

Professional Master's Degree

International Development Cooperation



Professional Master's Degree International Development Cooperation

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

Website: www.techtute.com/us/medicine/professional-master-degree/master-international-development-cooperation

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01

Introduction

Developing countries or countries in conflict often need the humanitarian work of other communities in order to continue advancing and to be able to count on basic resources. Healthcare is essential for the survival of the inhabitants, and it is here that physicians play a fundamental role in helping these countries to move forward and achieve a better future. For this reason, TECH, in its commitment to promote the academic and professional careers of its students, has developed this program with professionals with extensive experience in this field.



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Bringing healthcare to the most deprived countries is essential for the survival of their inhabitants. If you want to develop in this field and treat people without resources, in this Professional Master's Degree we offer you all the keys to specialize in international cooperation"

Developed countries must rely on international cooperation to improve the living conditions of people who do not have sufficient resources to be able to support themselves. International Cooperation helps to improve the living conditions of the most disadvantaged people through different areas: social, economic and health, taking into account a sustainable and egalitarian point of view. One of the fundamental needs of any society is healthcare, which is why it is the area in which most resources must be contributed to improve the health and quality of life of citizens.

For this reason, TECH offers this Professional Master's Degree for doctors who wish to specialize in the humanitarian field and International Cooperation, with the aim of allowing them to work in regions with great needs. Thus, this program is created by professionals in the world of training and International Development Cooperation. Each module is written from the experience and reality encountered in different regions of the world. By studying this program, the student will acquire the necessary skills to work and apply the knowledge acquired in all types of roles within national and international, public and private organizations.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete program with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

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

- ◆ Practical cases presented by experts in International Development Cooperation
- ◆ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Latest developments in International Development Cooperation
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Emphasis on innovative methodologies in International Development Cooperation
- ◆ 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



International Cooperation helps to improve the living conditions of people living in developing countries, which is why it is a fundamental task in both social and health matters"

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This Professional Master's Degree is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a qualification from TECH Global University"

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, 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 training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. This will be done with the help of an innovative system of interactive videos made by renowned experts.

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.



02 Objectives

The design of the program of this Professional Master's Degree will allow students to acquire the necessary skills to update their knowledge and focus on International Development Cooperation as a physician, betting on their vocation. The knowledge acquired in the development of the points of the syllabus will drive the professional from a global perspective, with full capacity to achieve the proposed goals. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.



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This Professional Master's Degree is designed to help you expand your knowledge in International Development Cooperation with the use of the latest educational technology, to contribute with quality and confidence in decision-making"



General Objectives

- ◆ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ◆ Provide the student 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 for adapting and solving the problems of today's world by means of 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



Get up to date on the latest developments in International Development Cooperation"





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, the 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. to meet their goals and objectives
- ◆ Know the basic theories of development in its economic, social, cultural and political aspects
- ◆ Know the current system of international relations and the different actors, both official and unofficial, that comprise it

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
- ◆ Know the system and policies of International Development Cooperation
- ◆ Understand the causes, dynamics and consequences of human mobility and migration
- ◆ 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 how to analyze public policies within the Logical Framework in development cooperation policies
- ◆ Know the techniques, trends and projects of international cooperation for development
- ◆ Understand the socio-cultural reality of the different regional and international environments
- ◆ 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
- ◆ 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

- ◆ 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
- ◆ 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 issues 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 the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- ◆ 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 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
- ◆ 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
- ◆ Design cooperation projects in public, private and non-governmental entities
- ◆ 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
- ◆ 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
- ◆ Evaluate the process and final result of the different development cooperation projects

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

- ◆ Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
- ◆ 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
- ◆ Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
- ◆ 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

- ◆ Meet the current requirements of specialization in social communication in view of the diversification and reevaluation of communication
- ◆ Prepare social communicators who can apply their knowledge at the following 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
- ◆ 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
- ◆ 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
- ◆ 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

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
- ◆ Internalize the legislation of national and international NGOs, associations and foundations

- ◆ Learn the broad outlines of NGO management
- ◆ Work in multidisciplinary and multicultural teams as an expert in international development cooperation
- ◆ Identify, understand and know how to use sources and tools to identify international development cooperation projects



A unique specialization program that will allow you to acquire advanced training in this field"

03 Skills

The structure of this Professional Master's Degree has been designed so that the professional will be able to identify and solve the problems related to the performance of their duties at an international level, thanks to a unique methodology and the support of the experts who have developed it. TECH guarantees students quality content according to their expectations, giving them the opportunity to excel in their professional area. In this way, you will be able to perform the various functions related to this Professional Master's Degree, together with the most innovative proposals in this field of action, thus guiding you towards excellence. A series of aspects that are demanded at a global level.





