equality, environmental rights and the crucial role of NGOs and solidarity in local, regional and international contexts.

The program will cover a wide range of content, which has been designed to provide you with a comprehensive and specialized understanding of the global development landscape"

Module 1. The Development of Peoples: Introduction and Challenges

1.1. Development
- 1.1.1. Introduction
- 1.1.2. What Is Meant by Development?
- 1.1.3. Sociological Theories for Development
  - 1.1.3.1. Development through Modernization
  - 1.1.3.2. Development through Dependency
  - 1.1.3.3. Neoinstitutional Development Theory
  - 1.1.3.4. Development through Democracy
  - 1.1.3.5. Theory of Development through Cultural Identity
- 1.1.4. Stakeholders Involved in Development
  - 1.1.4.1. Depending on How It Is Channeled, the Aid Can Be
  - 1.1.4.2. According to Its Shape
- 1.1.5. Poor or Impoverished Countries
  - 1.1.5.1. What Is Meant by Impoverished?
- 1.1.6. Economic, Social and Sustainable Development
- 1.1.7. UNDP
- 1.1.8. Bibliography

1.2. Power, Dynamics and Stakeholders in the International Society
- 1.2.1. Introduction
- 1.2.2. Power Elements
- 1.2.3. The International Society
- 1.2.4. International Society Models
  - 1.2.4.1. Static
  - 1.2.4.2. Dynamic
  - 1.2.4.3. Global
- 1.2.5. Characteristics of the International Society
  - 1.2.5.1. It Is a Global Benchmark Company
  - 1.2.5.2. It Is Distinct from the Interstate Society
  - 1.2.5.3. The International Society Requires a Relational Dimension
  - 1.2.5.4. The International Society Has a Common Order

1.2.6. Social Structure of the Society
1.2.7. Structure of the International Society
1.2.7.1. Spatial Extension
1.2.7.2. Structural Diversity
1.2.7.3. The Cultural Dimension of International Society
1.2.8. Polarization of the International Society
1.2.8.1. Concept
1.2.9. Degree of Institutionalization of the International Society
1.2.10. Bibliography
1.3. Free Trade
1.3.1. Introduction
1.3.2. Unequal Interdependence between Countries
1.3.3. Transnational Companies
1.3.3.1. What Are They?
1.3.4. Current Trade Situation
1.3.4.1. Transnationals and Free Trade
1.3.5. The WTO
1.3.5.1. Concept
1.3.5.2. Brief History
1.3.5.3. The WTO's Activities Are Built Around Three Pillars
1.3.6. Rounds, Conferences and Lobbying
1.3.7. Fair Trade Relations
1.3.8. CONGDE (Spanish Coordinator for NGO Development Activities)
1.3.8.1. CONGDE Proposals
1.3.9. Corporate Social Responsibility
1.3.10 A Global Pact
1.13.11 Fair Trade
1.3.11.1. International Definition
1.3.12 Bibliography

1.4. Sustainable Development and Education
- 1.4.1. Introduction
- 1.4.2. Education on Sustainable Development and Education for Sustainable Development
  - 1.4.2.1. Main Differences
- 1.4.3. Sustainability
  - 1.4.3.1. Concept
- 1.4.4. Sustainable Development
  - 1.4.4.1. Concept
- 1.4.5. Components of Sustainable Development
- 1.4.6. Principles of Sustainable Development
- 1.4.7. Education for Sustainable Development (ESD)
  - 1.4.7.1. Definition
- 1.4.8. History of Education for Sustainable Development
  - 1.4.8.1. Concept
- 1.4.9. Redirect Education
- 1.4.10 Guidelines for Sustainable Development
- 1.4.11 Bibliography

1.5. Sustainable Development Goals (SDGs)
- 1.5.1. Introduction
- 1.5.2. Millennium Development Goals
  - 1.5.2.1. Background
- 1.5.3. Millennium Campaign
- 1.5.4. MDG Results
- 1.5.5. Sustainable Development Goals
  - 1.5.5.1. Definition
  - 1.5.5.2. Who Is Involved?
- 1.5.6. What Are the SDGs?
  - 1.5.6.1. Features
- 1.5.7. Differences between the MDGs and the SDGs
- 1.5.8. Sustainable Development Agenda
  - 1.5.8.1. The 2030 Agenda
  - 1.5.8.2. Are the SDGs Legally Binding?
- 1.5.9. Monitoring the Achievement of the SDGs
- 1.5.10 Bibliography

1.6. Theories about Sustainable Development
- 1.6.1. Introduction
- 1.6.2. Development Participants
- 1.6.3. Issues in Education for Sustainable Development
  - 1.6.3.1. Skills
- 1.6.4. The UN and Its Development Work
  - 1.6.4.1. The History of the UN
  - 1.6.4.2. The UN and Sustainability
- 1.6.5. Agenda 21: UN Agenda 21
  - 1.6.5.1. Objectives of Agenda 21
- 1.6.6. UNDP
  - 1.6.6.1. History of UNDP
  - 1.6.6.2. UNDP Goals
- 1.6.7. Other Theories to Support Sustainable Development
  - 1.6.7.1. Degrowth
- 1.6.8. Alternative Theories to Sustainable Development
  - 1.6.8.1. Ecodevelopment
- 1.6.9. Bibliography

1.7. Civil Society, Social Movements and Transformation Processes
- 1.7.1. Introduction
- 1.7.2. Concept of Social Movement
- 1.7.3. Goals of Social Movements
- 1.7.4. Structure of Social Movements
- 1.7.5. Definitions of Leading Authors

1.7.6. Collective Challenge
1.7.7. The Search for a Common Goal
1.7.8. Evolution of Social Movements
1.7.9. Participation and Consolidation of Democracy
1.7.10. Most Important Social Movements in Recent Years in Europe
1.7.11 Bibliography
1.8. Participatory Community Development
1.8.1. Introduction
1.8.2. Community
1.8.2.1. On Whom Does the Success of a Community Depend?
1.8.3. Concept of Participatory
1.8.4. Community Development Concept
1.8.5. Defining Features of Community Development
1.8.6. Processes to Achieve Community Development
1.8.6.1. Participatory Diagnosis
1.8.6.2. Development Plan
1.8.6.3. Participatory Planning
1.8.6.4. Community Development Plan
1.8.7. Twelve Lessons in Participatory Community Development
1.8.8. Key Stakeholders
1.8.9. Bibliography
1.9. Human Development Index
1.9.1. Introduction
1.9.2. Human Development Index
1.9.2.1. IDH Principles
1.9.2.2. HDI Goals
1.9.2.3. Limitations of a IDH
1.9.2.4. Types of Indicators
1.9.3. Human Development Features
1.9.4. Methodology for Calculating the HDI
1.9.5. Others Human Development Indexes
1.9.5.1. Inequality-Adjusted Human Development Index
1.9.5.2. Gender Inequality Index
1.9.5.3. Multidimensional Poverty Index (MPI)
1.9.6. UNDP - United Nations Development Program
1.9.7. Conclusions
1.9.8. Bibliography
1.10. Local Associations for Development
1.10.1. Introduction
1.10.2. What Is a NGDO?
1.10.3. State Development Movements
1.10.4. Zero Poverty
1.10.4.1. Objectives
1.10.4.2. Action Strategy
1.10.4.3. Member Organizations
1.10.5. NGDO Coordinator Spain
1.10.5.1. Objective
1.10.5.2. Strategic Plan
1.10.5.3. Strategic Lines of Action
1.10.6. Automatic Coordinators
1.10.7. Social Action Groups
1.10.8. Bibliography

Module 2. International Development Cooperation

2.1. International Development Cooperation
2.1.1. Introduction
2.1.2. What Is the International Development Cooperation?
2.1.3. Objectives and Purpose of International Development Cooperation
2.1.4. Goals of the Spanish International Development Cooperation
2.1.5. Evolution of the Spanish International Development Cooperation
2.1.6. Origins and Historical Evolution of International Cooperation

2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
2.1.8. The Processes of Decolonization in the Postwar Years
2.1.9. Crisis of the International Development Cooperation
2.1.10 Changes in the Conception of International Development Cooperation
2.1.11 Bibliography

