

Master's Degree

International Cooperation
for the Development
of Peoples



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/education/master-degree/master-international-cooperation-development-peoples

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01

Introduction to the Program

The global progress towards sustainable and equitable development requires experts in International Cooperation with a strategic and up-to-date vision. In a world where inequality and humanitarian crises demand efficient responses, specialization in this area becomes essential. According to UNESCO, over 260 million children and young people still lack access to education, highlighting the urgency of effective Cooperation programs. In this context, TECH offers a university program that trains graduates in project management, development policies, and international partnerships. All of this with the advantage of a 100% online methodology, flexible and supported by renowned specialists.



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You will lead education and empowerment initiatives in contexts of social exclusion with this 100% online Master's Degree”

International Cooperation is a fundamental pillar for reducing inequalities and building sustainable development. Project management, resource coordination, and the creation of effective policies are key elements in this field, where global challenges require professionals with a strategic vision and specialized skills. In a scenario where conflicts, climate change, and the migration crisis are redefining the priorities of cooperation, the need for well-prepared experts is more urgent than ever.

This Master's Degree in International Cooperation for the Development of Peoples from TECH responds to this demand, providing advanced knowledge in the planning, financing, and evaluation of aid programs. According to the Organisation for Economic Co-operation and Development (OECD), official development assistance reached a record \$204 billion in recent years, reflecting the growth of this sector and the need for highly trained professionals. Through an innovative approach, this university program addresses essential aspects such as managing international partnerships, designing intervention strategies, and applying technologies for cooperation.

In this context, TECH offers an academic experience that combines theoretical and practical content with cutting-edge tools and case studies reflecting the evolution of the sector. Its 100% online methodology allows for flexible learning, adapted to the needs of professionals. Thanks to the Relearning method, graduates consolidate knowledge effectively, specialize at their own pace, and develop competencies to design, lead, and evaluate global impact projects.

As an exclusive benefit, this academic experience includes 10 Masterclasses delivered by an International Guest Expert, providing an updated view of the challenges and trends in international cooperation.

This **Master's Degree in International Cooperation for the Development of Peoples** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ The development of case studies presented by experts in International Cooperation for the Development of the Peoples
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in International Cooperation for the Development of Peoples
- ♦ 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



An International Guest Director will guide you through 10 Masterclasses on data-driven solutions to optimize resource management in international cooperation"

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With TECH's didactic methodology, you will learn how to transform data and approaches into solutions, applying international cooperation strategies that generate tangible impact in communities”

The program includes faculty members from the field of International Cooperation for the Development of Peoples, who share their professional experience, 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 an immersive learning experience designed to prepare for real-life situations.

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

The distinctive Relearning system will allow you to update your knowledge at your own pace, adapting to the challenges of the international cooperation sector without external limitations.

You will gain a comprehensive view of development project management, implementing strategies that optimize the impact and sustainability of humanitarian initiatives.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

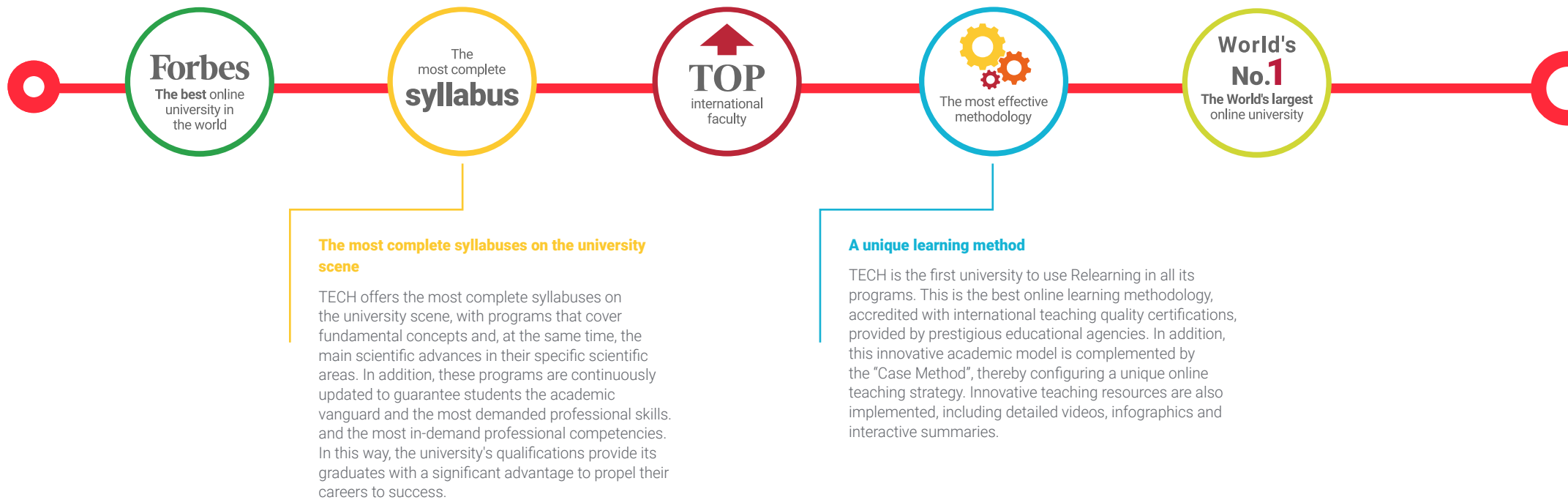
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



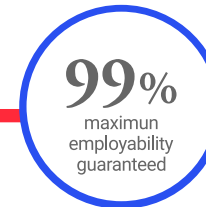
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

This university program from TECH has been designed to provide a comprehensive and advanced understanding of International Cooperation for Development. Throughout the academic journey, professionals will acquire competencies in strategic planning, project management, and impact evaluation in cooperation initiatives. They will also develop skills in development education, humanitarian action, and human rights advocacy—key elements for promoting real change in communities. Additionally, they will deepen their knowledge of equality, transformative communication, and environmental sustainability, preparing them to lead interventions in both local and international contexts with an innovative approach based on social justice.