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With this program you will be able to master new methodologies and strategies in International Development Cooperation”



Basic 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

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Seize the moment and take the step to get up to date on the latest developments in International Development Cooperation”





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
- ◆ 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 our 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
- ◆ 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
- ◆ 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
- ◆ 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
- ◆ 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
- ◆ 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
- ◆ Intervene under gender perspectives in international development cooperation
- ◆ 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
- ◆ Identify, understand and know how to use sources and tools to identify international development cooperation projects

04

Course Management

In order to offer an elite education for all, TECH counts on renowned professionals so that the student acquires a solid knowledge in International Development Cooperation. For this reason, this Professional Master's Degree has a highly qualified team with extensive experience in the sector, which will offer the best possible resources for students in the development of their skills during the course. In this way, it has the guarantees it requires to specialize internationally in a sector that needs professionals with a vocation.



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Leading professionals in the field have come together to teach you the latest developments in International Development Cooperation”

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ 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
- ◆ Specialist in Knowledge Management
- ◆ Career Civil Servant

Co-Direction



Ms. Romero Mateos, María del Pilar

- ◆ Social Educator
- ◆ Postgraduate Diploma in International Development Cooperation
- ◆ Employment training teacher
- ◆ Gender Equality Agent
- ◆ Author and collaborator in educational projects at Abile Educativa



Professors

Ms. Sánchez Garrido, Araceli

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design 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
- ◆ Work in different areas of international cooperation, mainly in Latin America

Ms. Flórez Gómez, Mercedes

- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ◆ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ◆ Advanced Diploma in South Cooperation, Sur- FLACSO
- ◆ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ◆ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ◆ Director of the Spanish Cooperation Training Centers in Uruguay
- ◆ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

Ms. Cristina Córdoba

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





Ms. Ramos Rollon, Marisa

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

05

Structure and Content

The syllabus of this program has been designed based on the requirements of medicine applied to International Development Cooperation, following the guidelines proposed by the teaching team of this Professional Master's Degree. Thus, a curriculum has been established whose modules offer a broad perspective of the profession from a global point of view for the sake of its application at an international level, incorporating all the fields of work involved in the development of its functions. From module 1, students will see their knowledge broadened, which will enable them to develop professionally, knowing that they can count on the support of a team of experts.





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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

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, teh Aid Can Be
 - 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 actors in 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. International Society Requires a Relational Dimension
 - 1.2.5.4. International Society Enjoys 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. refocus 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. Medical History
 - 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 an HDI
 - 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?
 - 2.1.2.1. Definition and Concept
 - 2.1.3. What Is International Development Cooperation for?
 - 2.1.3.1. Goals/Purpose
 - 2.1.4. Goals of the Spanish International Development Cooperation
 - 2.1.5. Evolution of the Spanish International Development Cooperation
 - 2.1.6. International Cooperation Systems
 - 2.1.6.1. Origin and Historical Evolution
 - 2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
 - 2.1.8. The Processes of Decolonization in the Postwar Years
 - 2.1.8.1. Sources
 - 2.1.9. Crisis of the International Development Cooperation
 - 2.1.9.1. Factors
 - 2.1.10. Changes in the Conception of International Development Cooperation
- 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 co-operation
 - 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
 - 2.2.4.1. According to the Stakeholders Channelling the Funds
 - 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. Depending on 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. 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 the Spanish 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 Human Rights 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
 - 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. 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. Conclusion
 - 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. Conclusion
 - 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. Conclusion
 - 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. Viability Factors
 - 3.7.4. Assessment
 - 3.7.5. Types of Assessments

- 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. 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 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. 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. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
 - 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: European Space
 - 4.6.10. Other Stakeholders
 - 4.6.10.1. Media
 - 4.6.10.2. Networks, Associations and Social Movements
 - 4.6.11. Stakeholders: 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. Comparative Development Education Strategy of the Cooperation
 - 4.8.1. Introduction
 - 4.8.2. Concept of Non-Formal Education
 - 4.8.3. EPD 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 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/Monitoring 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. Conclusion
- 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 ONU 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. 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'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. 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 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. ICPD 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. Conclusion
 - 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. Medical history
 - 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. Conclusion
- 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. Concept of Monitoring
 - 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 UNEP
 - 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. Conclusion
- 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. Equator
 - 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. 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. Conclusion
- 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. Conclusion
- 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. Education
 - 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. Conclusion
- 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*



A unique, key, and decisive program to boost your professional development”

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.





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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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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 TECH's 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 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



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".



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 their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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.



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Certificate

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



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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 **Professional Master's Degree diploma in International Development Cooperation** 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: **Professional Master's Degree in International Development Cooperation**

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

tech global
university

personalized service innovation

knowledge present quality

International Development
Cooperation

development languages

virtual classroom

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

Professional Master's Degree

International Development Cooperation



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