2.2. Modalities and Instruments of International Development Cooperation
2.2.1. Introduction
2.2.2. Main Tools of International Development Cooperation
2.2.2.1. Development Cooperation
2.2.2.2. Development Education
2.2.2.3. Technical Assistance, Training and Research
2.2.2.4. Humanitarian Action
2.2.3. Other Cooperation Tools
2.2.3.1. Economic Cooperation
2.2.3.2. Financial Help
2.2.3.3. Scientific and Technological Cooperation
2.2.3.4. Food Aid
2.2.4. Modalities of the International Development Cooperation
2.2.5. Types of Modalities
2.2.5.1.1. Modality According to the Origin of the Funds
2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
2.2.6.1.1. Bilateral
2.2.6.1.2. Multilateral
2.2.6.1.3. Decentralized Cooperation
2.2.6.1.4. Non-Governmental Cooperation
2.2.6.1.5. Business Cooperation
2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
2.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds
2.2.9. Other Cooperation Tools Co-Development
2.2.9.1.1. Co-Development Interventions
2.2.10 Bibliography

2.3. Multilateral Organizations
2.3.1. The International Development Cooperation System
2.3.2. International Development Cooperation Stakeholders
2.3.3. Stakeholders in the Official Development Assistance System
2.3.4. Definitions of Relevant International Organizations (IOs)
2.3.5. Characteristics of International Organizations
2.3.5.1. Types of International Organisations
2.3.6. Advantages of Multilateral Cooperation
2.3.7. Contributions of International Organizations to the Multilateral System
2.3.8. Multilateral Financial Institutions (MFIs)
2.3.8.1. Characteristics of MFIs
2.3.8.2. Composition of MFIs
2.3.8.3. Types of MFIs
2.3.9. Bibliography

2.4. Sources of International Development Cooperation
2.4.1. Introduction
2.4.2. Difference between Governmental and Non-Governmental Cooperation
2.4.3. Multilateral Financial Institutions
2.4.4. The International Monetary Fund
2.4.5. United States Agency for International Development USAID
2.4.5.1. Who are They?
2.4.5.2. The History of USAID
2.4.5.3. Intervention Sectors
2.4.6. The European Union
2.4.6.1. Objectives of the EU
2.4.6.2. General Objectives of EU External Action
2.4.7. Non-Financial Multilateral Institutions
2.4.7.1. List of Non-Financial Multilateral Institutions
2.4.7.2. Actions of Multilateral Institutions
2.4.7.3. Non-Financial
2.4.8. United Nations Organization
2.4.9. Bibliography

2.5. Spanish Cooperation Master Plan 2018-2021
- 2.5.1. Introduction
- 2.5.2. Action and Management Challenges for Spanish Cooperation
- 2.5.3. What Is a Master Plan?
  - 2.5.3.1. Spanish Cooperation Master Plan
  - 2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
- 2.5.4. Goals of the Master Plan
  - 2.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
- 2.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
- 2.5.6. The 2030 Agenda
  - 2.5.6.1. What Is Agenda 2030?
  - 2.5.6.2. Development of Agenda 2030
  - 2.5.6.3. General Specifications
  - 2.5.6.4. Implementation of Agenda 2030
- 2.5.7. Bibliography

2.6. Humanitarian Action
- 2.6.1. Introduction
- 2.6.2. Humanitarian Aid in the International Context
- 2.6.3. Tendencies in Humanitarian Action
- 2.6.4. Main Goals of Humanitarian Action
- 2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
- 2.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
- 2.6.7. The Financing of Humanitarian Action and Its Evolution
- 2.6.8. Principles of International Human Rights Law and Humanitarian Action
- 2.6.9. Summary
- 2.6.10 Bibliography

2.7. Gender Approach in International Development Cooperation
- 2.7.1. Introduction
- 2.7.2. What Is the Gender Approach?
- 2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
- 2.7.4. Gender Approaches in International Development Cooperation
- 2.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
- 2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
- 2.7.7. Priority Equality Goals in International Development Cooperation
- 2.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
- 2.7.9. Gender Mainstreaming Guide
- 2.7.10 Bibliography

2.8. Focus on DD HH . In International Development Cooperation
- 2.8.1. Introduction
- 2.8.2. Human Rights
- 2.8.3. Human Rights Approach to Development Cooperation
- 2.8.4. How the Human Rights Approach Emerged
- 2.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
  - 2.8.5.1. New Frame of Reference: International Human Rights Standards. Resources
  - 2.8.5.2. New Look at Capacity Building
  - 2.8.5.3. Participation in Public Policy
  - 2.8.5.4. Accountability
- 2.8.6. Challenges of the Human Rights Approach in HH in Development Cooperation Interventions
- 2.8.7. Challenges in Project Identification and Formulation
- 2.8.8. Challenges in Project Execution
- 2.8.9. Challenges in Project Monitoring and Assessment
- 2.8.10 Bibliography

2.9. Human Mobility and Migration
- 2.9.1. Introduction
- 2.9.2. Migration
  - 2.9.2.1. First Human Movements
  - 2.9.2.2. Types of Migrations
  - 2.9.2.3. Causes of Migrations

2.9.3. Migratory Processes in the Era of Globalization
2.9.3.1. Improved Living Conditions
2.9.3.2. Vulnerability and Migration
2.9.4. Human Safety and Conflict
2.9.5. Challenges of the International Asylum System
2.9.6. The OHCHR
2.9.7. Human Rights Based Migration Strategy
2.9.8. Bibliography

Module 3. Design, Monitoring and Assessment of International Development Cooperation Projects

3.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
3.1.1. Introduction
3.1.2. Meaning of the Project
3.1.3. Types of Projects
3.1.4. The Project Cycle
3.1.5. Steps to Elaborate a Project
3.1.6. Identification
3.1.7. Design
3.1.8. Execution and Follow-Up
3.1.9. Assessment
3.1.10 Bibliography
3.2. The Logical Framework Approach
3.2.1. Introduction
3.2.2. What Is the Logical Framework Approach?
3.2.3. Approaches to the Method
3.2.4. Definitions of the Method
3.2.5. Steps of the Method
3.2.6. Conclusions
3.2.7. Bibliography
3.3. Project Identification According to LFA (I)
3.3.1. Introduction
3.3.2. Participation Analysis
3.3.3. Criteria for the Selection of Project Beneficiaries
3.3.4. Outline of the Results of the Participation Analysis
3.3.5. Difficulties in Participation Analysis
3.3.6. Golden Rule of Participation Analysis
3.3.7. Case Study
3.3.7.1. Diseases in the Montecito Community
3.3.7.2. Participation Analysis
3.3.8. Bibliography
3.4. Project Identification According to LFA (II)
3.4.1. Introduction
3.4.2. Analysis of the Problems
3.4.3. How the Problem Tree Arises
3.4.4. Steps to Elaborate a Problem Tree
3.4.5. Problems in the Elaboration of a Problem Tree
3.4.6. Conclusions
3.4.6.1. Analysis of objectives
3.4.6.2. Problem Tree
3.4.7. Bibliography
3.5. Project Identification According to LFA (III)
3.5.1. Analysis of Alternatives
3.5.2. How to Conduct the Analysis of Alternatives
3.5.3. Criteria for Evaluating Alternatives
3.5.4. Sequence for Conducting the Analysis of Alternatives
3.5.5. Conclusions
3.5.6. Bibliography
3.6. The Logical Framework Approach to Project Design(I)
3.6.1. Introduction
3.6.2. Planning Matrix
3.6.2.1. Vertical Logic
3.6.2.2. Horizontal Logic

3.6.3. Origin of the Planning Matrix
3.6.4. Composition of the Planning Matrix
3.6.5. Contents of the Planning Matrix
3.6.6. Bibliography
3.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
3.7.1. Introduction
3.7.2. What Is Viability?
3.7.3. Feasibility Factors
3.7.4. Assessment
3.7.5. Types of Evaluations
3.7.6. Assessment Criteria
3.7.7. Design of Assessment
3.7.8. Assessment Indicators
3.7.9. Data Collection and Analysis Tools
3.7.10. Collection of Information
3.7.11. Bibliography
3.8. The Logical Framework Approach to Project Design(II): Case Study
3.8.1. Introduction
3.8.2. Case Study Presentation
3.8.2.1. Diseases in the Montecito Community
3.8.3. Bibliography

