Master's Degree

International Development Cooperation

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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.techtitute.com/us/psychology/master-degree/master-international-development-cooperation

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01

Introduction

The International Deveopment Cooperation is experiencing a period of growth, due to the increase of organizations, both public and private, that are betting on solidarity policies, providing more and more resources to humanitarian causes.

Psychology professionals play an important role in these interventions, especially when dealing with populations that have suffered an unexpected action, such as a war, a terrorist attack or a natural catastrophe. This program aims to prepare these professionals in the field of International Cooperation so that they can contribute all their knowledge in this type of actions.

Psychologists can find in International Cooperation a job opportunity that allows them to develop personally and professionally"

Achieving equal development among the neediest populations in the world is one of the main axes on which the actions carried out by NGOs and other national and international organizations, both public and private, working in the field of International Cooperation.

Psychology professionals play a fundamental role in this field, since, on many occasions, this work is carried out with people in a state of shock or who may have some kind of mental pathology, derived from the situation in which they live. For this reason, carrying out specific programs for these professionals is an added value for their prepararion and is a point in favor to develop their work in these environments.

This program has been designed by professionals in the world of training and International Cooperation for Development. Each module is written under the vision of the experience and the reality encountered. Thus, by studying this Master's Degree, the students will acquire the necessary skills to work and apply their knowledge in all types of functions within organizations working in the field of Cooperation. Specifically, TECH wants to offer psychologists this specialization of the highest education level that will not only benefit them in their personal and professional development, but will also be the perfect endorsement that will allow them to work in communities with extreme needs.

In addition, as it is a 100% online specialization, the psychologist will be able to combine the study of this comprehensive program with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

This **Master's Degree in International Development Cooperation** contains the most complete and up-to-date educational program on the market. The most important features 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 self-assessment can be used 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 electronic device with an Internet connection

A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"

This 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"

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

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

The teaching staff includes professionals from the psychology sector, who bring their 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 an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the psychology professional must try to solve the different professional practice situations that arise. For this purpose, specialists will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of International Cooperation.

02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Psychologist can master international cooperation in a practical and rigorous manner.

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

Module 2. International Development Cooperation

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

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

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

Module 4. Education for Human 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
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- Understand in depth the context and nature of humanitarian aid actions
- Assess the process and final result of the different development cooperation projects

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

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

Module 7. Social and Transformative Communication

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

Module 8. Equality and Cooperation

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

Module 9. Environmental Rights

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

Module 10. NGDOs and Local, Regional and International Solidarity

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

03

Skills

After passing the assessments of this Master's Degree in International Development Cooperation, professionals will have acquired the skills required for a quality and up-to-date practice based on the most innovative teaching methodology.

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

General Skills

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

A path to achieve education and professional growth that will propel you towards a greater level of competitiveness in the employment market"

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 the society
- Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- 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 up-to-date format, 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 Cooperation for Development
- 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

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.

Leading professionals in the field have come together to teach you the latest advances in International Development Cooperation"

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. Indeed, 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.

Ultimately, 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 degrees from the University of Warsaw in Poland. Thereby, 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 Fondation Terre des Hommes
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- B.A. in Ethnology and Anthropological Culture, 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

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

Management

Ms. Romero Mateos, María del Pilar

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

Professors

Mr. Cano Corcuera, Carlos

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

Ms. Flórez Gómez, Mercedes

- Specialist in International Cooperation in Iberoamerica
- Director of the CFCE in Montevideo
- 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.
- MSc in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Universidad Complutense de Madrid
- Education, Science and Culture by the OEI.

Ms. Córdoba, Cristina

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

Ms. Sánchez Garrido, Araceli

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

Ms. Ramos Rollon, Marisa

- 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 issues of democratic governance and development policies
- Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.

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, the 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 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 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) BORRAR
  - 1.3.8.1. CONGDE Proposals
- 1.3.9. Corporate Social Responsibility
- 1.3.10. A Global Pact
- 1.3.11. Fair Trade
  - 1.3.11.1. International Definition
- 1.3.12. Bibliography

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

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

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

1.7. Civil Society, Social Movements and Transformation Processes
- 1.7.1. Introduction
- 1.7.2. Concept of Social Movement
- 1.7.3. Goals of Social Movements
- 1.7.4. Structure of Social Movements
- 1.7.5. Definitions of Leading Authors
- 1.7.6. Collective Challenge
- 1.7.7. The Search for a Common Goal
- 1.7.8. Evolution of Social Movements
- 1.7.9. Participation and Consolidation of Democracy
- 1.7.10. Most Important Social Movements in Recent Years in Europe

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

1.10. Local Associations for Development
- 1.10.1. Introduction
- 1.10.2. What Is a NGDO?
- 1.10.3. State Development Movements
- 1.10.4. Zero Poverty
  - 1.10.4.1. Objectives
  - 1.10.4.2. Action Strategy
  - 1.10.4.3. Member Organizations
- 1.10.5. NGDO Coordinator Spain BORRAR
  - 1.10.5.1. Objective
  - 1.10.5.2. Strategic Plan
  - 1.10.5.3. Strategic Lines of Action
- 1.10.6. Automatic Coordinators
- 1.10.7. Social Action Groups
- 1.10.8. Bibliography

Module 2. International Development Cooperation

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

2.2. Modalities and Instruments of International Development Cooperation
- 2.2.1. Introduction
- 2.2.2. Main Tools of International Development Cooperation
  - 2.2.2.1. Development Cooperation
  - 2.2.2.2. Development Education
  - 2.2.2.3. Technical Assistance, Training and Research
  - 2.2.2.4. Humanitarian Action
- 2.2.3. Other Cooperation Tools
  - 2.2.3.1. Economic Cooperation
  - 2.2.3.2. Financial Help
  - 2.2.3.3. Scientific and Technological Cooperation
  - 2.2.3.4. Food Aid
- 2.2.4. Modalities of the International Development Cooperation
- 2.2.5. Types of Modalities
  - 2.2.5.1. 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. Types of Aid According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
- 2.2.8. Types of Aid 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 OrganizationsOrganismos multilaterales
- 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 by Non-Financial Multilateral Institutions
- 2.4.8. United Nations Organization
- 2.4.9. Bibliography

2.5. Spanish Cooperation Master Plan 2018-2021
- 2.5.1. Introduction
- 2.5.2. Action and Management Challenges for Spanish Cooperation
- 2.5.3. What Is a Master Plan?
  - 2.5.3.1. Spanish Cooperation Master Plan
  - 2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan