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*You will gain advanced knowledge
in development education, driving
sustainable growth in various regions”*

Module 1. The Development of Peoples: Introduction and Challenges

- 1.1. Development
 - 1.1.1. Introduction
 - 1.1.2. What Is Meant by Development?
 - 1.1.3. Sociological Theories for Development
 - 1.1.3.1. Development through Modernization
 - 1.1.3.2. Development through Dependency
 - 1.1.3.3. Neoinstitutional Development Theory
 - 1.1.3.4. Development through Democracy
 - 1.1.3.5. Theory of Development through Cultural Identity
 - 1.1.4. Stakeholders Involved in Development
 - 1.1.4.1. Depending on How It Is Channeled, the Aid Can Be
 - 1.1.4.2. By Form
 - 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. 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 Mantras?
 - 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. Characteristics
 - 1.5.7. Differences between the MDGs and the SDGs
 - 1.5.8. Sustainable Development Agenda
 - 1.5.8.1. The 2030 Agenda
 - 1.5.8.2. Are the SDGs Legally Binding?
 - 1.5.9. Monitoring the Achievement of the SDGs
 - 1.5.10. Bibliography
- 1.6. Theories about Sustainable Development
 - 1.6.1. Introduction
 - 1.6.2. Development Participants
 - 1.6.3. Issues in Education for Sustainable Development
 - 1.6.3.1. Skills
 - 1.6.4. The UN and Its Development Work
 - 1.6.4.1. The History of the UN
 - 1.6.4.2. The UN and Sustainability
 - 1.6.5. Agenda 21: UN Agenda 21
 - 1.6.5.1. Objectives of Agenda 21
 - 1.6.6. UNDP
 - 1.6.6.1. History of UNDP
 - 1.6.6.2. UNDP Goals
 - 1.6.7. Other Theories to Support Sustainable Development
 - 1.6.7.1. Degrowth
 - 1.6.8. Alternative Theories to Sustainable Development
 - 1.6.8.1. Ecodevelopment
 - 1.6.9. Bibliography
- 1.7. Civil Society, Social Movements and Transformation Processes
 - 1.7.1. Introduction
 - 1.7.2. Concept of Social Movement
 - 1.7.3. Goals of Social Movements
 - 1.7.4. Structure of Social Movements
 - 1.7.5. Definitions of Leading Authors
 - 1.7.6. Collective Challenge
 - 1.7.7. The Search for a Common Goal
 - 1.7.8. Evolution of Social Movements
 - 1.7.9. Participation and Consolidation of Democracy
 - 1.7.10. Most Important Social Movements in Recent Years in Europe
 - 1.7.11. Bibliography

- 1.8. Participatory Community Development
 - 1.8.1. Introduction
 - 1.8.2. Community
 - 1.8.2.1. On Whom Does the Success of a Community Depend?
 - 1.8.3. Concept of Participatory
 - 1.8.4. Community Development Concept
 - 1.8.5. Defining Features of Community Development
 - 1.8.6. Processes to Achieve Community Development
 - 1.8.6.1. Participatory Diagnosis
 - 1.8.6.2. Development Plan
 - 1.8.6.3. Participatory Planning
 - 1.8.6.4. Community Development Plan
 - 1.8.7. Twelve Lessons in Participatory Community Development
 - 1.8.8. Key Stakeholders
 - 1.8.9. Bibliography
- 1.9. Human Development Index
 - 1.9.1. Introduction
 - 1.9.2. Human Development Index
 - 1.9.2.1. IDH Principles
 - 1.9.2.2. HDI Goals
 - 1.9.2.3. Limitations of a IDH
 - 1.9.2.4. Types of Indicators
 - 1.9.3. Human Development Features
 - 1.9.4. Methodology for Calculating the HDI
 - 1.9.5. Others Human Development Indexes
 - 1.9.5.1. Inequality-Adjusted Human Development Index
 - 1.9.5.2. Gender Inequality Index
 - 1.9.5.3. Multidimensional Poverty Index (MPI)
 - 1.9.6. UNDP - United Nations Development Program
 - 1.9.7. Conclusions
 - 1.9.8. Bibliography

- 1.10. Local Associations for Development
 - 1.10.1. Introduction
 - 1.10.2. What Is a NGO?
 - 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. Automatic Coordinators
 - 1.10.6. Social Action Groups
 - 1.10.7. Bibliography

Module 2. International Development Cooperation

- 2.1. International Development Cooperation
 - 2.1.1. Introduction
 - 2.1.2. What Is International Development Cooperation?
 - 2.1.3. Objectives and Purpose of International Development Cooperation
 - 2.1.4. Origins and Historical Evolution of International Cooperation
 - 2.1.5. Europe's Reconstruction Plans in the Bipolar Conflict
 - 2.1.6. The Processes of Decolonization in the Postwar Years
 - 2.1.7. Crisis of the International Development Cooperation
 - 2.1.8. Changes in the Conception of International Development Cooperation
 - 2.1.9. Bibliography

