

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



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

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Global University**
- » Credits: **60 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: [www.techtute.com/us/humanities/master/master-international-cooperation-development-peoples](http://www.techtute.com/us/humanities/master/master-international-cooperation-development-peoples)

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# 01

# Introduction

The commitment of high-income countries to the territories around the world that suffer most from inequality and poverty in its multiple dimensions is manifested through their policy of International Cooperation for the Development of Peoples. Thanks to the coordination of governments and the selfless action of millions of volunteers and associations around the world, it has been possible to act in depressed areas, bringing food, health care, education and various resources for progress. This is precisely the field of action of this 100% online program, which seeks to transfer to the graduates the best strategies to design, monitor and evaluate projects of this type in an effective and guaranteed manner.



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*Would you like to become an expert in International Cooperation for the Development of Peoples? Then bet on a program that will provide you with all the resources you need to achieve it in just 12 months”*

The world is experiencing real barbarities caused by social, political and cultural difficulties in different countries. War, hunger, inaccessibility to free quality health care, male chauvinism, poverty, natural disasters, etc. There are dozens of causes that increase the inequality gap between developed and underdeveloped environments, places where cooperation and aid are more necessary than ever. For this reason, the actions carried out by entities such as the Red Cross, UNICEF, Save the Children, WWF, etc., in coordination with governmental entities such as the UN, have made it possible to act in depressed areas, contributing to their recovery to the extent possible, as well as to mitigate the effects through the provision of basic resources such as food, clothing and, if necessary, economic contributions.

However, this is a field that requires meticulous and organized work, in order to make the most of every means (whether physical or collaborative), trying to make it reach its destination in the most effective way. And this is precisely the field of action on which this program is focused. TECH presents the Professional Master's Degree in International Cooperation for the Development of Peoples as an opportunity for all those professionals seeking specialization in the social area for community aid and collaboration. It is a 100% online degree in which professionals can find all the information necessary to carry out the effective design of any collaborative project, its monitoring and evaluation. All this in a sustainable manner and in accordance with current regulations, focusing on the promotion of human rights, above all else.

For this, you will have 1,500 hours of the best theoretical, practical and additional content designed by a team of experts specialized in different fields such as the International Law, Nursing and Education. Among them is the figure of a guest Director, a leading figure in the field of International Cooperation who will contribute to this educational experience with 10 exclusive Masterclasses in video format, speaking on the different topics that are currently in the spotlight of the Development of Peoples.

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

- ♦ Practical cases presented by experts in International Development Cooperation
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



*You will delve into the challenges of People's Development and the most innovative and effective strategies to address them in the current global context"*

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*This Professional Master's Degree will give you the keys to undertake your own cooperation project for the promotion of the SDGs from multiple social, political and cultural perspectives”*

The program's teaching staff includes professionals in the field who contribute their work experience to this degree as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby professionals must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*A program with which you will be able to work on the knowledge of the best cooperation strategies from wherever and whenever you wish thanks to its 100% online modality.*

*You will learn how international organizations such as the UN, UNICEF or the Red Cross are working and you will be able to delve into their successful strategies for effective aid.*



# 02

# Objectives

Social inequalities caused by armed conflicts, anti-humanitarian policies and natural disasters have serious consequences for disadvantaged populations around the world. For this reason, the objective of this degree is to provide graduates with all the information they need to specialize in the field of International Cooperation, giving them the necessary tools to carry out innovative, effective and rewarding People's Development projects for the victims.





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*A program whose trump card is solidarity and good judgment to undertake effective, efficient and highly beneficial solidarity actions for the victims of the countless inequalities that exist in the world”*



## General Objectives

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- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- Provide the students with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- Improve professional performance and develop strategies of adaptation and resolution to the problems of today's world through scientific research in cooperation and development processes
- Disseminate the basics of the current system and develop the critical and entrepreneurial spirit, necessary to adapt to political changes within the framework of international law



*Understanding the importance of International Cooperation for the Development of Peoples is the main objective of this program"*





## Specific Objectives

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### Module 1. The Development of Peoples: Introduction and Challenges