2.5.4. Goals of the Master Plan
2.5.4.1. General Objectives of the V IADC Master Plan
2.5.5. Geographic Priorities for Action under the Master Plan of the IADC
2.5.6. The 2030 Agenda
2.5.6.1. What Is Agenda 2030?
2.5.6.2. Development of Agenda 2030
2.5.6.3. General Specifications
2.5.6.4. Implementation of Agenda 2030
2.5.7. Bibliography
2.6. Humanitarian Action
2.6.1. Introduction
2.6.2. Humanitarian Aid in the International Context
2.6.3. Tendencies in Humanitarian Action
2.6.4. Main Goals of Humanitarian Action
2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
2.6.6. AECID and Humanitarian Action
2.6.7. The Financing of Humanitarian Action and Its Evolution
2.6.8. Principles of International Human Rights Law and Humanitarian Action
2.6.9. Summary
2.6.10. Bibliography
2.7. Gender Approach in International Development Cooperation
2.7.1. Introduction
2.7.2. What Is the Gender Approach?
2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
2.7.4. Gender Approaches in International Development Cooperation
2.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
2.7.7. Priority Equality Goals in the Spanish Development Cooperation BORRAR
2.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
2.7.9. Gender Mainstreaming Guide
2.7.10. Bibliography
2.8. Focus on DD HH. In International Development Cooperation
2.8.1. Introduction
2.8.2. Human Rights
2.8.3. Human Rights Approach in international Cooperation for Development
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. HH.
2.8.5.2. New Look at Capacity Building
2.8.5.3. Participation in Public Policy
2.8.5.4. Accountability
2.8.6. Challenges of the Human Rights Approach in HH in Development Cooperation Interventions
2.8.7. Challenges in Project Identification and Formulation
2.8.8. Challenges in Project Execution
2.8.9. Challenges in Project Monitoring and Assessment
2.8.10. Bibliography
2.9. Human Mobility and Migration
2.9.1. Introduction
2.9.2. Migration
2.9.2.1. First Human Movements
2.9.2.2. Types of Migrations
2.9.2.3. Causes of Migrations
2.9.3. Migratory Processes in the Era of Globalization
2.9.3.1. Improved Living Conditions
2.9.3.2. Vulnerability and Migration
2.9.4. Human Safety and Conflict
2.9.5. Challenges of the International Asylum System
2.9.6. The OHCHR
2.9.7. Human Rights Based Migration Strategy
2.9.8. Bibliography

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

3.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
- 3.1.1. Introduction
- 3.1.2. Meaning of the Project
- 3.1.3. Types of Projects
- 3.1.4. The Project Cycle
- 3.1.5. Steps to Elaborate a Project
- 3.1.6. Identification
- 3.1.7. Design
- 3.1.8. Execution and Follow-Up
- 3.1.9. 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. Case Study
  - 3.3.7.1. Diseases in the Montecito Community
  - 3.3.7.2. Participation Analysis
- 3.3.8. Bibliography

3.4. Project Identification According to LFA (II)
- 3.4.1. Introduction
- 3.4.2. Analysis of the Problems
- 3.4.3. How the Problem Tree Arises
- 3.4.4. Steps to Elaborate a Problem Tree
- 3.4.5. Problems in the Elaboration of a Problem Tree
- 3.4.6. Conclusions
  - 3.4.6.1. Analysis of objectives
  - 3.4.6.2. Problem Tree
- 3.4.7. Bibliography

3.5. Project Identification According to LFA (III)
- 3.5.1. Analysis of Alternatives
- 3.5.2. How to Conduct the Analysis of Alternatives
- 3.5.3. Criteria for Evaluating Alternatives
- 3.5.4. Sequence for Conducting the Analysis of Alternatives
- 3.5.5. Conclusions
- 3.5.6. Bibliography

3.6. The Logical Framework Approach to Project Design
- 3.6.1. Introduction
- 3.6.2. Planning Matrix
  - 3.6.2.1. Vertical Logic
  - 3.6.2.2. Horizontal Logic
- 3.6.3. Origin of the Planning Matrix
- 3.6.4. Composition of the Planning Matrix
- 3.6.5. Contents of the Planning Matrix
- 3.6.6. Bibliography

3.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
- 3.7.1. Introduction
- 3.7.2. What Is Viability??
- 3.7.3. Feasibility Factors
- 3.7.4. Evaluation
- 3.7.5. Types of evaluations
- 3.7.6. Assessment Criteria
- 3.7.7. Design of Assessment
- 3.7.8. Assessment Indicators
- 3.7.9. Data Collection and Analysis Tools
- 3.7.10. Collection of Information
- 3.7.11. Bibliography

3.8. The Logical Framework Approach to Project Design (II): Case Study
- 3.8.1. Introduction
- 3.8.2. Case Study Presentation
  - 3.8.2.1. Diseases in the Montecito Community
- 3.8.3. Annexes
- 3.8.4. Bibliography

Module 4. Education for Human Sustainable Development

4.1. Education for Human 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 Always Take
  - 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 Takes" 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 BORRAR
- 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. Actors: Universities
4.6.12. Bibliography
4.7. Education for Development in the Formal, Non-Formal and Informal Spheres
4.7.1. Redirecting Existing Education
4.7.1.1. Points to Consider
4.7.1.2. Education as a Great Hope for a Sustainable Future
4.7.2. The Story of Professor Mafalda
4.7.2.1. Context
4.7.2.2. Structure
4.7.2.3. Attributes of Global Citizenship
4.7.2.4. Practical Recommendations According to Some Determining Factors
4.7.3. Bibliography
4.8. 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 BORRAR
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 BORRAR
4.10.2.5. Examples in Europe
4.10.2.6. Two Formats
4.10.2.7. Currency to Support Local Commerce
4.10.2.8. Currency to Favor Local Commerce
4.10.2.9. Solidarity Currency
4.10.2.10. Fair Currency
4.10.2.11. Participatory Process
4.10.3. Bibliography

Module 5. Humanitarian Action and International Development Cooperation

5.1. Humanitarian Action
5.1.1. Introduction
5.1.2. What Is Humanitarian Action?
5.1.2.1. Concepts/Definition
5.1.3. Definition of “Humanitarian”
5.1.4. What Is Humanitarian Aid for?
5.1.5. Goals of Humanitarian Action
5.1.6. Beneficiaries of Humanitarian Action
5.1.7. The Concept of Aid

