



Master's in International Cooperation and Humanitarian Aid

Programme

HASC – Kalú

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1 Context

While humanitarian acts and the different kinds of associations of people that have carried them out in an organized way are a rather old phenomenon, there is something known as “modern humanitarianism”, which consists of certain particular values and initiated the legal framework for humanitarian and solidarity-based action.

This humanitarianism as we know it today started on a battlefield in 1859 when a civilian, witnessing the agony and suffering of the wounded, devoted himself to organizing the aid, testifying to what he had seen in a book and establishing the foundations of international humanitarian law.

“Would it not be desirable that they should take advantage of this sort of congress to formulate some international principle, sanctioned by a Convention inviolate in character, which, once agreed upon and ratified, might constitute the basis for societies for the relief of the wounded in the different European countries?”

These words and ideas of Henri Dunant were very quickly disseminated and the organization that he helped to create, the International Committee for the Relief of Military Wounded—the first name for what would become the International Committee of the Red Cross— spread impressively across the world in a very short time.

1.1 **The goal of studying development cooperation and humanitarian aid**

The goal of development and humanitarian studies is to learn about situations that generate humanitarian needs and human rights violations, as well as the form of intervention to reduce the victims’ suffering.

Normally the scenario for such situations and the intervention will be conflicts, disasters or environments affected by temporary or structural problems of an economic, political or social nature.

In this sense, the programme focuses on:

- Studying the ethical referents and the promotion of a legal framework that protects victims of the situations described.
- Knowing the tools for the management of organizations and intervention programmes.
- Exploring the different areas of intervention, both sectoral and cross-cutting, and the problems involved.

1.2 **Comparative analysis of similar existing programmes**

“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people, Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law; [...]

Both the current agreements that develop international humanitarian law and the Declaration of Human Rights, whose resonant preamble is reproduced above, came after the Second World War, an era in which there were not many organizations capable of conducting sustained assistance operations at the international level.

The Red Cross was born out of the situation described earlier, Save the Children emerged during the First World War, and Oxfam did so during the Second World War. But there were not many others, and those that did exist operated within their own national borders. This is the main reason why the formulation of international humanitarian law often refers to the Red Cross in particular.

That situation was very different from the current one in which one of the main problems in responding to emergencies is the coordination of hundreds of organizations and billions of dollars from hundreds of different donors.

Academia has not kept up with such a quick change in such a short amount of time and many members of these organizations currently base their skills on experience, observation, reflection and ad-hoc training sessions as they lack any previous relevant formation in their profession.

This provides the context for the first of the following points that define the current range of studies available:

- There is no first- or second-cycle university training, so master's degrees, specializations and ad-hoc courses are practically the only option for professional-level training.
- However, this lack of undergraduate degrees, added to society's recent interest in these subjects, has produced a proliferation of cooperation courses whose objective is more related to sensitization and education for development than professional improvement.
- The courses available focus on studying development, the organization of international relations and international law of human rights international human rights law, paying less attention to humanitarian action.
- The predominant modality is physical attendance, but there are virtual programmes that are normally not official.
- Almost all of these programmes have been exclusively developed within the university, thus reducing the participation of "cooperation workers" in teaching some of the contents.

1.3 This programme's added value

Given the above, this programme's added value is provided by certain characteristics and an emphasis that differentiate it from others:

- The participation from the programme's conception and elaboration and in its tutoring of expert aid workers with experience working in the United Nations system, the International Red Cross Movement, institutional donors and NGOs from different parts of the world. This guarantees the programme's "professionalizing" vision.
- While including development and a rights-based approach, there will be a special emphasis on the humanitarian aspect and on the in-the-field operativity of the organizations and their programmes.
- The programme's objectives include supporting the organizations' field activities through studies responding to their demand, thus guaranteeing the programme's double utility and its feedback thanks to the reality brought in by humanitarian actors.

2 Profile and competencies

The profile relates to the students' general and personal characteristics on entering the programme, while the competencies correspond to the human dimensions developed as a

result of the training received and is observed in situations in which the student employs knowledge in a context of specific actions.