- ♦ Understand the importance of the development of peoples
- ♦ Become aware of the stakeholders involved in development, why and its consequences
- ♦ Know and clarify such basic concepts as “poor ” and “impoverished”
- ♦ Raise awareness of the world and development situation
- ♦ Familiarize the Communication Management 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 Development Cooperation 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 different actors 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 of the field, for 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 graduates achieve 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 the sectoral and geographic priorities of International Development Cooperation
- ♦ Identify the strategic axes that guide cooperation policies and actions, fields of action and 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
- ♦ Delve into 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 meant 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 crosscutting manner
- ♦ Understand the link between migration and the development of countries of origin and destination

**Module 10. NGOs and Local, Regional and International 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

# 03 Skills

TECH designs its syllabus following the most innovative pedagogical criteria. In this way, it does not focus its content on purely theoretical learning, but invites its students to work on perfecting their skills through high quality multidisciplinary material, including case studies based on real situations. Thus, as they progress through the content of the program, they implement innovative and effective strategies and techniques in their practice, contributing to their progress in a guaranteed way.



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*With this program you will be able to work on improving your communication and listening skills, emphasizing the relationship with the media”*



## General Skills

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- 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

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*The program includes the participation of a guest director, a leading figure in the field of International Cooperation who will participate in the program through 10 exclusive Masterclasses in video format”*







## Specific Skills

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- ◆ 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
- ◆ Develop skills to work with the main vulnerable subjects involved in Development Cooperation actions and programs.
- ◆ Know how to analyze public policies within the logical framework in development cooperation policies
- ◆ Understand the main problems of the different regional and international environments
- ◆ 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 the society
- ◆ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ◆ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them

# 04

# Course Management

Not all universities include teacher support in their programs, formed by specialized teams in the field developed in the program. However, TECH does. In addition, this university submits candidates to an exhaustive and demanding analysis, resulting in the formation of the best faculty, made up of experts with a broad and extensive professional experience in the field, as is the case of this Professional Master's Degree.





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*In the Virtual Campus you will find a direct communication tool with the teaching team, so that you can get in touch with its members whenever you need to solve a doubt”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ 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

## Management



### 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

### 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

### 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. Ramos Rolón, 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 Eurosocietal 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

### 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.

# 05

## Structure and Content

The TECH team has made every effort to create the best possible syllabus for this Professional Master's Degree in International Cooperation for the Development of Peoples. The teaching team, which has been in charge of designing it, has worked exhaustively selecting each module, so that the graduates who access it will find all the answers during their specialization in International Cooperation for the Development of Peoples. In addition, you will have dozens of hours of additional material to expand each section in a personalized way. All this in a 100% online format, giving you the opportunity to take this educational experience from wherever you wish and with a schedule fully adapted to your availability.



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*Male chauvinism, inequality and violence in its multiple representations: in this program you will find the best techniques to fight against all of them through the best psychological and pedagogical strategies”*