5.1.8. Emergency Aid
5.1.8.1. Lines of Action for Emergency Aid
5.1.9. Humanitarian Aid
5.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
5.1.10. Conclusions
5.1.11. Bibliography
5.2. Humanitarian Action and International Development Cooperation
5.2.1. Introduction
5.2.2. History of Humanitarian Action
5.2.2.1. Modern Humanitarianism
5.2.2.2. Evolution
5.2.3. Ethical and Operational Principles of Humanitarian Action
5.2.4. Humanitarian Principles
5.2.4.1. Dilemmas that Contribute
5.2.5. Humanity
5.2.5.1. Definitions and Dilemmas
5.2.6. Impartiality
5.2.6.1. Definitions and Dilemmas
5.2.7. Neutrality
5.2.7.1. Definitions and Dilemmas
5.2.8. Independence
5.2.8.1. Definitions and Dilemmas
5.2.9. Universality
5.2.9.1. Definitions and Dilemmas
5.2.10. Conclusions
5.2.11. Bibliography
5.3. Contents and Specific Objectives of Humanitarian Action (I)
5.3.1. Introduction
5.3.2. Humanitarian Action and Development Cooperation
5.3.2.1. Classical Humanitarianism and New Humanitarianism
5.3.2.2. Linking Emergency and Development
5.3.3. LRRD Approach
5.3.3.1. Concept of *Continuum and Contiguum*
5.3.4. Humanitarian Action and LRRD
5.3.5. Preparedness, Mitigation and Prevention
5.3.6. Reducing Vulnerabilities and Strengthening Capacities
5.3.7. Bibliography
5.4. Contents and Specific Objectives of Humanitarian Action (II)
5.4.1. Victim Protection
5.4.1.1. The Right to Asylum and Refuge
5.4.1.2. Humanitarian Interference
5.4.2. International Supervision/Follow-Up of Compliance
5.4.3. Witnessing and Reporting Human Rights Violations. Resources
5.4.4. Lobbying of NGOs
5.4.4.1. International Accompaniment and Presence
5.4.5. High-Level Political Action
5.4.6. Code of Conduct
5.4.7. ESFERA Project
5.4.7.1. The Humanitarian Charter
5.4.7.2. Minimum Standards
5.4.7.3. The Essential Humanitarian Standard
5.4.7.4. Assessment of Humanitarian Action
5.4.7.5. Why Assess Humanitarian Action?
5.4.8. Bibliography
5.5. Stakeholders in Humanitarian Action
5.5.1. Introduction
5.5.2. What Are the Stakeholders in Humanitarian Action?
5.5.3. The Affected Population
5.5.4. The Affected Governments
5.5.5. NGOs
5.5.6. The International Red Cross and Red Crescent Movement
5.5.7. Donor Governments
5.5.8. UN Humanitarian Agencies

5.5.9. The European Union
5.5.10. Other Stakeholders:
5.5.10.1. Private Sector Entities
5.5.10.2. Media
5.5.10.3. Military Forces
5.5.11. Bibliography
5.6. Main Challenges for Stakeholders and Humanitarian Action
5.6.1. Introduction
5.6.2. The World Humanitarian Summit
5.6.2.1. The Agenda for Humanity
5.6.3. The Main Reasons to Look to the Future
5.6.4. Increase the Weight and Capacity of Local Stakeholders
5.6.4.1. Charter for Change
5.6.5. Organizational Challenges for NGOs at the International Level
5.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
5.6.7 Bibliography
5.7. OCHA The Office for the Coordination of Humanitarian Affairs
5.7.1. Objectives
5.7.2. United Nations
5.7.3. The UN and Humanitarian Action
5.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
5.7.4.1. The Origin of the OCHA
5.7.4.2. The Evolution of OCHA
5.7.4.3. The 2005 Humanitarian Reform
5.7.4.4. The Cluster Approach
5.7.4.5. OCHA's Coordination Tools
5.7.4.6. The Mission of OCHA
5.7.4.7. OCHA Strategic Plan 2018-2021
5.7.5. Bibliography
5.8. The Office for Humanitarian Action OHA
5.8.1. Objectives
5.8.2. Spanish Agency for International Development Cooperation (AECID)
5.8.3. Spanish Humanitarian Action
5.8.4. AECID and the Office for Humanitarian Action (OHA)
5.8.5. The Office for Humanitarian Action (OHA)
5.8.5.1. The Objectives and Functions of OHA
5.8.5.2. OHA Financing
5.8.6. Bibliography
5.9. Comparative of Humanitarian Action Strategies for Development
5.9.1. Objectives
5.9.2. Introduction
5.9.3. Spain's Participation in the World Humanitarian Summit
5.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
5.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
5.9.5. The START (Spanish Technical Aid Response Team) Project
5.9.5.1. Objectives and Purpose of the START Project
5.9.5.2. The START Project Team
5.9.6. Conclusions
5.9.7. Bibliography

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

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

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

6.3. The UN and Human Rights. Resources
- 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. UNDG-HRM
  - 6.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
- 6.3.3. Conclusions
- 6.3.4. Bibliography

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

6.4.3. Several Agencies Dealing with Different Issues
6.4.4. General Secretary
6.4.5. United Nations Peace Operations
6.4.6. Commission on the Status of Women (CSW)
6.4.7. Bibliography
6.5. International Human Rights Law
6.5.1. Introduction
6.5.2. What Is International Human Rights Law?
6.5.2.1. Characteristics of International Human Rights Law
6.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
6.5.4. Crimes against Humanity
6.5.4.1. Crimes against Humanity throughout History
6.5.5. Bibliography
6.6. Non-Governmental Organizations and Human Rights. Resources
6.6.1. Introduction
6.6.1.1. What Is a NGDO?
6.6.2. NGOs and Human Rights
6.6.3. Categories of Human Rights NGOs
6.6.4. Main Characteristics of Human Rights NGOs
6.6.5. Bibliography
6.7. DD Violation HH in the World
6.7.1. Introduction
6.7.2. Cases of Violation of Human Rights per articles
6.7.2.1. Article 3: Right to Live in Freedom
6.7.2.2. Article 4: No Slavery
6.7.2.3. Article 5: No Torture
6.7.2.4. Article 13: Freedom of Movement
6.7.2.5. Article 18: Freedom of Thought
6.7.2.6. Article 19: Freedom of Speech
6.7.2.7. Article 21: The Right to Democracy
6.7.3. Bibliography