2.2. Modalities and Instruments of International Development Cooperation

2.2.1. Introduction

2.2.2. Main Tools of International Development Cooperation

2.2.2.1. Development Cooperation

2.2.2.2. Development Education

2.2.2.3. Technical Assistance, Training and Research

2.2.2.4. Humanitarian Action

2.2.3. Other Cooperation Tools

2.2.3.1. Economic Cooperation

2.2.3.2. Financial Help

2.2.3.3. Scientific and Technological Cooperation

2.2.3.4. Food Aid

2.2.4. Modalities of the International Development Cooperation

2.2.5. Types of Modalities

2.2.5.1.1. Modality According to the Origin of the Funds

2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds

2.2.6.1.1. Bilateral

2.2.6.1.2. Multilateral

2.2.6.1.3. Decentralized Cooperation

2.2.6.1.4. Non-Governmental Cooperation

2.2.6.1.5. Business Cooperation

2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries

2.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds

2.2.9. Other Cooperation Tools Co-Development

2.2.9.1.1. Co-Development Interventions

2.2.10 Bibliography

2.3. Multilateral Organizations

2.3.1. The International Development Cooperation System

2.3.2. International Development Cooperation Stakeholders

2.3.3. Stakeholders in the Official Development Assistance System

2.3.4. Definitions of Relevant International Organizations (IOs)

2.3.5. Characteristics of International Organizations

2.3.5.1. Types of International Organizations

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. Organization of the United Nations

2.4.9. Bibliography

- 2.5. Humanitarian Action
 - 2.5.1. Introduction
 - 2.5.2. Humanitarian Aid in the International Context
 - 2.5.3. Tendencies in Humanitarian Action
 - 2.5.4. Main Goals of Humanitarian Action
 - 2.5.5. The Financing of Humanitarian Action and Its Evolution
 - 2.5.6. Principles of International Human Rights Law and Humanitarian Action
 - 2.5.7. Summary
 - 2.5.8. Bibliography
- 2.6. Gender Approach in International Development Cooperation
 - 2.6.1. Introduction
 - 2.6.2. What Is the Gender Approach?
 - 2.6.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 2.6.4. Gender Approaches in International Development Cooperation
 - 2.6.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
 - 2.6.6. Priority Equality Goals in International Development Cooperation
 - 2.6.7. Gender Mainstreaming Guide
 - 2.6.8. Bibliography
- 2.7. Focus on Human Rights in International Development Cooperation
 - 2.7.1. Introduction
 - 2.7.2. Human rights
 - 2.7.3. Human Rights Approach to Development Cooperation
 - 2.7.4. How the Human Rights Approach Emerged
 - 2.7.5. Elements Provided by the Human Rights Approach to International Development Cooperation
 - 2.7.5.1. New Frame of Reference: International Human Rights Standards
 - 2.7.5.2. New Look at Capacity Building
 - 2.7.5.3. Participation in Public Policy
 - 2.7.5.4. Accountability
 - 2.7.5. Challenges of the Human Rights Approach in Development Cooperation Interventions
 - 2.7.6. Challenges in Project Identification and Formulation
 - 2.7.7. Challenges in Project Execution
 - 2.7.8. Challenges in Project Monitoring and Assessment
 - 2.7.9. Bibliography

- 2.8. Human Mobility and Migration
 - 2.8.1. Introduction
 - 2.8.2. Migration
 - 2.8.2.1. First Human Movements
 - 2.8.2.2. Types of Migrations
 - 2.8.2.3. Causes of Migrations
 - 2.8.3. Migratory Processes in the Era of Globalization
 - 2.8.3.1. Improved Living Conditions
 - 2.8.3.2. Vulnerability and Migration
 - 2.8.4. Human Safety and Conflict
 - 2.8.5. Challenges of the International Asylum System
 - 2.8.5. The OHCHR
 - 2.8.6. Human Rights Based Migration Strategy
 - 2.8.7. 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. Evaluation
 - 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. Practical Case
 - 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. Viability Factors
 - 3.7.4. Evaluation
 - 3.7.5. Types of Assessment
 - 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): Practical Case
 - 3.8.1. Introduction
 - 3.8.2. Case Study Presentation
 - 3.8.2.1. Diseases in the Montecito Community
 - 3.8.3. Appendices
 - 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