## 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. According to their Channeling
    - 1.1.4.2. According to their 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
  - 1.3.11. 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. Problems of 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 Programme
  - 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. Objectives of International Cooperation for Spanish Development
  - 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. Education for Development
    - 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. 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. Bilateral
    - 2.2.6.2. Multilateral
    - 2.2.6.3. Decentralized Cooperation
    - 2.2.6.4. Non-Governmental Cooperation
    - 2.2.6.5. 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. 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. Relevant Definitions of 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 by Non-Financial Multilateral Institutions
  - 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. General Objectives of the V IADC Master Plan
  - 2.5.5. Geographic Priorities for Action under the Master Plan of the IADC
  - 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. AECID 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 Resources 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 HH. to International Development Cooperation
    - 2.8.5.1. New Frame of Reference: International Human Rights Standards
    - 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 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. 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
  - 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. Project Design according to the Logical Framework Approach II: Practical Case
  - 3.8.1. Introduction
  - 3.8.2. Case Study Presentation
    - 3.8.2.1. Diseases in the Montecito Community
  - 3.8.3. Annexes
  - 3.8.4. 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 it I
  - 4.2.7.2. Take Everything Today or Everyone Takes it II
  - 4.2.7.3. Observations on the Game: "Take Everything Today or Everyone Always Takes it"
- 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. Challenges of Development Education in Spain and in the World
  - 4.4.1. Introduction
  - 4.4.2. Components of ESD (Education for Sustainable Development)
    - 4.4.2.1. Values
  - 4.4.3. Challenges and Barriers for ESD
    - 4.4.3.1. Challenges Faced by ESD
  - 4.4.4. Bibliography
- 4.5. Education, Participation and Social Transformation
  - 4.5.1. Introduction
    - 4.5.1.1. The Administration During Change
  - 4.5.2. Process to Generate Change
    - 4.5.2.1. Make the Decision to Act
    - 4.5.2.2. Support Your Decision with a Reason
    - 4.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
    - 4.5.2.4. Prepare Final and Intermediate Goals
    - 4.5.2.5. Establish Programmatic Assessment Methods and Responsibilities
    - 4.5.2.6. Review and Revise Final and Interim Goals
    - 4.5.2.7. Rewards and Celebrations
- 4.5.3. Exercises to Create Community Sustainability Goals through Public Participation
  - 4.5.3.1. Know Your Neighbours
  - 4.5.3.2. Generate Consensus
  - 4.5.3.3. Your Community through a Sustainability Lens
- 4.5.4. Bibliography
- 4.6. Stakeholders of Development Education
  - 4.6.1. Introduction
  - 4.6.2. Stakeholders: General State Administration
  - 4.6.3. Actors Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAAC)
  - 4.6.4. Stakeholders: Ministry of Education and Science
  - 4.6.5. Other Ministries:
  - 4.6.6. Cooperation Council
  - 4.6.7. NGDO
  - 4.6.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
  - 4.6.9. Stakeholders: In Europe
  - 4.6.10. Other Stakeholders:
    - 4.6.10.1. Media
    - 4.6.10.2. Networks, Associations and Social Movements
  - 4.6.11. Actors: Universities
  - 4.6.12. Bibliography
- 4.7. Education for Development in the Formal, Non-Formal and Informal Spheres
  - 4.7.1. Redirecting Existing Education
    - 4.7.1.1. Points to Consider
    - 4.7.1.2. Education as a Great Hope for a Sustainable Future
  - 4.7.2. The Story of Professor Mafalda
    - 4.7.2.1. Context
    - 4.7.2.2. Structure
    - 4.7.2.3. Attributes of Global Citizenship
    - 4.7.2.4. Practical Recommendations According to Some Determining Factors
  - 4.7.3. Bibliography

- 4.8. Comparison of Development Cooperation Education Strategies
  - 4.8.1. Introduction
  - 4.8.2. Concept of Non-Formal Education
  - 4.8.3. Development Education Activities in Non-Formal Education
  - 4.8.4. Informal Education
  - 4.8.5. Areas in Informal Education
    - 4.8.5.1. Media
    - 4.8.5.2. Advocacy Awareness Campaigns
    - 4.8.5.3. Studies, Research and Publications
    - 4.8.5.4. Internet and Social Networks
  - 4.8.6. Recommendations
  - 4.8.7. Bibliography
- 4.9. Development Education Action Areas According to the Cooperation Master Plan
  - 4.9.1. Introduction
  - 4.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation
  - 4.9.3. Objectives of the Master Plan for Development Education
  - 4.9.4. Sectoral Strategies of the Master Plan for Development Education
    - 4.9.4.1. PAS
    - 4.9.4.2. Strategies
  - 4.9.5. AECID's Strategic Lines for Development Education
  - 4.9.6. Generation of Global Citizenship on Social Networks
  - 4.9.7. Bibliography
- 4.10. Development Education Projects Worldwide
  - 4.10.1. Introduction
  - 4.10.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
    - 4.10.2.1. What Is This Project Based On?
    - 4.10.2.2. Project Objectives
    - 4.10.2.3. Local Currency as the Backbone of the Project
    - 4.10.2.4. Examples in Spain
    - 4.10.2.5. Examples in Europe
    - 4.10.2.6. Two Formats
    - 4.10.2.7. Currency to Support Local Commerce
    - 4.10.2.8. Currency to Favor Local Commerce
    - 4.10.2.9. Solidarity Currency
    - 4.10.2.10. Fair Currency
    - 4.10.2.11. 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 Is Humanitarian Aid 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
  - 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. The UN 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
    - 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. UNGD-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. UN Human Rights Protection Tools
  - 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
    - 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 in the World
    - 6.7.1. Introduction
    - 6.7.2. Cases of Human Rights Violations (HRV) by 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. 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. A.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'Àfrica 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 NGOs
  - 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. Good Practice Guides
  - 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 NGOs
    - 7.5.3.1. Regular Coverage in the Mass Media
  - 7.5.4. Advocacy Possibilities from NGOs
  - 7.5.5. Environmental Defenders in Latin America
    - 7.5.5.1. The Data: Threats and Deaths
  - 7.5.6. How Can NGOs 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 NGOs
    - 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 NGOs
    - 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 NGOs
  - 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 NGOs in Digital Spaces
  - 7.9.7. Indicators of Communication 2.0. in NGOs
  - 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 Arrangements 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. Objectives of International Cooperation for Spanish Development
    - 8.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
    - 8.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
  - 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. Legal Nature
  - 9.1.6. Background
  - 9.1.7. History
  - 9.1.8. Objective of Environmental Law
    - 9.1.8.1. Sources
  - 9.1.9. Principles
  - 9.1.10. 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. What 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
  - 9.2.10. 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 Programme
  - 9.5.1. Introduction
  - 9.5.2. Definition and concept
  - 9.5.3. UNEP Goals
    - 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 (SD) Optics
- 9.7.10. General Law on Sustainable Forestry Development
  - 9.7.10.1. Description
  - 9.7.10.2. Objective