6.8. Environmental Human Rights
- 6.8.1. Environmental Protection as a Human Right
- 6.8.2. Does the Environment Have Rights?
- 6.8.3. Evolution of Human Rights in the Face of No Rights Cases
- 6.8.4. Rights of Nature. Evolution
  - 6.8.4.1. Statement of Intent Special Rapporteur
- 6.8.5. Environmental Law
  - 6.8.5.1. UNEP United Nations Environment Programme
- 6.8.6. Bibliography

6.9. Human Rights NGOs
- 6.9.1. Introduction
- 6.9.2. List of Human Rights NGOs
  - 6.9.2.1. 1 Kilo of Aid
  - 6.9.2.2. B. Soleil d'Afrique
  - 6.9.2.3. Aasara
  - 6.9.2.4. Andean Action
  - 6.9.2.5. Global Solidarity Action
  - 6.9.2.6. Verapaz Action
  - 6.9.2.7. ADANE Amics per al Desenvolupament a l'África Negra (Friends for African Development)
- 6.9.3. Bibliography

Module 7. Social and Transformative Communication

7.1. Fundamentals of Communication
- 7.1.1. Introduction
- 7.1.2. What Is Communication?
  - 7.1.2.1. Concept and Definition
- 7.1.3. Objectives, Audiences and Messages
- 7.1.4. Right to Information and Communication
  - 7.1.4.1. Freedom of Speech
- 7.1.5. Access and Participation
- 7.1.6. Brief Overview of the Media According to Typology
  - 7.1.6.1. Written Press
  - 7.1.6.2. Radio
  - 7.1.6.3. Television
  - 7.1.6.4. Internet and Social Networks
- 7.1.7. Conclusions

7.2. Communication and Power in the Digital Age
- 7.2. 1 What Is Power?
  - 7.2.1.1. Power in the Global Era
- 7.2.2. Fake News, Control and Leaks
- 7.2.3. Publicly Owned Media
- 7.2.4. Commercial Media
  - 7.2.4.1. Large Conglomerates in Europe
  - 7.2.4.2. Large Conglomerates in Latin America
  - 7.2.4.3. Other Conglomerates
- 7.2.5. Alternative Media
  - 7.2.5.1. Evolution of the Alternative Media in the Spanish State
  - 7.2.5.2. Current Trends
  - 7.2.5.3. The Problem of Financing
  - 7.2.5.4. Professional Journalism/Activist Journalism
- 7.2.6. Initiatives for the Democratization of Communication
  - 7.2.6.1. Examples in Europe
  - 7.2.6.2. Examples in Latin America
- 7.2.7. Conclusions

7.3. Communication and International Cooperation
- 7.3.1. Social Communication
  - 7.3.1.1. Concept
  - 7.3.1.2. Themes
- 7.3.2. Stakeholders: Associations and Research Centers
  - 7.3.2.1. Social Movements
- 7.3.3. Collaboration and Exchange Networks

7.3.4. Cooperation, Education for Social Transformation and Communication
7.3.4.1. Types of Communication from NGDOs
7.3.5. Code of Conduct
7.3.5.1. Social Marketing
7.3.6. Educommunication
7.3.7. Working with Alternative Media
7.3.8. Working with Publicly Owned Media and Commercial Media
7.3.9. Communication and Cooperation in Times of Crisis
7.3.9.1. Technical and Labor Impacts
7.3.9.2. Impacts on Social Movements
7.3.10. Tensions between Professional Journalism and Activist Journalism
7.4. Communication and Gender Equality
7.4.1. Introduction
7.4.2. Key Concepts
7.4.3. Women in the Media
7.4.3.1. Representation and Visibility
7.4.4. Media Production and Decision Making
7.4.5. The Beijing Platform for Action (Chapter J)
7.4.6. Feminist Communication and Inclusive Language
7.4.6.1. Basic Concepts
7.4.7. How to Identify and Avoid Stereotypes
7.4.8. Guidelines, Best Practices
7.4.9. Examples of Initiatives
7.4.10. Conclusions
7.5. Communication and Sustainable Development
7.5.1. The Sustainable Development Goals (SDGs)
7.5.1.1. Proposal and Limits
7.5.2. The Anthropocene
7.5.2.1. Climate Change and Human Development
7.5.3. Communication about "Natural Disasters" from NGDOs
7.5.3.1. Regular Coverage in the Mass Media
7.5.4. Advocacy Possibilities from NGDOs
7.5.5. Environmental Defenders in Latin America
7.5.5.1. The Data: Threats and Deaths
7.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders
7.6. Communication and Migrations
7.6.1. Introduction
7.6.2. Key Concepts and Data
7.6.3. Hate Speech and Its Foundations
7.6.3.1. Dehumanization and Victimization
7.6.4. Necropolitics
7.6.5. Regular Coverage in the Mass Media
7.6.6. Social Networks, WhatsApp and Hoaxes
7.6.7. Advocacy Possibilities from NGDOs
7.6.7.1. How to Recognize Prejudice
7.6.7.2. Overcoming Eurocentrism
7.6.8. Best Practices and Guidelines on Communication and Migration
7.6.9. Conclusions
7.7. Communication and Peace Building
7.7.1. Introduction
7.7.2. Peace Journalism vs. War Journalism
7.7.2.1. Features
7.7.3. Brief Historical Review of Warmongering
7.7.4. Communication on Armed Conflicts and Peace Processes
7.7.5. Journalists in Armed Conflicts
7.7.6. Possibilities for NGDOs
7.7.6.1. Shifting Our Focus to the Solution
7.7.7. Research and Guidelines
7.8. Educommunication for Walking
7.8.1. Introduction
7.8.2. Pedagogy and Popular Education
7.8.3. Media Literacy

7.8.4. Educommunication Projects
7.8.4.1. Features
7.8.4.2. Agents
7.8.5. Mainstreaming Communication for Social Change
7.8.5.1. The Communication Component in Other Projects
7.8.6. The Importance of Internal Communication in NGDOs
7.8.7. Communication to Members and Collaborators
7.8.8. Conclusions
7.9. Digital Culture and Development NGOs
7.9.1. Introduction
7.9.2. Paradigm Shifts and New Spaces
7.9.2.1. Characteristics and Main Agents and Networks
7.9.3. The Tyranny of the Click
7.9.4. The Imposition of Brevity
7.9.5. Citizen Participation in Digital Society
7.9.5.1. Changes in Solidarity and Activism in the Digital Culture
7.9.6. Promote the Participation of NGDOs in Digital Spaces
7.9.7. Indicators of Communication 2.0 in NGDOs
7.9.8. Conclusions
7.10. In Practice
7.10.1. Introduction
7.10.2. Elaboration of Organizational Communication Plans
7.10.2.1. Communication Plan Introduction
7.10.3. Project and Action Communication Plans
7.10.4. Basic Contents and Common Errors in Web Pages
7.10.5. Social Media Publishing Plans
7.10.6. Crisis Management and Unplanned Aspects in Social Networks
7.10.7. Subject, Verb and Predicate
7.10.7.1. Recalling Notions
7.10.8. Conclusions