Module 4. Education for Human and Sustainable Development

4.1. Education for Human and Sustainable Development
4.1.1. Introduction
4.1.2. Economic, Social and Sustainable Growth
4.1.3. Sustainable Development , Sustainability and Education
4.1.4. Education on Sustainable Development and Education for Sustainable Development
4.1.4.1. Main Differences
4.1.4.2. Sustainability
4.1.4.3. Sustainable Development
4.1.5. Education for Sustainable Development (ESD)
4.1.6. Bibliography
4.2. Development Education and Its Evolution
4.2.1. Introduction
4.2.2. Development Education Goals
4.2.2.1. Purpose of Development Education Activities
4.2.2.2. Purpose of Development Education
4.2.3. Dimensions of Development Education
4.2.4. The History of Development Education
4.2.5. Redirect Education
4.2.6. Guidelines for Sustainable Development
4.2.7. Exercises to Introduce the Concept of Sustainable Development
4.2.7.1. Take Everything Today or Everyone Takes All the Time
4.2.7.2. Take Everything Today or Everyone Takes All the Time (II)
4.2.7.3. Observations on the Game Take Everything Today or Everyone Takes All the Time (II)
4.2.8. Bibliography
4.3. Development Education Intervention Strategies
4.3.1. Formal, Non-Formal and Informal Education
4.3.2. Redirect Education
4.3.3. Components of Education for Sustainable Development
4.3.4. Guidelines for Sustainable Development
4.3.5. Problems.
4.3.6. Framework for Teaching or Discussing Environmental Issues
4.3.7. Skills
4.3.8. Perspectives
4.3.9. Bibliography

4.4. Education, Participation and Social Transformation
- 4.4.1. Introduction
  - 4.4.1.1. The Administration During Change
- 4.4.2. Process to Generate Change
  - 4.4.2.1. Make the Decision to Act
  - 4.4.2.2. Support Your Decision with a Reason
  - 4.4.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
  - 4.4.2.4. Prepare Final and Intermediate Goals
  - 4.4.2.5. Establish Programmatic Assessment Methods and Responsibilities
  - 4.4.2.6. Review and Revise Final and Interim Goals
  - 4.4.2.7. Rewards and Celebrations
- 4.4.3. Exercises to Create Community Sustainability Goals through Public Participation
  - 4.4.3.1. Know Your Neighbours
  - 4.4.3.2. Generate Consensus
  - 4.4.3.3. Your Community through a Sustainability Lens
- 4.4.4. Bibliography

4.5. Stakeholders of Development Education
- 4.5.1. Introduction
- 4.5.2. Stakeholders: General State Administration
- 4.5.3. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
- 4.5.4. Stakeholders: Ministry of Education and Science
- 4.5.5. Other Ministries:
- 4.5.6. Cooperation Council
- 4.5.7. NGDO
- 4.5.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
- 4.5.9. Stakeholders: European Space
- 4.5.10 Other Stakeholders:
  - 4.5.10.1. Media
  - 4.5.10.2. Networks, Associations and Social Movements
- 4.5.11. Stakeholders: Universities
- 4.5.12. Bibliography

4.6. Education for Development in the Formal, Non-Formal and Informal Spheres
- 4.6.1. Redirecting Existing Education
  - 4.6.1.1. Points to Consider
  - 4.6.1.2. Education as a Great Hope for a Sustainable Future
- 4.6.2. The Story of Professor Mafalda
  - 4.6.2.1. Context
  - 4.6.2.2. Structure
  - 4.6.2.3. Attributes of Global Citizenship
  - 4.6.2.4. Practical Recommendations According to Some Determining Factors
- 4.6.3. Bibliography

4.7. Comparative Development Education Strategy of the Cooperation
- 4.7.1. Introduction
- 4.7.2. Concept of Non-Formal Education
- 4.7.3. EPD Activities in Non-Formal Education
- 4.7.4. Informal Education
- 4.7.5. Areas in Informal Education
  - 4.7.5.1. Media
  - 4.7.5.2. Advocacy Awareness Campaigns
  - 4.7.5.3. Studies, Research and Publications
  - 4.7.5.4. Internet and Social Networks
- 4.7.6. Recommendations
- 4.7.7. Bibliography

4.8. Development Education Action Areas According to the Cooperation Master Plan
- 4.8.1. Introduction
- 4.8.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation
- 4.8.3. Objectives of the Master Plan for Development EPD
- 4.8.4. Sectoral Strategies of the Master Plan for Development Education
  - 4.8.4.1. PAS
  - 4.8.4.2. Strategies
- 4.8.5. AECID's Strategic Lines for Development Education
- 4.8.6. Generation of Global Citizenship on Social Networks
- 4.8.7. Bibliography

4.9. Development Education Projects Worldwide
- 4.9.1. Introduction
- 4.9.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
  - 4.9.2.1. What Is This Project Based On?
  - 4.9.2.2. Project Objectives
  - 4.9.2.3. Local Currency as the Backbone of the Project
  - 4.9.2.4. Examples in Spain
  - 4.9.2.5. Examples in Europe
  - 4.9.2.6. Two Formats
  - 4.9.2.7. Currency to Support Local Commerce
  - 4.9.2.8. Currency to Favor Local Commerce
  - 4.9.2.9. Solidarity Currency
  - 4.9.2.10. Fair Currency
  - 4.9.2.11. Participatory Process
- 4.10.3. Bibliography

Module 5. Humanitarian Action and International Development Cooperation

5.1. Humanitarian Action
- 5.1.1. Introduction
- 5.1.2. What Is Humanitarian Action
  - 5.1.2.1. Concepts/Definition
- 5.1.3. Definition of Humanitarian
- 5.1.4. What Humanitarian Aid Is for
- 5.1.5. Goals of Humanitarian Action
- 5.1.6. Beneficiaries of Humanitarian Action
- 5.1.7. The Concept of Aid
- 5.1.8. Emergency Aid
  - 5.1.8.1. Lines of Action for Emergency Aid
- 5.1.9. Humanitarian Aid
  - 5.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
- 5.1.10. Conclusions
- 5.1.11. Bibliography

5.2. Humanitarian Action and International Development Cooperation
- 5.2.1. Introduction
- 5.2.2. History of Humanitarian Action
  - 5.2.2.1. Modern Humanitarianism
  - 5.2.2.2. Evolution
- 5.2.3. Ethical and Operational Principles of Humanitarian Action
- 5.2.4. Humanitarian Principles
  - 5.2.4.1. Dilemmas that Contribute
- 5.2.5. Humanity
  - 5.2.5.1. Definitions and Dilemmas
- 5.2.6. Impartiality
  - 5.2.6.1. Definitions and Dilemmas
- 5.2.7. Neutrality
  - 5.2.7.1. Definitions and Dilemmas
- 5.2.8. Independence
  - 5.2.8.1. Definitions and Dilemmas
- 5.2.9. Universality
  - 5.2.9.1. Definitions and Dilemmas
- 5.2.10. Conclusions
- 5.2.11. Bibliography

5.3. Contents and Specific Objectives of Humanitarian Action (I)
- 5.3.1. Introduction
- 5.3.2. Humanitarian Action and Development Cooperation
  - 5.3.2.1. Classical Humanitarianism and New Humanitarianism
  - 5.3.2.2. Linking Emergency and Development
- 5.3.3. LRRD Approach
  - 5.3.3.1. Concept of *Continuum* and *Contiguum*
- 5.3.4. Humanitarian Action and LRRD
- 5.3.5. Preparedness, Mitigation and Prevention
- 5.3.6. Reducing Vulnerabilities and Strengthening Capacities
- 5.3.7. Bibliography

5.4. Contents and Specific Objectives of Humanitarian Action (II)
- 5.4.1. Victim Protection
  - 5.4.1.1. The Right to Asylum and Refuge
  - 5.4.1.2. Humanitarian Interference
- 5.4.2. International Supervision/Follow-Up of Compliance
- 5.4.3. Witnessing and Reporting Human Rights Violations. Resources
- 5.4.4. Lobbying of NGOs
  - 5.4.4.1. International Accompaniment and Presence
- 5.4.5. High-Level Political Action
- 5.4.6. Code of Conduct
- 5.4.7. ESFERA Project
  - 5.4.7.1. The Humanitarian Charter
  - 5.4.7.2. Minimum Standards
  - 5.4.7.3. The Essential Humanitarian Standard
  - 5.4.7.4. Assessment of Humanitarian Action
  - 5.4.7.5. Why Assess Humanitarian Action?
- 5.4.8. Bibliography