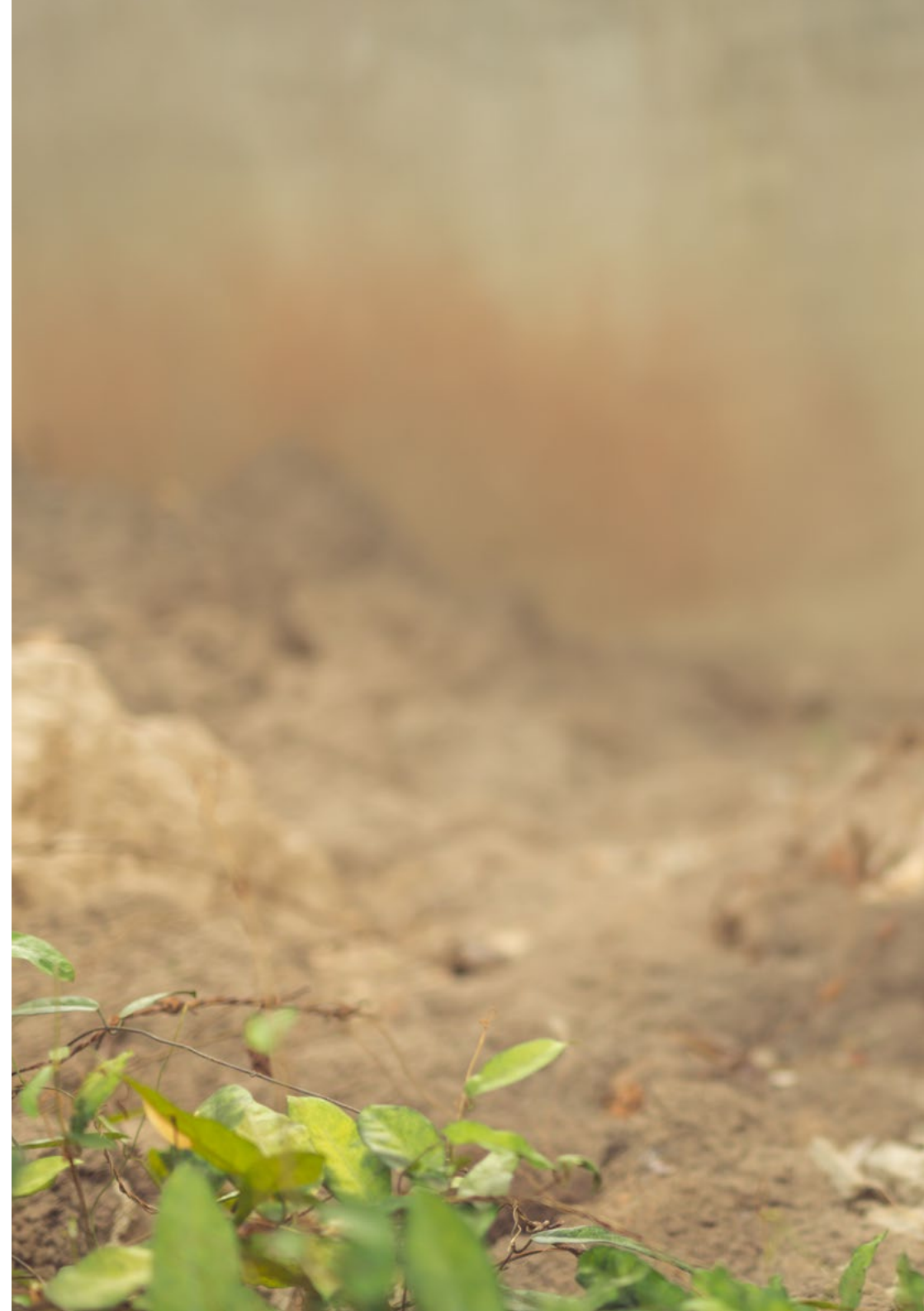
- 4.2. Development Education and Its Evolution
 - 4.2.1. Introduction
 - 4.2.2. Development Education Goals
 - 4.2.2.1. Purpose of Development Education Activities
 - 4.2.2.2. Purpose of Development Education
 - 4.2.3. Dimensions of Development Education
 - 4.2.4. The History of Development Education
 - 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 Always Take (II)
 - 4.2.8. Bibliography
- 4.3. Development Education Intervention Strategies
 - 4.3.1. Formal, Non-Formal and Informal Education
 - 4.3.2. Redirect Education
 - 4.3.3. Components of Education for Sustainable Development
 - 4.3.4. Guidelines for Sustainable Development
 - 4.3.5. Problems
 - 4.3.6. Framework for Teaching or Discussing Environmental Issues
 - 4.3.7. Skills
 - 4.3.8. Perspectives
 - 4.3.9. Bibliography
- 4.4. Education, Participation and Social Transformation
 - 4.4.1. Introduction
 - 4.4.1.1. The Administration During Change
 - 4.4.2. Process to Generate Change
 - 4.4.2.1. Make the Decision to Act
 - 4.4.2.2. Support Your Decision with a Reason
 - 4.4.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
 - 4.4.2.4. Prepare Final and Intermediate Goals
 - 4.4.2.5. Establish Programmatic Assessment Methods and Responsibilities
 - 4.4.2.6. Review and Revise Final and Interim Goals
 - 4.4.2.7. Rewards and Celebrations
 - 4.4.3. Exercises to Create Community Sustainability Goals through Public Participation
 - 4.4.3.1. Know Your Neighbors
 - 4.4.3.2. Generate Consensus
 - 4.4.3.3. Your Community through a Sustainability Lens
 - 4.4.4. Bibliography
- 4.5. Stakeholders of Development Education
 - 4.5.1. Introduction
 - 4.5.2. Cooperation Council
 - 4.5.3. NGDO
 - 4.5.4. Stakeholders: European Space
 - 4.5.5. Other Stakeholders
 - 4.5.9.1. Media
 - 4.5.9.2. Networks, Associations and Social Movements
 - 4.5.6. Stakeholders: Universities
 - 4.5.7. Bibliography
- 4.6. Education for Development in the Formal, Non-Formal and Informal Spheres
 - 4.6.1. Redirecting Existing Education
 - 4.6.1.1. Points to Consider
 - 4.6.1.2. Education as a Great Hope for a Sustainable Future
 - 4.6.2. The Story of Professor Mafalda
 - 4.6.2.1. Context
 - 4.6.2.2. Structure
 - 4.6.2.3. Attributes of Global Citizenship
 - 4.6.2.4. Practical Recommendations According to Some Determining Factors
 - 4.6.3. Bibliography