## Module 10. NGOs and Local, Regional and International 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. Federations
    - 10.5.8.1. Definition and Concept
  - 10.5.9. Characteristics and Objectives of the Federations
  - 10.5.10. 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

06

# Methodology

This academic program offers students 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"*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning. Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.





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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



#### 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.



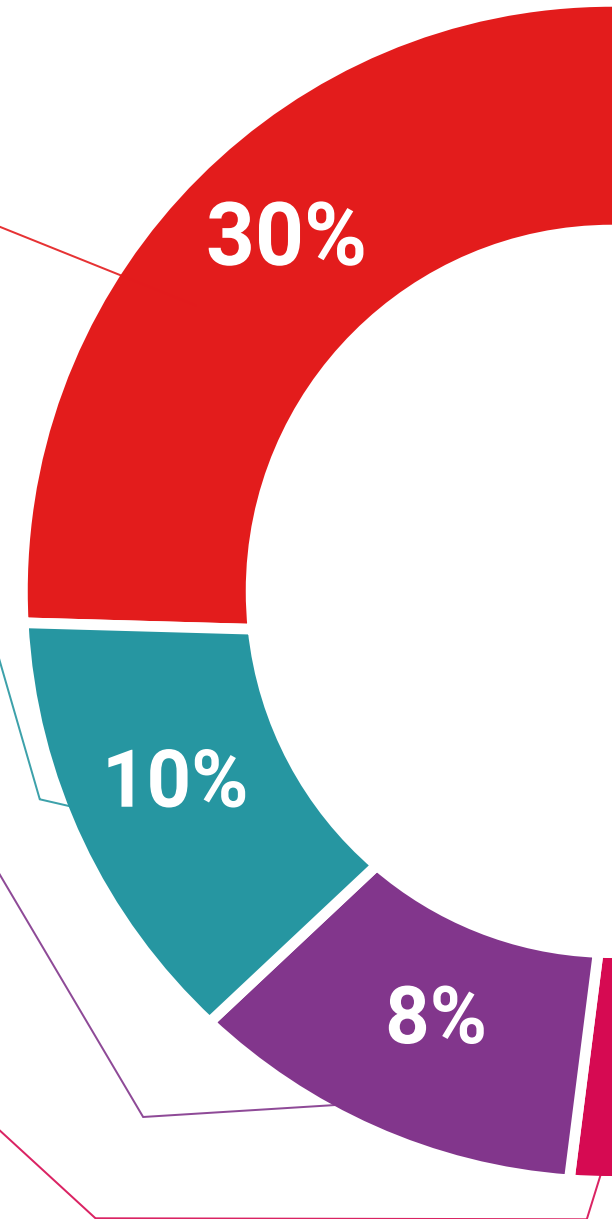
#### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### 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.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### 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 educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### 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 their goals.



07

# Certificate

The 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 Professional Master's Degree diploma issued by TECH Global University.



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

This program will allow you to obtain your **Professional Master's Degree diploma 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** title 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: **Professional Master's Degree in International Cooperation for the Development of Peoples**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



\*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.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
virtual classroom



## Professional Master's Degree

International Cooperation for the Development of Peoples

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Global University**
- » Credits: **60 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

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