Module 8. Equality and Cooperation

8.1. Gender and Cooperation
8.1.1. Introduction
8.1.2. Key Concepts
8.1.2.1. Gender Considerations
8.1.3. Empowerment
8.1.3.1. Introduction
8.1.3.2. Concept of Empowerment
8.1.3.3. What Is Empowerment?
8.1.3.4. Brief Historical Reference of Empowerment
8.1.4. The Feminist Movement in the World
8.1.4.1. Concept
8.1.4.2. Brief History of Feminism in the World
8.1.5. Bibliography
8.2. Historical Evolution of Feminist Movements Main Currents
8.2.1. Introduction
8.2.1.1. Historical Background BORRAR
8.2.2. The Forerunners of the Feminist Movement
8.2.3. Suffragettes in the United States and Europe
8.2.4. Suffragism in Latin America
8.2.5. Feminism as a Social Movement or New Feminism
8.2.6. Contemporary Feminism
8.2.6.1. Feminisms of the 21st Century
8.2.6.2. Evolution of Prominent Feminist Movements
8.2.7. Bibliography
8.3. Regional Patriarchies and Women's Movements
8.3.1. Patriarchy
8.3.1.1. Introduction
8.3.1.2. Concept of Patriarchy
8.3.1.3. Concept of Matriarchy
8.3.1.4. Main Characteristics of Patriarchy in the World

8.3.2. Influential Historical Movements of Women in the World
8.3.2.1. Evolution of Women's Rights
8.3.2.1.1. First Convention for Women's Rights
8.3.2.1.2. International Women's Day: A Day for Women
8.3.2.1.3. Medicine against Female Genital Mutilation
8.3.2.1.4. Women's Revolt in Aba
8.3.2.1.5. The Ever-Changing World of Work
8.3.2.1.6. On the Job and on Strike, with Strength
8.3.2.1.7. The United Nations Is Born
8.3.2.1.8. To the Women of the World
8.3.2.1.9. Unforgettable Butterflies
8.3.2.1.10. Activists, Unite
8.3.2.1.11. CEDAW
8.3.2.1.12. Declaration on the Elimination of Violence against Women
8.3.2.1.13. CIPD Program of Action
8.3.2.1.14. Beijing Declaration and Platform for Action
8.3.2.1.15. Security Council Resolution 1325
8.3.2.1.16. United Nations Millennium Declaration
8.3.2.1.17. Collective Action for Peace
8.3.2.1.18. The Gulabi Gang: Justice for Women
8.3.2.1.19. Challenging the Status Quo
8.3.3. Bibliography
8.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
8.4.1. Introduction
8.4.2. Sexual Division of Labor
8.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
8.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
8.4.2.3. Masculinities and Paid Work
8.4.3. Division of Labor between Men and Women
8.4.4. Feminization of Poverty
8.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
8.4.5.1. Indicators
8.4.5.2. Employed by Branch of Activity
8.4.5.3. Employed by Type of Occupation
8.4.5.4. Employed by Professional Status
8.4.5.5. Employed by Type of Position
8.4.6. Bibliography
8.5. Care Policies and Economy
8.5.1. Life Care
8.5.2. Effects on Women's Lives
8.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
8.5.2.2. Concept of Conciliation
8.5.2.3. Approved Measures to Achieve Conciliation
8.5.3. Care Activities and Household Chores. Children Attending Education and Care Centers. Households with Dependents
8.5.3.1. Weekly Frequency of Care Activities and Household Chores Spain and EU-28 BORRAR
8.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
8.5.3.3. Persons Aged 16 and over Caring for Dependents (by age and sex)
8.5.4. New Masculinities
8.5.5 Bibliography
8.6. Gender and Migrations
8.6.1. Causes and Global Situation of Migration
8.6.2. Historical Evolution of Migration
8.6.3. Phenomenon of Feminization of Migrations
8.6.4. Characteristics of Migratory Flows from a Gender Perspective
8.6.5. Effects of Migratory Processes on Women
8.6.6. Conclusions
8.6.7. Migration Strategy with a Gender Perspective
8.6.8. Bibliography

8.7. The International System of Development Cooperation from a Gender Perspective
- 8.7.1. Introduction
- 8.7.2. The International Development Cooperation System
  - 8.7.2.1. Goals of the Spanish International Development Cooperation
  - 8.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
  - 8.7.2.3. Strategic Lines of Work on the Gender Approach in International Development Cooperation
- 8.7.3. Gender and *Advocacy*
- 8.7.4. Gender and Development
- 8.7.5. Gender-Sensitive Planning
  - 8.7.5.1. Guidelines for Planning Processes
- 8.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
- 8.7.7. Guidelines for Mainstreaming
  - 8.7.7.1. Checklist
  - 8.7.7.2. Phase 1 Checklist Stage 0
- 8.7.8. Bibliography

8.8. Public Policies with a Gender Perspective
- 8.8.1. Introduction
- 8.8.2. Development Economics
  - 8.8.2.1. Economic Bases of Development
  - 8.8.2.2. Definition of Development Economics
  - 8.8.2.3. Evolution of Development Economics
- 8.8.3. Gender Economics
- 8.8.4. Public Policies with a Gender Perspective
- 8.8.5. Gender Budgeting Methodology
- 8.8.6. Human Development Indexes with Respect to Gender
  - 8.8.6.1. Concept
  - 8.8.6.2. Human Development Index Parameters
- 8.8.7. Bibliography

8.9. The Gender Perspective in International Development Cooperation
- 8.9.1. Gender in International Cooperation. Evolution Over Time
- 8.9.2. Basic Concepts
  - 8.9.2.1. Gender Equality
  - 8.9.2.2. Gender Equity
  - 8.9.2.3. Gender Identity
  - 8.9.2.4. Masculinities
  - 8.9.2.5. Patriarchy
  - 8.9.2.6. Sexual Division of Labor
  - 8.9.2.7. Gender Roles
  - 8.9.2.8. Sectorial Approach
  - 8.9.2.9. Transversal Approach
  - 8.9.2.10. Practical Needs
  - 8.9.2.11. Strategic Gender Interests
- 8.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
- 8.9.4. Decalogue for Mainstreaming a Gender Approach
- 8.9.5. Gender Indicators
  - 8.9.5.1. Concept
  - 8.9.5.2. Areas to Which Indicators May Be Addressed
  - 8.9.5.3. Characteristics of the Gender Indicators
  - 8.9.5.4. Purpose of Gender Indicators
- 8.9.6 Bibliography