5.5. Stakeholders in Humanitarian Action
- 5.5.1. Introduction
- 5.5.2. What Are the Stakeholders in Humanitarian Action?
- 5.5.3. The Affected Population
- 5.5.4. The Affected Governments
- 5.5.5. NGOs
- 5.5.6. The International Red Cross and Red Crescent Movement
- 5.5.7. Donor Governments
- 5.5.8. UN Humanitarian Agencies
- 5.5.9. The European Union
- 5.5.10. Other Stakeholders:
  - 5.5.10.1. Private Sector Entities
  - 5.5.10.2. Media
  - 5.5.10.3. Military Forces
- 5.5.11. Bibliography

5.6. Main Challenges for Stakeholders and Humanitarian Action
- 5.6.1. Introduction
- 5.6.2. The World Humanitarian Summit
  - 5.6.2.1. The Agenda for Humanity
- 5.6.3. The Main Reasons to Look to the Future
- 5.6.4. Increase the Weight and Capacity of Local Stakeholders
  - 5.6.4.1. Charter for Change
- 5.6.5. Organizational Challenges for NGOs at the International Level
- 5.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
- 5.6.7. Bibliography

5.7. OCHA The Office for the Coordination of Humanitarian Affairs
- 5.7.1. Objectives
- 5.7.2. United Nations
- 5.7.3. Spanish Agency of International Cooperation for Development and Humanitarian Action
- 5.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
  - 5.7.4.1. The Origin of the OCHA
  - 5.7.4.2. The Evolution of OCHA
  - 5.7.4.3. The 2005 Humanitarian Reform
  - 5.7.4.4. The Cluster Approach
  - 5.7.4.5. OCHA's Coordination Tools
  - 5.7.4.6. The Mission of OCHA
  - 5.7.4.7. OCHA Strategic Plan 2018-2021
- 5.7.5. Bibliography

5.8. The Office for Humanitarian Action OHA
- 5.8.1. Objectives
- 5.8.2. Spanish Agency for International Development Cooperation (AECID)
- 5.8.3. Spanish Humanitarian Action
- 5.8.4. AECID and the Office for Humanitarian Action (OHA)
- 5.8.5. The Office for Humanitarian Action (OHA)
  - 5.8.5.1. The Objectives and Functions of OHA
  - 5.8.5.2. OHA Financing
- 5.8.6. Bibliography

5.9. Comparative of Humanitarian Action Strategies for Development
- 5.9.1. Objectives
- 5.9.2. Introduction
- 5.9.3. Spain's Participation in the World Humanitarian Summit
  - 5.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
- 5.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
- 5.9.5. The START (Spanish Technical Aid Response Team) Project
  - 5.9.5.1. Objectives and Purpose of the START Project
  - 5.9.5.2. The START Project Team
- 5.9.6. Conclusions
- 5.9.7. Bibliography

Module 6. Human Rights (HR) and International Humanitarian Law (IHL)

6.1. Human Rights and International Humanitarian Law
- 6.1.1. Introduction
- 6.1.2. Concept and Definition of Human Rights
- 6.1.3. Universal Declaration of Human Rights. Resources
  - 6.1.3.1. What Is the Universal Declaration of Human Rights?
  - 6.1.3.2. Authors of the Universal Declaration of Human Rights
  - 6.1.3.3. Preamble of the Universal Declaration of Human Rights
  - 6.1.3.4. Articles of the Universal Declaration of Human Rights
- 6.1.4. Bibliography

6.2. International Humanitarian Law (IHL)
- 6.2.1. What Is International Humanitarian Law? (IHL)
- 6.2.2. Branches of IHL
- 6.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
- 6.2.4. Scope of International Human Rights Law
  - 6.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
  - 6.2.4.2. Specific Prohibitions and Restrictions
- 6.2.5. When Does IHL Apply?
- 6.2.6. Who Does IHL Protect and How?
- 6.2.7. Bibliography

6.3. The UN and Human Rights
- 6.3.1. The UN United Nations Organization
  - 6.3.1.1. What Is It?
  - 6.3.1.2. The History of the UN
  - 6.3.1.3. The UN and Human Rights
- 6.3.2. How Does the UN Promote and Protect Human Rights?
  - 6.3.2.1. High Commissioner for Human Rights
  - 6.3.2.2. Human Rights Council
  - 6.3.2.3. UNDG-HRM
  - 6.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
- 6.3.3. Conclusions
- 6.3.4. Bibliography

6.4. HR Protection Tools The HH of UN
- 6.4.1. Introduction
- 6.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
  - 6.4.2.1. The International Bill of Human Rights
  - 6.4.2.2. Democracy
  - 6.4.2.3. Other UN Bodies in Charge of Protecting Human Rights

6.4.3. Several Agencies Dealing with Different Issues
6.4.4. General Secretary
6.4.5. United Nations Peace Operations
6.4.6. Commission on the Status of Women (CSW)
6.4.7. Bibliography
6.5. International Human Rights Law
6.5.1. Introduction
6.5.2. What Is International Human Rights Law?
6.5.2.1. Characteristics of International Human Rights Law
6.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
6.5.4. Crimes against Humanity
6.5.4.1. Crimes against Humanity throughout History
6.5.5. Bibliography
6.6. Non-Governmental Organizations and Human Rights. Resources
6.6.1. Introduction
6.6.1.1. What Is a NGDO?
6.6.2. NGOs and Human Rights
6.6.3. Categories of Human Rights NGOs
6.6.4. Main Characteristics of Human Rights NGOs
6.6.5. Bibliography
6.7. Human Rights Violations HH in the World
6.7.1. Introduction
6.7.2. Cases of Violation of Human Rights HH per articles
6.7.2.1. Article 3: Right to Live in Freedom
6.7.2.2. Article 4: No Slavery
6.7.2.3. Article 5: No Torture
6.7.2.4. Article 13: Freedom of Movement
6.7.2.5. Article 18: Freedom of Thought
6.7.2.6. Article 19: Freedom of Speech
6.7.2.7. Article 21: The Right to Democracy
6.7.3. Bibliography
6.8. Environmental Human Rights
6.8.1. Environmental Protection as a Human Right
6.8.2. Does the Environment Have Rights?
6.8.3. Evolution of Human Rights in the Face of No Rights Cases
6.8.4. Rights of Nature Evolution
6.8.4.1. Statement of Intent Special Rapporteur
6.8.5. Environmental Law
6.8.5.1. UNEP United Nations Environment Programme
6.8.6. Bibliography
6.9. Human Rights NGOs
6.9.1. Introduction
6.9.2. List of Human Rights NGOs
6.9.2.1. 1 Kilo of Aid
6.9.2.2. B. Soleil d'Afrique
6.9.2.3. Aasara
6.9.2.4. Andean Action
6.9.2.5. Global Solidarity Action
6.9.2.6. Verapaz Action
6.9.2.7. ADANE Amics per al Desenvolupament a l'África Negra (Friends for African Development)
6.9.3. Bibliography

Module 7. Social and Transformative Communication

7.1. Fundamentals of Communication
7.1.1. Introduction
7.1.2. What Is Communication?
7.1.2.1. Concept and Definition
7.1.3. Objectives, Audiences and Messages
7.1.4. Right to Information and Communication
7.1.4.1. Freedom of Speech
7.1.5. Access and Participation