- 4.7. Comparative Development Education Strategy of Cooperation
 - 4.7.1. Introduction
 - 4.7.2. Concept of Non-Formal Education
 - 4.7.3. Development Education Activities in Non-Formal Education
 - 4.7.4. Informal Education
 - 4.7.5. Areas in Informal Education
 - 4.7.5.1. Media
 - 4.7.5.2. Advocacy Awareness Campaigns
 - 4.7.5.3. Studies, Research and Publications
 - 4.7.5.4. Internet and Social Networks
 - 4.7.6. Recommendations
 - 4.7.7. Bibliography
- 4.8. Development Education Action Areas According to the Cooperation Master Plan
 - 4.8.1. Introduction
 - 4.8.2. Objectives of the Master Plan for Development Education
 - 4.8.3. Sectoral Strategies of the Master Plan for Development Education
 - 4.8.3.1. Administrative and Support Staff
 - 4.8.3.2. Strategies
 - 4.8.4. AECID's Strategic Lines for Development Education
 - 4.8.5. Generation of Global Citizenship on Social Networks
 - 4.8.6. Bibliography
- 4.9. Development Education Projects Worldwide
 - 4.9.1. Introduction
 - 4.9.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
 - 4.9.2.1. What Is This Project Based On?
 - 4.9.2.2. Project Objectives
 - 4.9.2.3. Local Currency as the Backbone of the Project
 - 4.9.2.4. Examples in Europe
 - 4.9.2.5. Two Formats
 - 4.9.2.6. Currency to Support Local Commerce
 - 4.9.2.7. Currency to Favor Local Commerce
 - 4.9.2.8. Solidarity Currency
 - 4.9.2.9. Fair Currency
 - 4.9.2.10. Participatory Process
 - 4.9.3. 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 Contiguuum
 - 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. AECID and the Office for Humanitarian Action (OHA)
 - 5.8.3. The Office for Humanitarian Action (OHA)
 - 5.8.3.1. The Objectives and Functions of OHA
 - 5.8.3.2. OHA Financing
 - 5.8.6. 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. Organization of the United Nations
 - 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. Current Trends
 - 7.2.5.2. The Problem of Financing
 - 7.2.5.3. 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. Characteristics
 - 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. Characteristics
 - 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
- 8.4. 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. Hours Per Week Dedicated to Caregiving and Housework Activities
 - 8.5.3.2. 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. Policies and Tools for International Development Cooperation from a Gender Perspective
 - 8.7.2.2. 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. Guidelines for Mainstreaming
 - 8.7.6.1. Checklist
 - 8.7.6.2. 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. Which Ones Are They?
 - 9.2.3. Right to Enjoy a Healthy Environment
 - 9.2.4. Right of Access to Information
 - 9.2.5. Right to Participation in Environmental Management
 - 9.2.6. Right of Access to Environmental Justice
 - 9.2.7. General Principles of Environmental Law
 - 9.2.8. International Conferences and Agreements
 - 9.2.8.1. Stockholm 1972
 - 9.2.8.2. Rio de Janeiro 1992
 - 9.2.9. Rules Protecting Environmental Rights
 - 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 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 and 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. 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 and Evolution
 - 9.7.9. Sustainable Development Optics (SD)

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 Created?
 - 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. 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. Types of Existing Associations

- 10.4.1. Introduction
- 10.4.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
- 10.4.3. Youth Associations
 - 10.4.3.1. Definition and Concept
- 10.4.4. Main Characteristics of Youth Associations
- 10.4.5. Coordinators
 - 10.4.5.1. Definition and Concept
 - 10.4.5.2. Objectives
- 10.4.6. Characteristics of Coordinators
- 10.4.7. Federations
 - 10.4.7.1. Definition and Concept
- 10.4.8. Characteristics and Objectives of the Federations
- 10.4.9. Types of Federations

10.5. NGO Strategy and Management

- 10.5.1. Introduction
- 10.5.2. Manage an NGO
- 10.5.3. Strategic Planning of an NGO
 - 10.5.3.1. What Is It?
 - 10.5.3.2. How Is It Done?
- 10.5.4. Managing the Quality of the NGO
 - 10.5.4.1. Quality and Commitment
- 10.5.5. Stakeholders
 - 10.5.5.1. Stakeholder Relationship
- 10.5.6. NGO Social Responsibility
- 10.5.7. Third-Party Ethical Risk
- 10.5.8. Relationship between NGOs and the Private Sector
- 10.5.5. Transparency and Accountability
- 10.5.10. Conclusions



10.10. National and International NGOs

10.10.1. International NGOs

10.10.1.1. Main Projects

10.10.2. UNHCR

10.10.2.1. History

10.10.2.2. Objectives

10.10.2.3. Main Work Areas

10.10.3. Mercy Corps

10.10.3.1. Who Are They?

10.10.3.2. Objectives

10.10.3.3. Work Areas

10.10.4. International Plan

10.10.4.1. Who Are They?

10.10.4.2. Objectives

10.10.4.3. Main Areas of Work

10.10.5. Doctors without Borders

10.10.5.1. Who Are They?

10.10.5.2. Objectives

10.10.5.3. Work Areas

10.10.6. Ceres

10.10.6.1. Who Are They?

10.10.6.2. Objectives

10.10.6.3. Main Areas of Work

10.10.7. Oxfam

10.10.8. UNICEF

10.10.9. Save the Children

04

Teaching Objectives

The objectives of this academic opportunity are designed to train professionals in the strategic management of international cooperation projects. Throughout the Master's Degree graduates will develop competencies in the design, planning, and evaluation of development initiatives, ensuring their impact and sustainability. Additionally, they will acquire skills in leadership, negotiation, and managing alliances with international organizations. Their capacity to apply innovative approaches in development education, human rights, and humanitarian action will be enhanced, allowing them to address global challenges effectively. As such, they will be prepared to lead transformative interventions in both local and international contexts.