Module 9. Environmental Rights

9.1. Environmental Law
- 9.1.1. Introduction
- 9.1.2. What Is It?
- 9.1.3. What Is Environmental Law?
- 9.1.4. Characteristics of Environmental Law
- 9.1.5. Legal Nature
- 9.1.6. Background
- 9.1.7. History

9.1.8. Objective of Environmental Law
9.1.8.1. Sources
9.1.9. Principles
9.1.10. Purposes
9.2. Environmental Rights
9.2.1. What Do We Understand as Environment?
9.2.2. What Are Our Environmental Rights?
9.2.2.1. What are they?
9.2.3. Right to Enjoy a Healthy Environment
9.2.4. Right of Access to Information
9.2.5. Right to Participation in Environmental Management
9.2.6. Right of Access to Environmental Justice
9.2.7. General Principles of Environmental Law
9.2.8. International Conferences and Agreements
9.2.8.1. Stockholm 1972
9.2.8.2. Rio de Janeiro 1992
9.2.9. Rules Protecting Environmental Rights
International Development Cooperation Conclusions
9.3. Environmental Law Duties
9.3.1. Introduction
9.3.2. What Are Environmental Duties?
9.3.2.1. Definition and concept
9.3.3. What Are the Environmental Rights?
9.3.4. Duty to Conserve the Environment
9.3.5. Duty to Comply with Environmental Regulations
9.3.6. Duty of Citizen Watch
9.3.7. Duty to Inform
9.3.8. Duty for Environmental Damage
9.3.9. Conclusions
9.4. Citizen Participation in Environmental Protection
9.4.1. Introduction
9.4.2. Participatory Environmental Monitoring
9.4.3. Introduction
9.4.4. Monitoring Concept

9.4.5. What is Participatory Environmental Monitoring?
9.4.6. What is it for?
9.4.7. Who Can Participate?
9.4.8. Participatory Environmental Monitoring Plan
9.4.9. Area of Influence of a Project or Activity
9.4.10. Stages of Participatory Environmental Monitoring
9.4.11. Phases
9.5. United Nations Environment Program 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. 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 Its Impact on Agriculture
9.6.10. Survival Strategies and Dilemmas
9.6.10.1. Migration
9.7. Environmental Rights in the World
9.7.1. Introduction
9.7.2. Countries Fighting for Environmental Rights
9.7.3. Ecuador
9.7.4. Spain
9.7.5. Mexico
9.7.6. Peru
9.7.7. Sustainable Development
9.7.7.1. Concept
9.7.8. History & Evolution
9.7.9. Sustainable Development Perspectives (SD)
9.7.10. General Law on Sustainable Forestry Development
9.7.10.1. Description
9.7.10.2. Objective

Module 10. NGDOs 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 of Peoples and Its Relationship with NGOs
10.3.2.1. Main Lines
10.3.3. The "Third World" and NGOs
10.3.4. The Humanitarian Era From Intervention to the Global Village
10.3.4.1. Doctors Without Borders, Doctors of the World, etc.
10.3.5. Movements against the Third World
10.3.6. NGOs and Science
10.3.6.1. Scientific Research
10.3.7. The NGO Workforce
10.3.8. Ideological Biases of NGOs
10.3.9. Conclusions
10.4. NGO Legislation
10.4.1. What Type of Legislation is Applicable for NGOs?
10.4.1.1. Introduction
10.4.2. Specific Laws
10.4.3. Generic Laws
10.4.4. State Regulations
10.4.4.1. Types of Laws and Decrees
10.4.5. Autonomous Community Standards
10.4.5.1. Introduction
10.4.6. Andalusian Autonomous Regulation
10.4.7. Canary Islands Autonomous Regulation
10.4.8. Catalonia Autonomous Regulation
10.4.9. Andalusian Autonomous Regulation
10.4.10. Obligations of the Associations
10.5. Types of Existing Associations
10.5.1. Introduction
10.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
10.5.3. Youth Associations
10.5.3.1. Definition and Concept
10.5.4. Legislation of Youth Associations
10.5.5. Main Characteristics of Youth Associations
10.5.6. Coordinators
10.5.6.1. Definition and Concept
10.5.6.2. Objectives
10.5.7. Characteristics of Coordinators
10.5.8. Federations
10.5.8.1. Definition and Concept
10.5.9. Characteristics and Objectives of the Federations
10.5.10. Types of Federations

10.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
- 10.6.1. Introduction
- 10.6.2. Spanish Agency for International Development Cooperation (AECID)
  - 10.6.2.1. Meaning of the Acronym
- 10.6.3. Definition and Concept
- 10.6.4. Objectives
- 10.6.5. Mission
  - 10.6.5.1. Vision of the Agency
- 10.6.6. Structure
- 10.6.7. AECID Technical Offices
- 10.6.8. Cooperation Modalities and Tools
- 10.6.9. Development Promotion Fund
- 10.6.10. Conclusions

10.7. AECID Cooperation Sectors
- 10.7.1. Introduction
- 10.7.2. Water and Sanitation
  - 10.7.2.1. How Do They Work?
- 10.7.3. Economic Growth
  - 10.7.3.1. How Do They Work?
- 10.7.4. Culture and Science
  - 10.7.4.1. How Do They Work?
- 10.7.5. Gender
  - 10.7.5.1. How Do They Work?
- 10.7.6. Educational
  - 10.7.6.1. How Do They Work?
- 10.7.7. Rural Development, Food Security and Nutrition
  - 10.7.7.1. How Do They Work?
- 10.7.8. Democratic Governance
  - 10.7.8.1. How Do They Work?
- 10.7.9. Environment and Climate Change
  - 10.7.9.1. How Do They Work?
- 10.7.10. Health
  - 10.7.10.1. How Do They Work?