7.1.6. Brief Overview of the Media According to Typology
7.1.6.1. Written Press
7.1.6.2. Radio
7.1.6.3. Television
7.1.6.4. Internet and Social Networks
7.1.7. Conclusions
7.2. Communication and Power in the Digital Age
7.2. 1 What Is Power?
7.2.1.1. Power in the Global Era
7.2.2. Fake News, Control and Leaks
7.2.3. Publicly Owned Media
7.2.4. Commercial Media
7.2.4.1. Large Conglomerates in Europe
7.2.4.2. Large Conglomerates in Latin America
7.2.4.3. Other Conglomerates
7.2.5. Alternative Media
7.2.5.1. Evolution of the Alternative Media in the Spanish State
7.2.5.2. Current Trends
7.2.5.3. The Problem of Financing
7.2.5.4. Professional Journalism/Activist Journalism
7.2.6. Initiatives for the Democratization of Communication
7.2.6.1. Examples in Europe
7.2.6.2. Examples in Latin America
7.2.7. Conclusions
7.3. Communication and International Cooperation
7.3.1. Social Communication
7.3.1.1. Concept
7.3.1.2. Themes
7.3.2. Stakeholders: Associations and Research Centers
7.3.2.1. Social Movements
7.3.3. Collaboration and Exchange Networks
7.3.4. Cooperation, Education for Social Transformation and Communication
7.3.4.1. Types of Communication from NGDOs
7.3.5. Code of Conduct
7.3.5.1. Social Marketing
7.3.6. Educommunication
7.3.7. Working with Alternative Media
7.3.8. Working with Publicly Owned Media and Commercial Media
7.3.9. Communication and Cooperation in Times of Crisis
7.3.9.1. Technical and Labor Impacts
7.3.9.2. Impacts on Social Movements
7.3.10. Tensions between Professional Journalism and Activist Journalism
7.4. Communication and Gender Equality
7.4.1. Introduction
7.4.2. Key Concepts
7.4.3. Women in the Media
7.4.3.1. Representation and Visibility
7.4.4. Media Production and Decision Making
7.4.5. The Beijing Platform for Action (Chapter J)
7.4.6. Feminist Communication and Inclusive Language
7.4.6.1. Basic Concepts
7.4.7. How to Identify and Avoid Stereotypes
7.4.8. Guidelines, Best Practices
7.4.9. Examples of Initiatives
7.4.10. Conclusions
7.5. Communication and Sustainable Development
7.5.1. The Sustainable Development Goals (SDGs)
7.5.1.1. Proposal and Limits
7.5.2. The Anthropocene
7.5.2.1. Climate Change and Human Development
7.5.3. Communication about "Natural Disasters" from NGDOs
7.5.3.1. Regular Coverage in the Mass Media
7.5.4. Advocacy Possibilities from NGDOs
7.5.5. Environmental Defenders in Latin America
7.5.5.1. The Data: Threats and Deaths
7.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders?
7.6. Communication and Migrations
7.6.1. Introduction
7.6.2. Key Concepts and Data

7.6.3. Hate Speech and Its Foundations
7.6.3.1. Dehumanization and Victimization
7.6.4. Necropolitics
7.6.5. Regular Coverage in the Mass Media
7.6.6. Social Networks, WhatsApp and Hoaxes
7.6.7. Advocacy Possibilities from NGDOs
7.6.7.1. How to Recognize Prejudice
7.6.7.2. Overcoming Eurocentrism
7.6.8. Best Practices and Guidelines on Communication and Migration
7.6.9. Conclusions
7.7. Communication and Peace Building
7.7.1. Introduction
7.7.2. Peace Journalism vs. War Journalism
7.7.2.1. Features
7.7.3. Brief Historical Review of Warmongering
7.7.4. Communication on Armed Conflicts and Peace Processes
7.7.5. Journalists in Armed Conflicts
7.7.6. Possibilities for NGDOs
7.7.6.1. Shifting Our Focus to the Solution
7.7.7. Research and Guidelines
7.8. Educommunication for Walking
7.8.1. Introduction
7.8.2. Pedagogy and Popular Education
7.8.3. Media Literacy
7.8.4. Educommunication Projects
7.8.4.1. Features
7.8.4.2. Agents
7.8.5. Mainstreaming Communication for Social Change
7.8.5.1. The Communication Component in Other Projects
7.8.6. The Importance of Internal Communication in NGDOs
7.8.7. Communication to Members and Collaborators
7.8.8. Conclusions
7.9. Digital Culture and Development NGOs
7.9.1. Introduction
7.9.2. Paradigm Shifts and New Spaces
7.9.2.1. Characteristics and Main Agents and Networks
7.9.3. The Tyranny of the Click
7.9.4. The Imposition of Brevity
7.9.5. Citizen Participation in Digital Society
7.9.5.1. Changes in Solidarity and Activism in the Digital Culture
7.9.6. Promote the Participation of NGDOs in Digital Spaces
7.9.7. Indicators of Communication 2.0 in NGDOs
7.9.8. Conclusions
7.10. In Practice
7.10.1. Introduction
7.10.2. Elaboration of Organizational Communication Plans
7.10.2.1. Communication Plan Introduction
7.10.3. Project and Action Communication Plans
7.10.4. Basic Contents and Common Errors in Web Pages
7.10.5. Social Media Publishing Plans
7.10.6. Crisis Management and Unplanned Aspects in Social Networks
7.10.7. Subject, Verb and Predicate
7.10.7.1. Recalling Notions
7.10.8. Conclusions

Module 8. Equality and Cooperation

8.1. Gender and Cooperation
8.1.1. Introduction
8.1.2. Key Concepts
8.1.2.1. Gender Considerations
8.1.3. Empowerment
8.1.3.1. Introduction
8.1.3.2. Concept of Empowerment
8.1.3.3. What Is Empowerment?
8.1.3.4. Brief Historical Reference of Empowerment

8.1.4. The Feminist Movement in the World
8.1.4.1. Concept
8.1.4.2. Brief History of Feminism in the World
8.1.5. Bibliography
8.2. Historical Evolution of Feminist Movements Main Currents
8.2.1. Introduction
8.2.1.1. Historical Background
8.2.2. The Forerunners of the Feminist Movement
8.2.3. Suffragettes in the United States and Europe
8.2.4. Suffragism in Latin America
8.2.5. Feminism as a Social Movement or New Feminism
8.2.6. Contemporary Feminism
8.2.6.1. Feminisms of the 21st Century
8.2.6.2. Evolution of Prominent Feminist Movements
8.2.7. Bibliography
8.3. Regional Patriarchies and Women's Movements
8.3.1. Patriarchy
8.3.1.1. Introduction
8.3.1.2. Concept of Patriarchy
8.3.1.3. Concept of Matriarchy
8.3.1.4. Main Characteristics of Patriarchy in the World
8.3.2. Influential Historical Movements of Women in the World
8.3.2.1. Evolution of Women's Rights
8.3.2.1.1. First Convention for Women's Rights
8.3.2.1.2. International Women's Day A Day for Women
8.3.2.1.3. Medicine against Female Genital Mutilation
8.3.2.1.4. Women's Revolt in Aba
8.3.2.1.5. The Ever-Changing World of Work
8.3.2.1.6. On the Job and on Strike, with Strength
8.3.2.1.7. The United Nations Is Born
8.3.2.1.8. To the Women of the World
8.3.2.1.9. Unforgettable Butterflies
8.3.2.1.10. Activists, Unite
8.3.2.1.11. CEDAW
8.3.2.1.12. Declaration on the Elimination of Violence against Women
8.3.2.1.13. CIPD Program of Action
8.3.2.1.14. Beijing Declaration and Platform for Action
8.3.2.1.15. Security Council Resolution 1325
8.3.2.1.16. United Nations Millennium Declaration
8.3.2.1.17. Collective Action for Peace
8.3.2.1.18. The Gulabi Gang: Justice for Women
8.3.2.1.19. Challenging the *Status Quo*
8.3.3. Bibliography
8.4. Division of Labor: Traditional Agreements and Contemporary Dynamics
8.4.1. Introduction
8.4.2. Sexual Division of Labor
8.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
8.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
8.4.2.3. Masculinities and Paid Work
8.4.3. Division of Labor between Men and Women
8.4.4. Feminization of Poverty
8.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
8.4.5.1. Indicators
8.4.5.2. Employed by Branch of Activity
8.4.5.3. Employed by Type of Occupation
8.4.5.4. Employed by Professional Status
8.4.5.5. Employed by Type of Position
8.4.6. Bibliography
8.5. Care Policies and Economy
8.5.1. Life Care