“

Specialize in the management of transformative projects, leading international interventions with in-depth knowledge of cooperation, social justice, and sustainable development”



General Objectives

- ♦ Provide students with advanced specialization in International Cooperation, specialized in theoretical and practical knowledge that allows them to acquire and develop the competencies and skills necessary to qualify as professionals in international cooperation
- ♦ Provide students with basic knowledge of the cooperation and development process, based on the latest advances in policies related to sustainability processes involved in both economic and social aspects
- ♦ Improve professional performance and develop strategies for adaptation and problem-solving in today's world through scientific research in cooperation and development processes
- ♦ Disseminate the foundations of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law





Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- ♦ Understand the importance of the development of peoples
- ♦ Become aware of the actors involved in development, why and its consequences
- ♦ Know and clarify such basic concepts as poor and impoverished
- ♦ Become aware of the world situation and development

Module 2. International Development Cooperation

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

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

- ♦ Know the management cycle of a development project
- ♦ Get to know the techniques, trends and projects of international Development Cooperation
- ♦ Understand the main problems of the different international areas
- ♦ Learn about the different systems, modalities, and key actors involved in International Development Cooperation

Module 4. Education for Human and Sustainable Development

- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- ♦ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on 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 and understand global initiatives to fight poverty

Module 5. Humanitarian Action and International Development Cooperation

- ♦ Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- ♦ Develop a global vision on the nature, perspective and objectives of development cooperation actions
- ♦ Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- ♦ Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness

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

- ♦ 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

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

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



You will acquire skills in leadership and negotiation to establish effective alliances with international organizations and evaluate sustainable development initiatives with a real impact on communities”

05

Career Opportunities

Upon completing this university degree, graduates will have access to a wide range of opportunities in the International Cooperation sector. In this regard, professionals will acquire advanced competencies to promote the creation of inclusive and sustainable programs in diverse communities. In this way, specialists will design and implement training strategies that favor the social and labor integration of vulnerable individuals. This will enable them to lead educational projects in international contexts, promoting equity and inclusion on a global scale.



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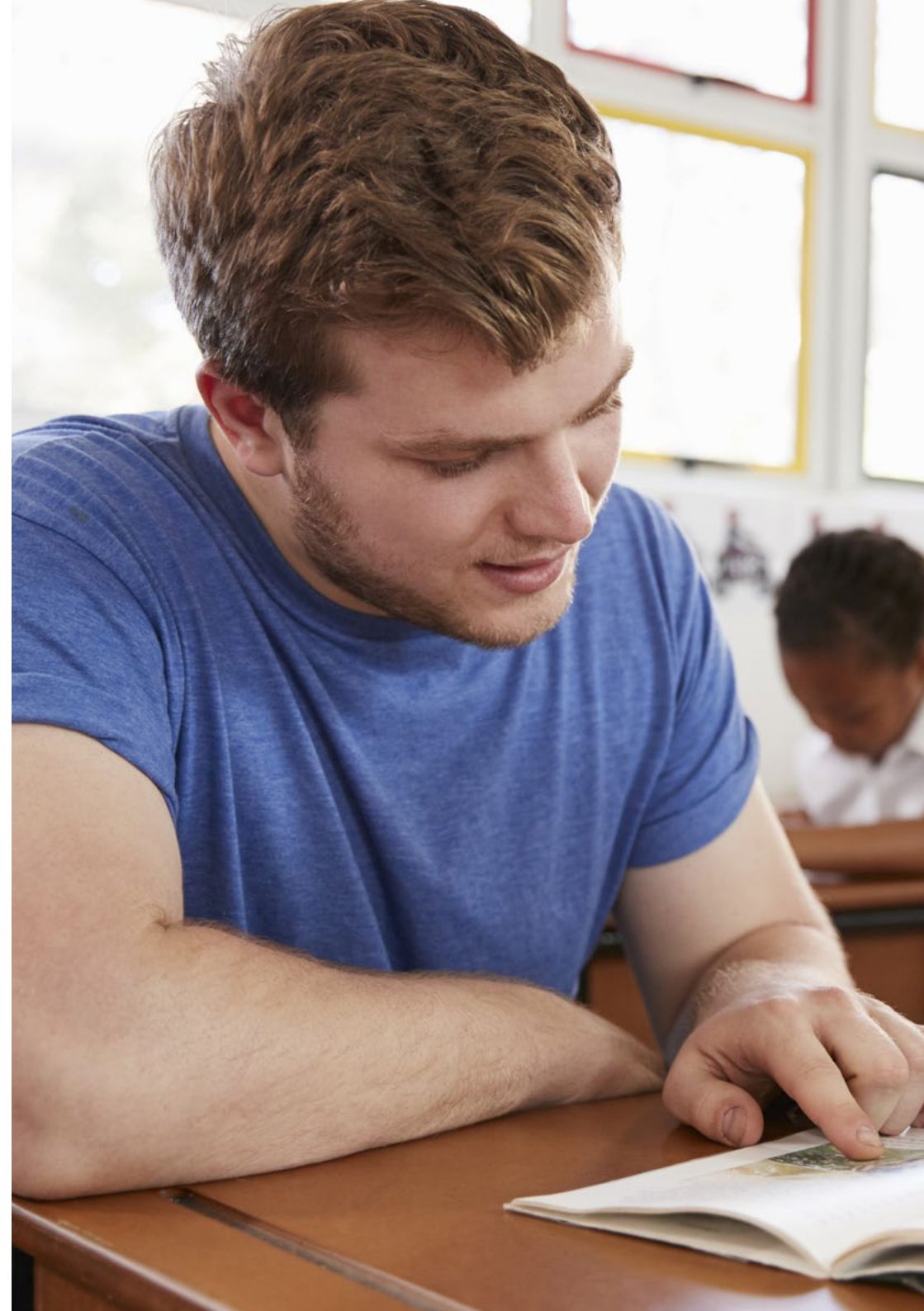
Contribute to social transformation by implementing programs for equality, sustainability, and human rights in international contexts”