10.8. Countries Where AECID Cooperates
- 10.8.1. Introduction
- 10.8.2. Geographic Priorities
  - 10.8.2.1. What are they?
- 10.8.3. Countries and Territories of Association
  - 10.8.3.1. Present and Future
- 10.8.4. Latin America
  - 10.8.4.1. 12 Projects
- 10.8.5. Caribbean
- 10.8.6. North Africa and the Middle East
  - 10.8.6.1. 4 Projects
- 10.8.7. West Sub-Saharan Africa
  - 10.8.7.1. Three Projects
- 10.8.8. Central, Eastern and Southern Africa
  - 10.8.8.1. Three Projects
- 10.8.9. Asia
  - 10.8.9.1. One Project

10.9. NGO Strategy and Management
- 10.9.1. Introduction
- 10.9.2. Manage an NGO
- 10.9.3. Strategic Planning of an NGO
  - 10.9.3.1. What Is It?
  - 10.9.3.2. How Is It Done?
- 10.9.4. Managing the Quality of the NGO
  - 10.9.4.1. Quality and Commitment
- 10.9.5. Stakeholders
  - 10.9.5.1. Stakeholder Relationship
- 10.9.6. NGO Social Responsibility
- 10.9.7. Third-Party Ethical Risk
- 10.9.8. Relationship between NGOs and the Private Sector
- 10.9.9. Transparency and Accountability
- 10.9.10. Conclusions

10.10. National and International NGOs
- 10.10.1. National NGOs
  - 10.10.1.1. Main Projects
- 10.10.2. International NGOs
  - 10.10.2.1. Main Projects
- 10.10.3. UNHCR
  - 10.10.3.1. History
  - 10.10.3.2. Objectives
  - 10.10.3.3. Main Work Areas
- 10.10.4. Mercy Corps
  - 10.10.4.1. Who are They?
  - 10.10.4.2. Objectives
  - 10.10.4.3. Work Areas
- 10.10.5. International Plan
  - 10.10.5.1. Who are They?
  - 10.10.5.2. Objectives
  - 10.10.5.3. Main Areas of Work
- 10.10.6. Doctors without Borders
  - 10.10.6.1. Who are They?
  - 10.10.6.2. Objectives
  - 10.10.6.3. Work Areas
- 10.10.7. Ceres
  - 10.10.7.1. Who are They?
  - 10.10.7.2. Objectives
  - 10.10.7.3. Main Areas of Work
- 10.10.8. Oxfam
- 10.10.9. UNICEF
- 10.10.10. Save the Children

06

Methodology

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

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

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

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 the psychologist experiences 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 psychologist's professional practice.

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:

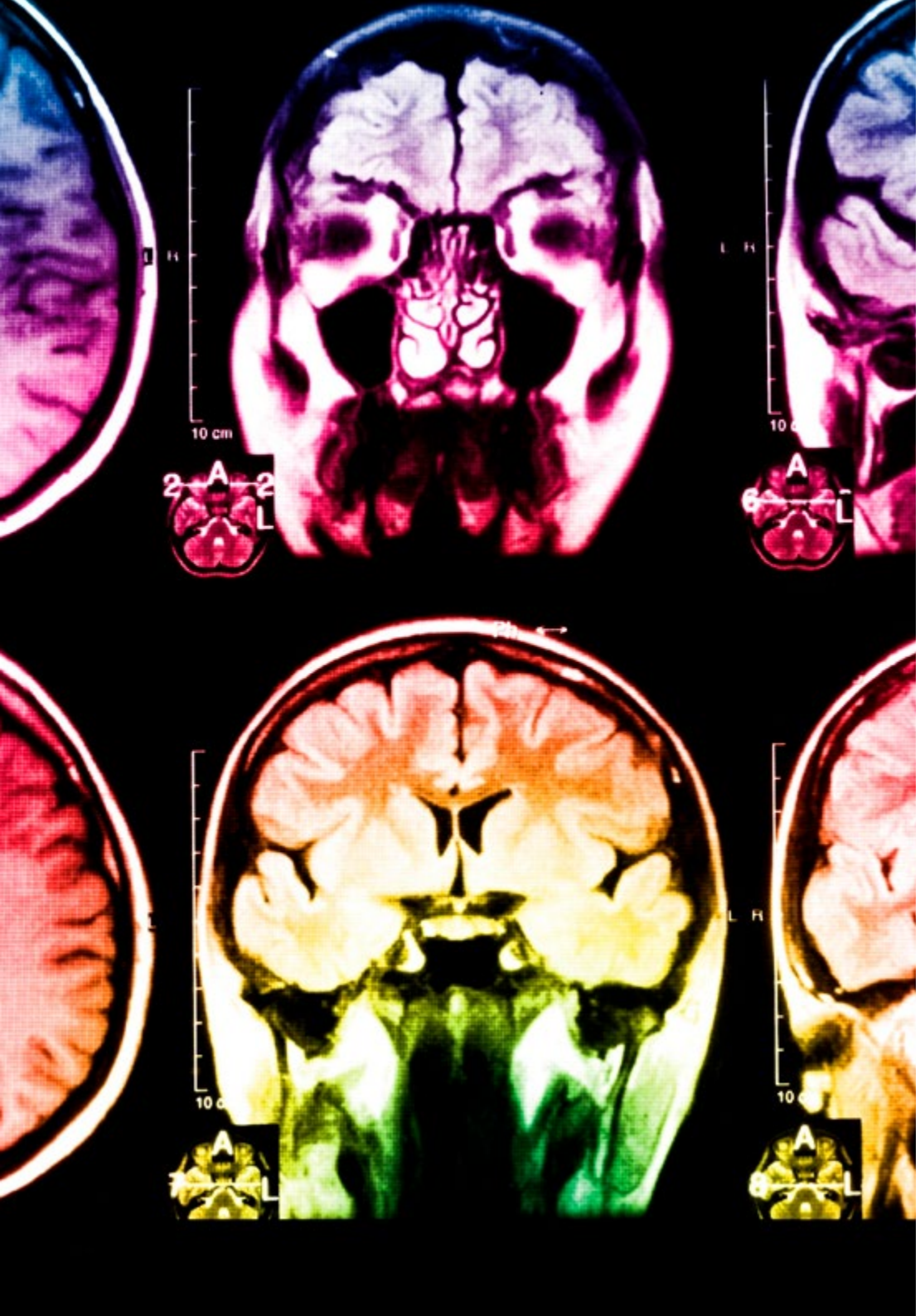
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

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



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

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

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

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

Study Material

All teaching material is produced by the 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.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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.