8.5.2. Effects on Women's Lives
8.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
8.5.2.2. Concept of Conciliation
8.5.2.3. Approved Measures to Achieve Conciliation
8.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
8.5.3.1. Weekly Frequency of Care Activities and Household Chores Spain and EU-28
8.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
8.5.3.3. Persons Aged 16 and over Caring for Dependents (by age and sex)
8.5.4. New Masculinities
8.5.5. Bibliography
8.6. Gender and Migrations
8.6.1. Causes and Global Situation of Migration
8.6.2. Historical Evolution of Migration
8.6.3. Phenomenon of Feminization of Migrations
8.6.4. Characteristics of Migratory Flows from a Gender Perspective
8.6.5. Effects of Migratory Processes on Women
8.6.6. Conclusions
8.6.7. Migration Strategy with a Gender Perspective
8.6.8. Bibliography
8.7. The International System of Development Cooperation from a Gender Perspective
8.7.1. Introduction
8.7.2. The International Development Cooperation System
8.7.2.1. Goals of the Spanish International Development Cooperation
8.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
8.7.2.3. Strategic Lines of Work on the Gender Approach in International Development Cooperation
8.7.3. Gender and *Advocacy*
8.7.4. Gender and Development
8.7.5. Gender-Sensitive Planning
8.7.5.1. Guidelines for Planning Processes
8.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
8.7.7. Guidelines for Mainstreaming
8.7.7.1. Checklist
8.7.7.2. Phase 1 Checklist Stage 0
8.7.8. Bibliography
8.8. Public Policies with a Gender Perspective
8.8.1. Introduction
8.8.2. Development Economics
8.8.2.1. Economic Bases of Development
8.8.2.2. Definition of Development Economics
8.8.2.3. Evolution of Development Economics
8.8.3. Gender Economics
8.8.4. Public Policies with a Gender Perspective
8.8.5. Gender Budgeting Methodology
8.8.6. Human Development Indexes with Respect to Gender
8.8.6.1. Concept
8.8.6.2. Human Development Index Parameters
8.8.7. Bibliography
8.9. The Gender Perspective in International Development Cooperation
8.9.1. Gender in International Cooperation Evolution Over Time
8.9.2. Basic Concepts
8.9.2.1. Gender Equality
8.9.2.2. Gender Equity
8.9.2.3. Gender Identity
8.9.2.4. Masculinities
8.9.2.5. Patriarchy
8.9.2.6. Sexual Division of Labor
8.9.2.7. Gender Roles
8.9.2.8. Sectorial Approach
8.9.2.9. Transversal Approach
8.9.2.10. Practical Needs
8.9.2.11. Strategic Gender Interests

8.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
8.9.4. Decalogue for Mainstreaming a Gender Approach
8.9.5. Gender Indicators
8.9.5.1. Concept
8.9.5.2. Areas to Which Indicators May Be Addressed
8.9.5.3. Characteristics of the Gender Indicators
8.9.5.4. Purpose of Gender Indicators
8.9.6. Bibliography

Module 9. Environmental Rights

9.1. Environmental Law
9.1.1. Introduction
9.1.2. What Is It?
9.1.3. What Is Environmental Law?
9.1.4. Characteristics of Environmental Law
9.1.5. Background
9.1.6. History
9.1.7. Objective of Environmental Law
9.1.7.1. Sources
9.1.8. Principles
9.1.9. Purposes
9.2. Environmental Rights
9.2.1. What Do We Understand as Environment?
9.2.2. What Are Our Environmental Rights?
9.2.2.1. Which Ones Are They?
9.2.3. Right to Enjoy a Healthy Environment
9.2.4. Right of Access to Information
9.2.5. Right to Participation in Environmental Management
9.2.6. Right of Access to Environmental Justice
9.2.7. General Principles of Environmental Law
9.2.8. International Conferences and Agreements
9.2.8.1. Stockholm 1972
9.2.8.2. Rio de Janeiro 1992
9.2.9. Rules Protecting Environmental Rights
International Development Cooperation Conclusions
9.3. Environmental Law Duties
9.3.1. Introduction
9.3.2. What Are Environmental Duties?
9.3.2.1. Definition and Concept
9.3.3. What Are the Environmental Rights
9.3.4. Duty to Conserve the Environment
9.3.5. Duty to Comply with Environmental Regulations
9.3.6. Duty of Citizen Watch
9.3.7. Duty to Inform
9.3.8. Duty for Environmental Damage
9.3.9. Conclusions
9.4. Citizen Participation in Environmental Protection
9.4.1. Introduction
9.4.2. Participatory Environmental Monitoring
9.4.2.1. Introduction
9.4.2.2. Monitoring Concept
9.4.2.3. What Is Participatory Environmental Monitoring?
9.4.2.4. What Is It For?
9.4.2.5. Who Can Participate
9.4.2.6. Participatory Environmental Monitoring Plan
9.4.2.7. Area of Influence of a Project or Activity
9.4.2.8. Stages of Participatory Environmental Monitoring
9.4.2.9. Phases
9.5. United Nations Environment Program UNEP
9.5.1. Introduction
9.5.2. Definition and Concept
9.5.3. PNUMA Objectives
9.5.3.1. General Objective

9.5.4. History & Evolution
9.5.4.1. Where and When was UNEP Born?
9.5.5. UNEP Mission
9.5.6. Activities
9.5.7. UNEP Location
9.5.7.1. At National and International Level
9.5.8. Fourth Montevideo Program of Development and Periodic Review of Environmental Law
9.5.8.1. Concept, Goals and Purpose
9.5.9. Conclusions
9.6. Global Environment and Climate Change
9.6.1. Introduction
9.6.2. Global Environment
9.6.2.1. Concept
9.6.3. Climate Change.
9.6.3.1. Concept
9.6.4. Evolution of Climate Change Theory
9.6.5. Global Environmental Change
9.6.5.1. Past and Present
9.6.6. Characteristics of Global Environmental Change
9.6.6.1. Sea Level Changes
9.6.7. Consequences of Global Environmental Change
9.6.8. Dangers, Risks and Future Vulnerability
9.6.9. Climate Change and Impact on Agriculture
9.6.10. Survival Strategies and Dilemmas
9.6.10.1. Migration
9.7. Environmental Rights in the World
9.7.1. Introduction
9.7.2. Countries Fighting for Environmental Rights
9.7.3. Ecuador
9.7.4. Spain
9.7.5. Mexico
9.7.6. Peru
9.7.7. Sustainable Development
9.7.7.1. Concept
9.7.8. History & Evolution
9.7.9. Sustainable Development Optics (SD)
9.7.10. General Law on Sustainable Forestry Development
9.7.10.1. Description
9.7.10.2. Objective

Module 10. Local, Regional and International ONGDS and Solidarity

10.1. NGOs
10.1.1. Introduction
10.1.2. Meaning of the Acronym NGO
10.1.3. What Is an NGO
10.1.3.1. Definition and Concept
10.1.4. NGO Conditions
10.1.5. History and Evolution of NGOs
10.1.5.1. When and How Are they Born?
10.1.6. Functions of NGOs
10.1.7. NGO Financing
10.1.7.1. Public Funds
10.1.7.2. Private Funds
10.1.8. Types of NGO
10.1.9. Operation of an NGO
10.1.10. The Work of NGOs
10.2. Types of NGO
10.2.1. Introduction
10.2.2. Ranking of NGOs Worldwide
10.2.2.1. Types of Classification
10.2.3. Types of NGOs According to Their Orientation
10.2.3.1. How Many Types According to Their Orientation Are There?
10.2.4. Charitable NGOs
10.2.5. Service NGOs
10.2.6. Participatory NGOs
10.2.7. Advocacy NGOs
10.2.8. Types of NGOs According to Their Field of Action
10.2.8.1. Fields

10.2.9. Community-Based NGOs
10.2.10. Citizen NGOs
10.2.11. National NGOs
10.2.12. International NGOs
10.3. NGOs Development and Solidarity
10.3.1. Introduction
10.3.2. Changes in International Development Cooperation and Its Relationship with NGOs
10.3.2.1. Main Lines
10.3.3. The "Third World" and NGOs
10.3.4. The Humanitarian Era From Intervention to the Global Village
10.3.4.1. Doctors Without Borders, Doctors of the World, etc.
10.3.5. Movements against the Third World
10.3.6. NGOs and Science
10.3.6.1. Scientific Research
10.3.7. The NGO Workforce
10.3.8. Ideological Biases of NGOs
10.3.9. Conclusions
10.4. NGO Legislation
10.4.1. What Type of Legislation is Applicable for NGOs
10.4.1.1. Introduction
10.4.2. Specific Laws
10.4.3. Generic Laws
10.4.4. State Regulations
10.4.4.1. Types of Laws and Decrees
10.4.5. Autonomous Community Standards
10.4.5.1. Introduction
10.4.6. Andalusian Autonomous Regulation
10.4.7. Canary Islands Autonomous Regulation
10.4.8. Catalonia Autonomous Regulation
10.4.9. Basque Country Autonomous Regulations
10.4.10. Obligations of the Associations