2.1 Profile

Programme students are people that focus on actions aimed at sustaining the life and dignity of people affected by disasters or conflicts.

They identify with the principles derived from human rights and international humanitarian law and with values and attitudes including liberty, individual autonomy, social interdependence, equality for building democracy, fraternity, peaceful coexistence, tolerance, the recognition of cultural diversities, responsibility, the development of skills for seeking alternatives, problem resolution, and the taking of intelligent and sustained decisions.

They take on the guidelines of comprehensive and sustainable human development and will consider the human being to be the centre of processes of social, scientific and cultural development for both present and future generations.

They know themselves and are interested in continuing to build and intensify a life project aimed at protection and human development.

They analyze the conditions of social and economic inequity with a proactive and propositional attitude, seeking alternatives and practices that foster a better quality of life for people affected by disasters or poverty.

2.2 Competencies

2.2.1 General

People who receive the title of Master's in International Cooperation and Humanitarian Aid:

- Will reaffirm their belief in the humanitarian imperative through which all possible measures must be adopted to avoid or alleviate the human suffering caused by conflicts or disasters; and that the civilian population that falls victim to such circumstances has the right to receive protection and assistance.
- Will know the origin, legal foundations, uses and customs, and technical norms that inform and support modern humanitarian action.
- Will manage the different cooperation intervention tools related to the integrated management of the project cycle, as well as the administrative norms of different institutional funders.
- Will know the global affects of disasters and poverty in the world and the current tendencies for addressing them led by the United Nations or NGO coordinating bodies.
- Will be trained to propose solutions to specific situations in order to achieve the different rights corresponding to people affected by poverty, war or other disasters.
- Will have the scientific competencies corresponding to an academic researcher and will be able to conduct applied research studies, case studies, and seek solutions to specific problems. They will have competencies that allow their active participation in research processes to generate new knowledge or technological processes.

2.2.2 Institutional

Programme graduates will be able to perform the following roles:

- Coordinator of interdisciplinary teams in cooperation and humanitarian aid projects.
- Director of project management offices.
- Technical advisor.

2.2.3 Specific

They will obtain specific competencies to:

- Conduct needs evaluations.
- Define technical activities.
- Prepare projects and Abbreviated Project Documents.
- Manage funds from institutional donors.
- Conduct follow up and write up reports.
- Produce guideline and methodological documents.
- Administer budgets.
- Supervise the work of technical teams.
- Manage offices.
- Include different approaches and apply international guidelines in interventions.

3 Curricular areas

3.1 Practices and problems

3.1.1 Learning

“Mr. Chairman, Excellencies, Ladies and Gentlemen,

It is good that we have observed those minutes of silence together.

We must never forget our collective failure to protect at least 800,000 defenceless men, women and children who perished in Rwanda 10 years ago.

Such crimes cannot be reversed.

Such failures cannot be repaired.

The dead cannot be brought back to life.

So what can we do?

First, we must all acknowledge our responsibility for not having done more to prevent or stop the genocide [...]

The genocide in Rwanda should never, ever have happened. Neither the United Nations Secretariat, nor the Security Council, nor Member States in general, nor the international media, paid enough attention to the gathering signs of disaster [...]

The international community failed Rwanda, and that must leave us always with a sense of bitter regret and abiding sorrow.”[...]

These are the words of former United Nations Secretary General Kofi Annan marking the commemoration of the 10th anniversary of the genocide in Rwanda. This collective mea culpa was directed mainly at the community of countries and perhaps in a more heartfelt way at himself, as he was the Director of UN Peacekeeping Operations during those terrible days of 1994 and took certain decisions that turned out not to have been the best.

This speech does not mention aid organizations, which may not have been guilty for the actual events, but were guilty of failing to deploy and coordinate in the field in a very professional way. Following the initiation of the aid operation deaths continued to occur that were classified at the time as “unnecessary” by evaluation reports promoted by the organizations themselves.