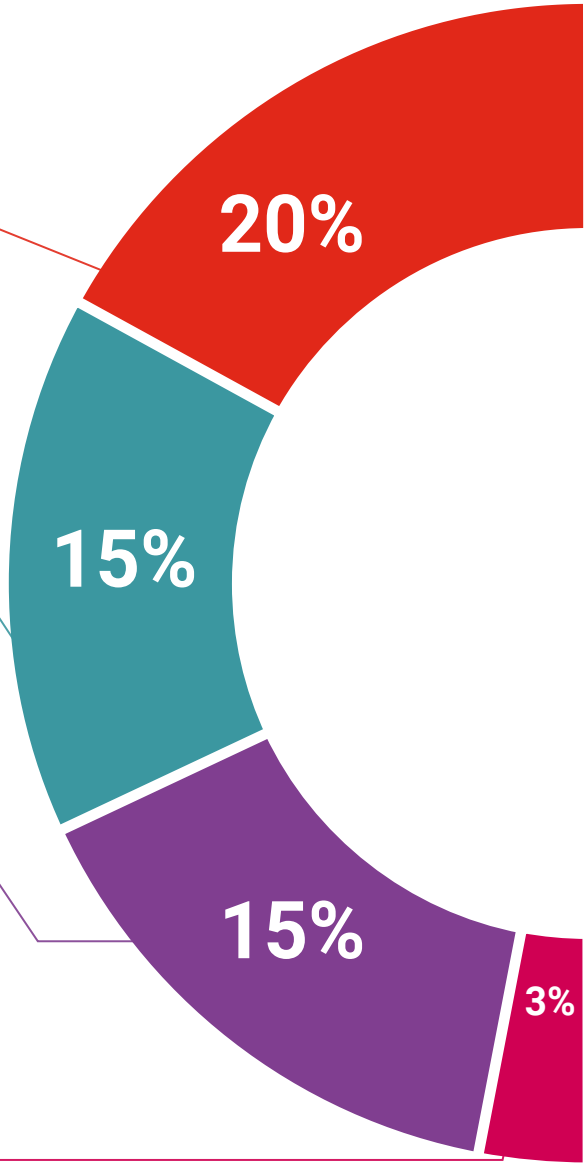
Interactive Summaries

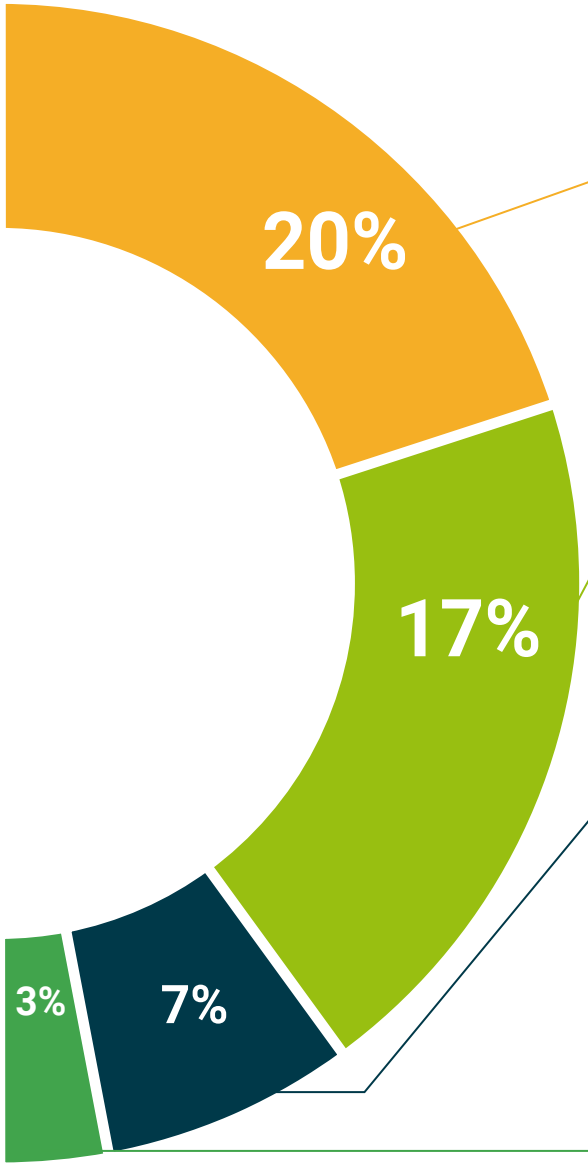
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 suggesting that observing third-party experts can be useful.

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

Quick Action Guides

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

07

Certificate

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

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

This private qualification will allow you to obtain a **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: **Master's Degree in International Development Cooperation**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

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

Master's Degree in International Development Cooperation

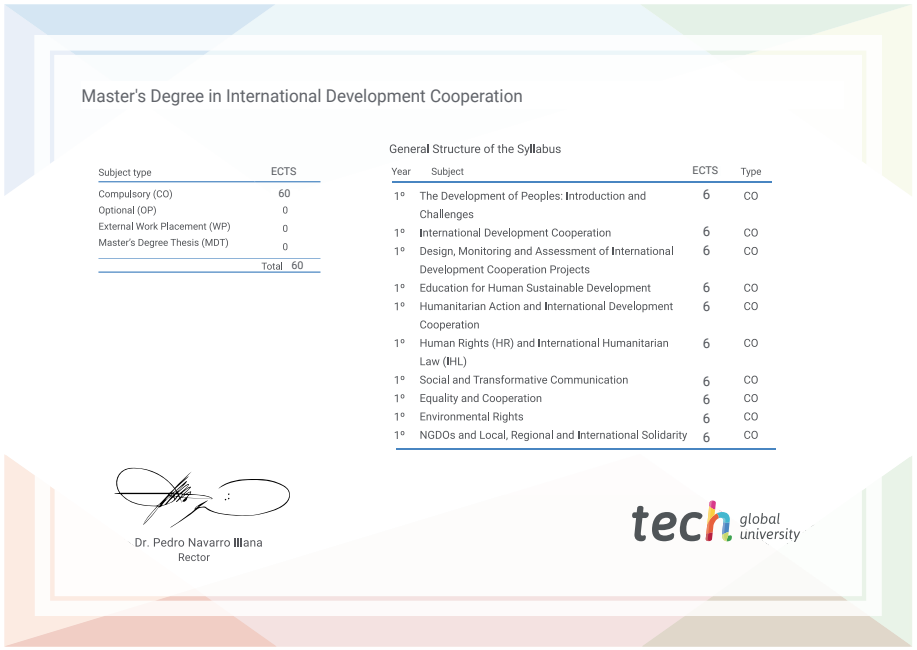
This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in International Development Cooperation

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

General Structure of the Syllabus

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

Dr. Pedro Navarro Illana
Rector

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*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.

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Master's Degree
International Development Cooperation

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

Master's Degree

International Development Cooperation

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