10.5. Types of Existing Associations
10.5.1. Introduction
10.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
10.5.3. Youth Associations
10.5.3.1. Definition and Concept
10.5.4. Legislation of Youth Associations
10.5.5. Main Characteristics of Youth Associations
10.5.6. Coordinators
10.5.6.1. Definition and Concept
10.5.6.2. Objectives
10.5.7. Characteristics of Coordinators
10.5.8. Characteristics and Objectives of the Federations
10.5.9. Types of Federations
10.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
10.6.1. Introduction
10.6.2. Spanish Agency for International Development Cooperation (AECID)
10.6.2.1. Meaning of the Acronym
10.6.3. Definition and Concept
10.6.4. Objectives
10.6.5. Mission
10.6.5.1. Vision of the Agency
10.6.6. Structure
10.6.7. AECID Technical Offices
10.6.8. Cooperation Modalities and Tools
10.6.9. Development Promotion Fund
10.6.10. Conclusions
10.7. AECID Cooperation Sectors
10.7.1. Introduction
10.7.2. Water and Sanitation
10.7.2.1. How Do They Work?

10.7.3. Economic Growth
10.7.3.1. How Do They Work?
10.7.4. Culture and Science
10.7.4.1. How Do They Work?
10.7.5. Gender
10.7.5.1. How Do They Work?
10.7.6. Educational
10.7.6.1. How Do They Work?
10.7.7. Rural Development, Food Security and Nutrition
10.7.7.1. How Do They Work?
10.7.8. Democratic Governance
10.7.8.1. How Do They Work?
10.7.9. Environment and Climate Change
10.7.9.1. How Do They Work?
10.7.10. Health
10.7.10.1. How Do They Work?
10.8. Countries Where AECID Cooperates
10.8.1. Introduction
10.8.2. Geographic Priorities
10.8.2.1. What Are They?
10.8.3. Countries and Territories of Association
10.8.3.1. Present and Future
10.8.4. Latin America
10.8.4.1. 12 Projects
10.8.5. Caribbean
10.8.6. North Africa and the Middle East
10.8.6.1. 4 Projects
10.8.7. West Sub-Saharan Africa
10.8.7.1. Three Projects
10.8.8. Central, Eastern and Southern Africa
10.8.8.1. Three Projects
10.8.9. Asia
10.8.9.1. One Project
10.9. NGO Strategy and Management
10.9.1. Introduction
10.9.2. Manage an NGO
10.9.3. Strategic Planning of an NGO
10.9.3.1. What Is It?
10.9.3.2. How Is It Done?
10.9.4. Managing the Quality of the NGO
10.9.4.1. Quality and Commitment
10.9.5. Stakeholders
10.9.5.1. Stakeholder Relationship
10.9.6. NGO Social Responsibility
10.9.7. Third-Party Ethical Risk
10.9.8. Relationship between NGOs and the Private Sector
10.9.9. Transparency and Accountability
10.9.10. Conclusions
10.10. National and International NGOs
10.10.1. National NGOs
10.10.1.1. Main Projects
10.10.2. International NGOs
10.10.2.1. Main Projects
10.10.3. UNHCR
10.10.3.1. History
10.10.3.2. Objectives
10.10.3.3. Main Work Areas
10.10.4. *Mercy Corps*
10.10.4.1. Who are They?
10.10.4.2. Objectives
10.10.4.3. Work Areas
10.10.5. International Plan
10.10.5.1. Who are They?
10.10.5.2. Objectives
10.10.5.3. Main Areas of Work

10.10.6. Doctors without Borders
- 10.10.6.1. Who are They?
- 10.10.6.2. Objectives
- 10.10.6.3. Work Areas

10.10.7. Ceres
- 10.10.7.1. Who are They?
- 10.10.7.2. Objectives
- 10.10.7.3. Main Areas of Work

10.10.8. Oxfam

10.10.9. UNICEF

10.10.10. Save the Children

07

Clinical Internship

After passing the online theoretical period, the program includes a Internship Program period in a reference clinical center. In this way, graduates will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship and will dedicate 100% of their time.

The 3-week intensive practical internship will provide you with valuable field experience, allowing you to apply your theoretical knowledge in a real context"

The Internship Program of this program in International Cooperation for the Development of Peoples consists of a 3-week internship in a prestigious institution, from Monday to Friday, with 8 consecutive hours of practical training with an assistant specialist. In this way, this internship will allow the graduate to work on real projects alongside a team of professionals of reference in the area of International Cooperation, applying the most innovative procedures and tools.

In this totally practical training proposal, the activities are aimed at developing and perfecting the competencies necessary for the provision of International Cooperation services for the Development of Peoples, in areas and conditions with a high level of qualification, and oriented to the specific training for the exercise of the activity. It is, without a doubt, an opportunity to learn by working.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for educational praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:

Module	Practical Activity
Management of International Cooperation Projects	Design Sustainable Development projects
	Coordinate the implementation of projects in communities
	Evaluate the impact of interventions
	Manage International Cooperation funds and resources
	Supervise multidisciplinary teams in the field
Research and Analysis	Conduct research on development and cooperation
	Analyze international cooperation policies
	Prepare reports and impact studies
	Identify development needs and opportunities in communities
	Develop project evaluation methodologies
International Relations and Diplomacy	Establish strategic alliances with NGOs and international agencies
	Represent organizations in international forums
	Negotiate cooperation agreements
	Manage relationships with donors and strategic partners
	Promote cooperation between public and private actors

Module	Practical Activity
Training and Education	Design training programs in development and cooperation
	Deliver workshops and community courses
	Train local teams in project management
	Develop educational and awareness-raising materials
	Facilitate participatory learning processes
Resource Management and Sustainability	Plan and manage financial resources for projects
	Implement sustainability strategies in cooperation projects
	Monitor efficient use of resources
	Design environmental mitigation plans
	Promote sustainable practices in beneficiary communities

Through the internship, you will develop professional competencies and establish meaningful connections in the field of International Cooperation for the Development of Peoples"

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

08

Where Can I Do the Internship?

This Hybrid Professional Master's Degree program includes in its itinerary a practical stay in a prestigious institution, where students will put into practice everything they have learned in the field of International Cooperation for the Development of Peoples. In this sense, and to bring this degree to more professionals, TECH offers the graduate the opportunity to study in different companies around the country. In this way, this institution strengthens its commitment to quality and affordable education for all.

You will work in international organizations, NGOs, government agencies or prominent local institutions, where you will gain experience in Sustainable Development projects"

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:

CSIC

Country
Spain

City
Madrid

Address: Calle Serrrano,117, chamartin, 28006 Madrid

Spanish State Agency for Scientific Research and Technological Development

Related internship programs:

- International Cooperation for the Development of Peoples

You will combine theory and professional practice through a demanding and rewarding educational approach"