Graduate Profile

Professionals who complete this academic experience will become experts in the field of International Cooperation, with a strategic capacity to design and implement sustainable projects. They will also possess advanced skills in resource management, negotiation, and global partnerships to ensure the viability of interventions. Additionally, they will stand out for their knowledge of human rights, humanitarian action, and environmental sustainability, enabling them to apply innovative approaches in each initiative.

Your multidisciplinary profile will allow you to become an expert with advanced skills in negotiation and international alliances, maximizing the impact of projects.

- ♦ **Impact and Sustainability Assessment:** Ability to measure the effectiveness of cooperation projects and ensure their long-term viability
- ♦ **Human Rights and Humanitarian Action:** Specialized knowledge in international regulations for the protection of vulnerable populations
- ♦ **Development Education:** Implementation of pedagogical strategies that foster global awareness and social empowerment.
- ♦ **International Cooperation Project Management:** Mastery of methodologies for designing, executing, and evaluating sustainable development initiatives





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Humanitarian Program Officer:** Leader in implementing strategic responses to humanitarian crises, ensuring the assistance and protection of vulnerable communities.
- 2. Sustainable Development Policy Coordinator:** Responsible for designing and implementing public policies focused on equity, sustainability, and institutional strengthening.
- 3. Consultant in Financing and Resource Management for Cooperation:** Expert in fundraising, managing grants, and optimizing resource use in development projects.
- 4. Development Education Program Manager:** Responsible for designing educational strategies that foster social awareness and empowerment in disadvantaged communities.
- 5. NGO and Solidarity Network Manager:** Leader in planning and executing volunteer actions, local and international cooperation, and strengthening solidarity networks



Do you want to play a crucial role in creating and evaluating policies that promote Human Rights in international contexts? Achieve it through this program"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*





The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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 assess 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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

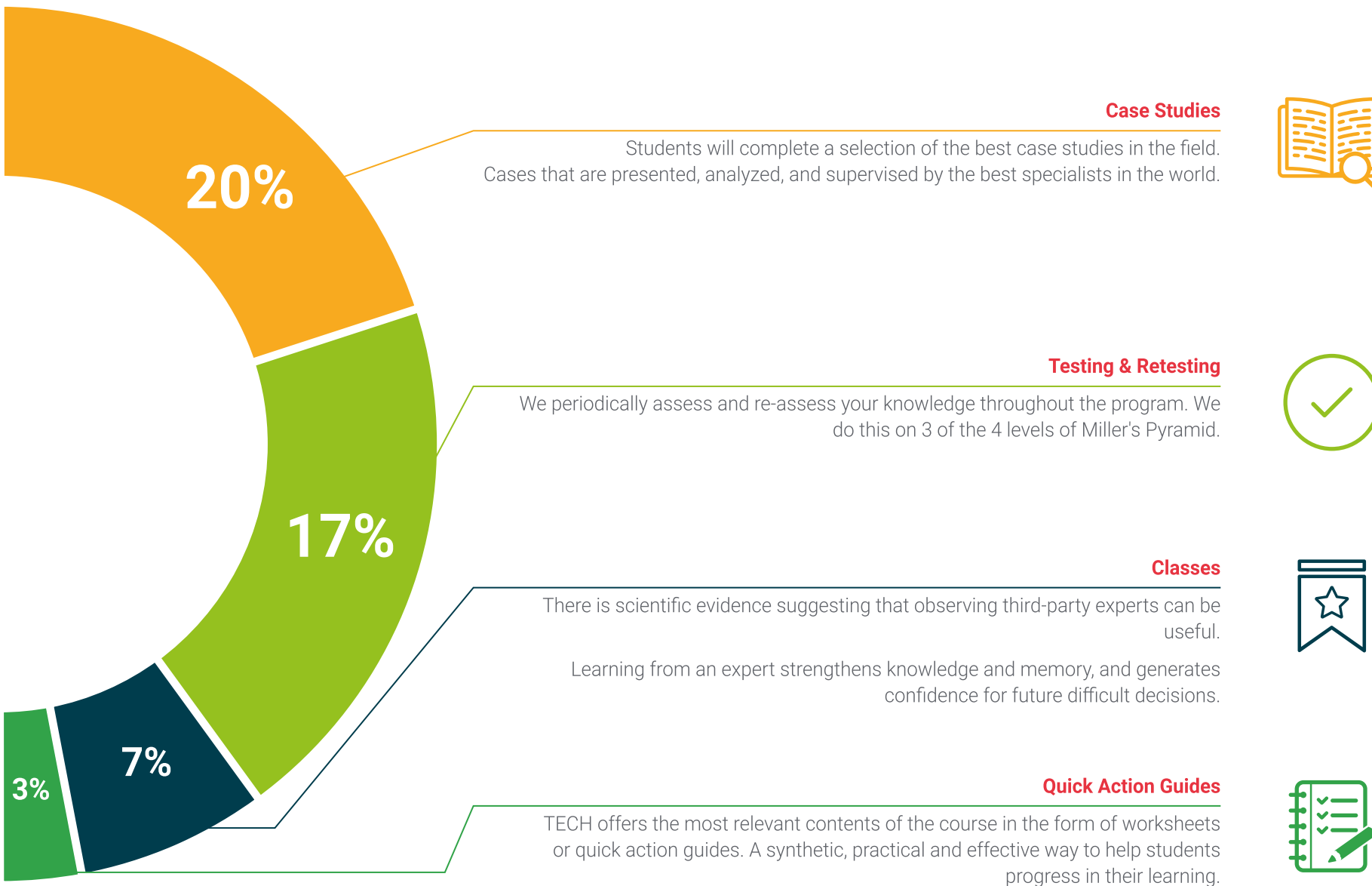
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Teaching Staff

This Master's Degree in International Cooperation for the Development of Peoples is taught by a team of renowned experts in international cooperation, sustainable development, and humanitarian action. Professionals with extensive experience in international organizations, NGOs, and United Nations agencies will guide students in analyzing real cases and applying innovative strategies. Through a 100% online methodology, students will learn directly from industry leaders, gaining a global and up-to-date view of international challenges.



“

With the support of a faculty composed of sector leaders, you will receive a quality education that combines advanced theory with real-world practices”

International Guest Director

Piotr Sasin is an international expert with experience in **non-profit management**, specializing in **humanitarian assistance**, **resilience** and **international cooperation** for the **development of peoples**. In fact, he has worked in complex and challenging environments, helping **communities affected by conflict**, **displacement** and **humanitarian crises**. In addition, his focus on **social innovations** and **participatory planning** has allowed him to implement long-term solutions in vulnerable areas, significantly improving living conditions.

He has also held key roles as **Director of Refugee Crisis Response** at **CARE**, where he has led **humanitarian initiatives** to support displaced people in various regions. He has also worked as **Country Director** at *People in Need*, where he was responsible for coordinating **community development** and **rapid emergency response programs**. In turn, his role as **Country Representative** at the *Terre des Hommes Foundation* has allowed him to manage projects focused on **child protection**.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of **international development cooperation**, collaborating with **governments**, **NGOs** and **multilateral agencies** in various regions. Likewise, his leadership has been instrumental in promoting **resilience in communities affected by disasters**, fostering **local empowerment** through **urban planning** and **sustainable development**. In this way, he has been praised for his focus on **conflict mitigation** and his ability to build **strategic partnerships**.

Finally, Piotr Sasin has a strong academic background, with a **Master's degree in Urban Planning and Regional Development**, as well as a **Bachelor's degree in Ethnology and Anthropological Culture**, both from the University of Warsaw in **Poland**. In this way, his research has focused on **international cooperation** and **sustainable planning** in **humanitarian crisis contexts**.



Mr. Sasin, Piotr

- Director of Refugee Crisis Response at CARE, Warsaw, Poland
- Country Director at People in Need
- Country Representative at *Terre des Hommes* Foundation
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- Bachelor's Degree in Ethnology and Anthropological Culture from the University of Warsaw

“

Thanks to TECH, you will be able to learn with the best professionals in the world"

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ♦ Advisor for Management and Cooperation in Latin America and the Caribbean at the SAICD
- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks at the SAICD
- ♦ Bachelor's 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

Teachers

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

Dr. Ramos Rollón, Marisa

- ♦ Specialist in public policies and institutions in Latin America and in democratic governance and development policies
- ♦ Coordinator of the Democratic Governance area in the Eurosociat+ program
- ♦ Head Professor of Political Science at UCM
- ♦ Head of the Democratic Governance sector at the Spanish Agency for International Cooperation
- ♦ Head 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
- ♦ Doctorate in Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ♦ Bachelor's Degree in Political Science with specialization in International Relations and Latin American Studies from the Complutense University of Madrid

Mr. Cano Corcuera, Carlos

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

Ms. 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, Madrid, Spain



Ms. Flórez Gómez, Mercedes

- ♦ Specialist in International Cooperation in Ibero-America
- ♦ Director of the CFCE in Montevideo
- ♦ Bachelor's 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
- ♦ Master of Science in Information and Documentation from the Antonio de Nebrija University
- ♦ Specialist in Inequality, Cooperation and Development, University Institute of Development and Cooperation, Complutense University of Madrid
- ♦ Specialist in Planning and Managing Cooperation Projects for Development in Education, Science, and Culture by the Ibero-American Organization of Science (OEI)

08

Certificate

The 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 Postgraduate Certificate 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 **Master's Degree in International Cooperation for the Development of Peoples** endorsed by **TECH Global University**, the world's largest online university.

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

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

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Duration: **12 months**

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