09

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

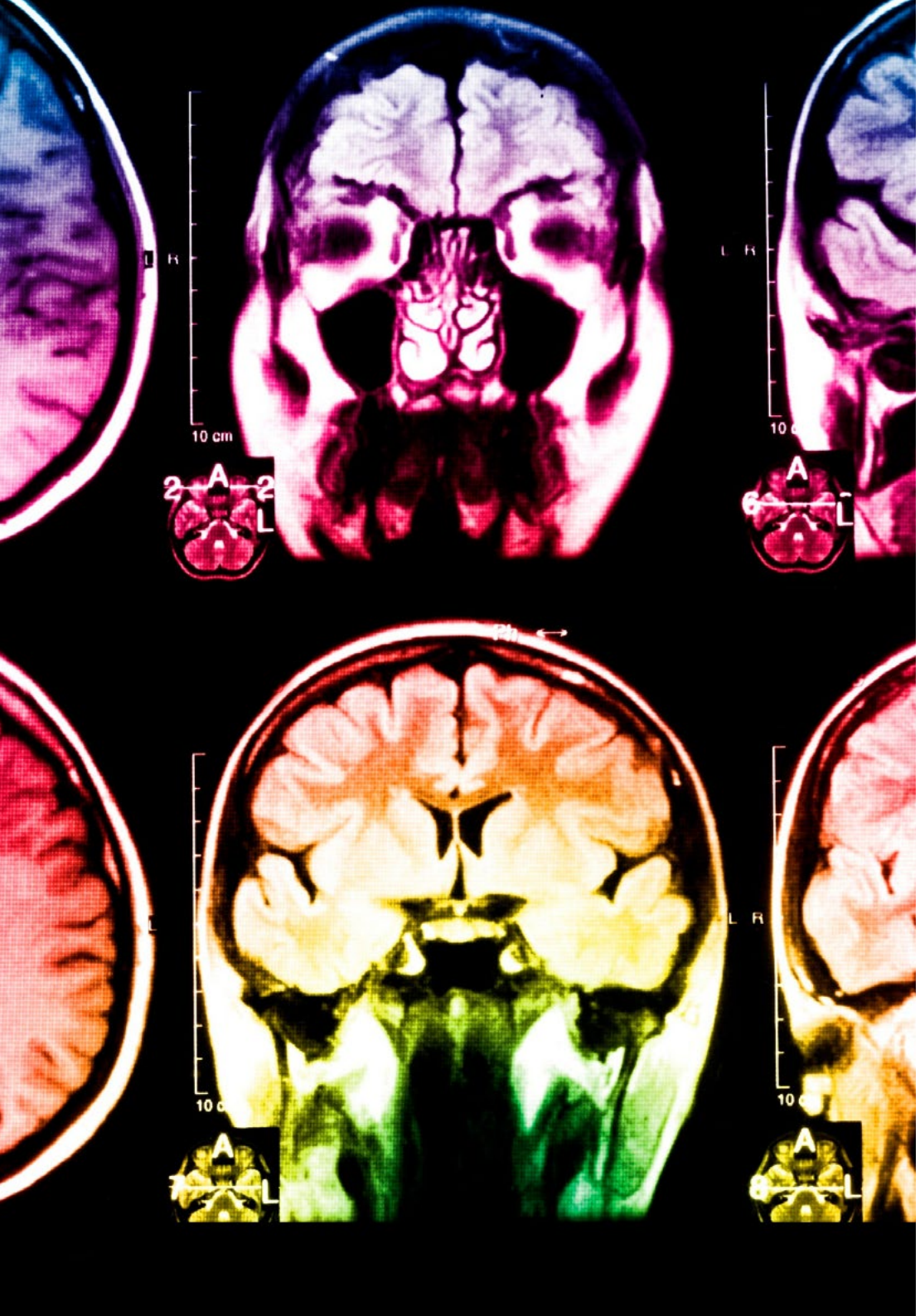
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

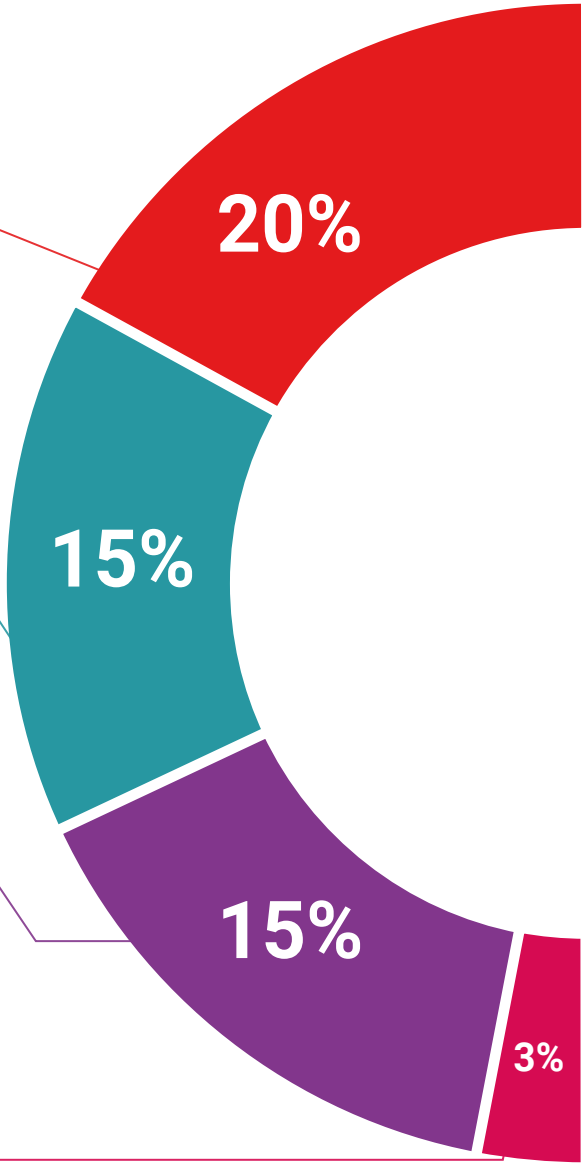
Interactive Summaries

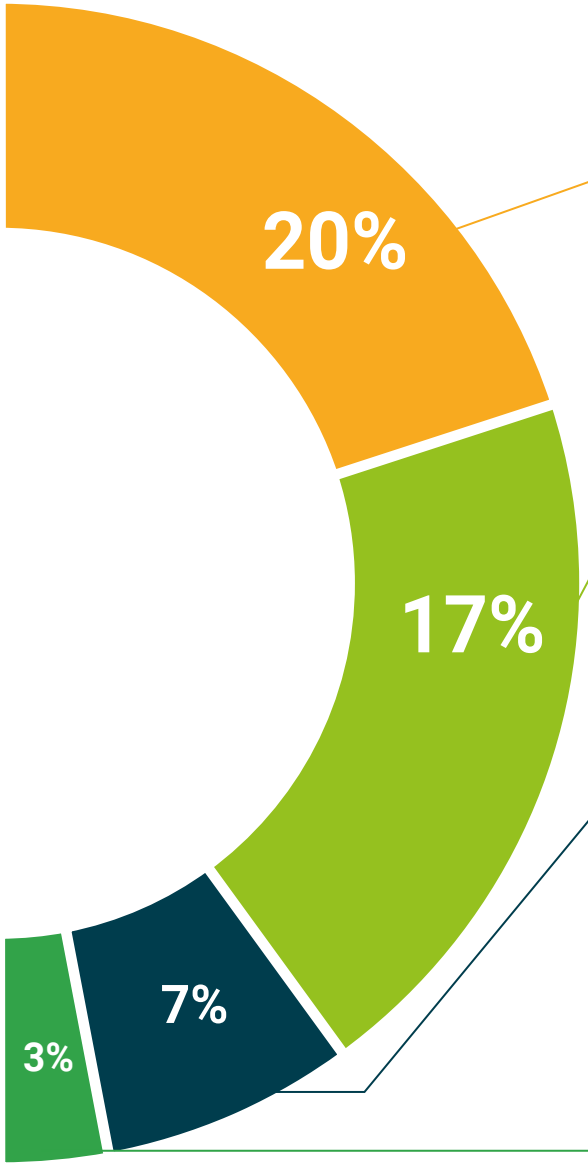
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

10

Certificate

The Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples

This is a private qualification of 1,920 hours of duration equivalent to 64 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

Hybrid Professional Master's Degree in International Cooperation for the Development of Peoples

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	4
Master's Degree Thesis (MDT)	0
	Total 64

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	The Development of Peoples: Introduction and Challenges	6	CO
1º	International Development Cooperation	6	CO
1º	Design, Monitoring and Assessment of International	6	CO
1º	Development Cooperation Projects	6	CO
1º	Humanitarian Action and International Development Cooperation	6	CO
1º	Human Rights (HR) and International Humanitarian Law (IHL)	6	CO
1º	Social and Transformative Communication	6	CO
1º	Equality and Cooperation	6	CO
1º	Environmental Rights	6	CO
1º	Local, Regional and International ONGDS and Solidarity	6	CO

Dr. Pedro Navarro Illana
Dean

tech global university

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

Hybrid Professional Master's Degree

International Cooperation for the Development of Peoples

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Accreditation: **60 + 4 ECTS**

Hybrid Professional Master's Degree

International Cooperation for the Development of Peoples

tech global university