These reports containing evaluation and self-criticism encouraged initiatives to improve the performance of humanitarian action, including the Sphere Project, codes of behaviour, the Guiding Principles on Internal Displacement, and many others whose ultimate aim is to coordinate actions in response to issues such as disasters or poverty, or in aid intervention and coordination models.

The Rwandan Genocide reveals the most sinister side of the human condition and the limited preparation of the humanitarian sector during that particular time in our recent past. But it also reveals a sector able to criticize its own actions and that wants to achieve something better.

3.1.2 Cooperation actors and their practices

Private solidarity organizations are born when a group of people is concerned about the fate of others. Under this argument, the organization as such is just the means for facilitating the relationship between those two groups of people.

These people provide support either financially or politically or through their work, always in a committed way.

With the growth and development of the organizations, many of these people also become employees of their organizations, although this does not mean that they lose their drive and commitment or their leading role. And above all, the roles do not get reversed, with the organization promoting the action and the people as its means. It continues being the other way round, which is the spirit of humanitarian action.

On the “means” side, the growth of the funds with which they work leads to a need to employ particular management forms, the most common one currently being management by projects.

Having said this and given:

1. how young both modern humanitarianism and the current legal framework are,
2. the impact of committing errors, such as those recognized in the aid operation following the genocide of 1994,
3. the eagerness to learn from those mistakes,
4. and the imperfect fit between humanitarian action and academia

We can start to mention certain characteristics of the practices of current humanitarianism:

- There is a very high level of motivation and commitment among cooperation workers and aid workers.
- The predominant mode of intervention is management by projects.
- While many management tools are shared with the business world, they are applied in a particular way.
- There is a certain specialization among the organizations:
 - according to sectoral spheres
 - and according to work strata, with many dedicating themselves to the intervention and others to research and quality in the humanitarian intervention.
- The work modes and the performance are very different among different organizations.
- There are reference frameworks agreed by countries multilaterally, within the United Nations or in organization coordinating bodies that help or condition the performance of humanitarian action.

3.1.3 Problems

The problems addressed by development and humanitarian action are those affecting the victims of disasters, conflicts, and poverty. These are related to:

- Food security, nutrition and livelihood.
- Public health and access to water and suitable sanitation.
- Shelter and housing.

- Violence, coercion, and the hardship imposed by or derived from conflicts.
- The environment.
- Social organization.
- Discrimination and the particular needs of the different groups.
- The technical management of the social intervention.
- Responsibility and solidarity.

The situations mentioned here technically have a human face, so the main concern of a humanitarian action must be getting to know those faces, characterizing them, and understanding the true dimensions of the suffering in order to better relate to the people from both the technical and human points of view.

3.2 Research

The research objectives will be related to the practices and problems described here in such a way that the programme's research activities will be aimed at improving the cooperation actors' intervention practices and at characterizing the problems and populations affected by disasters, conflicts or poverty.

The following research lines are developed during the programme:

- Improving the performance of the cooperation and humanitarian aid organizations.
- Characterizing the problems and the populations affected by humanitarian crises.

4 Structure of the areas and issues

Foundation area	Professionalizing area	Complementary area	Research area
Let's talk about solidarity and cooperation			
Ethics in humanitarian work and in development cooperation			
Film Forum: The Genocide in Rwanda			
	Project Management I: Logical Framework Approach		
	Project Management II: Project Management and Implementation		
	Project Management III: Missions and Offices in the field		
	Sectors of Humanitarian Intervention, the Sphere Project and the UNHCR Emergency Manual		
	Film Forum: The Yugoslav Wars		
	Disasters and risk management		
	The international legal framework		
		Gender and cross cutting approaches	
		The Millennium Development Goals in Development Projects	
			Researching

5 Who the programme is aimed at

Cooperation and humanitarian action are interdisciplinary studies that are informed by many sources and can be practised by any profession. The professional profiles that most demand such studies include students of social work; anthropology; education sciences; civil, industrial or sanitary engineering; economics; business administration; geology; climatology; nursing; medicine; law; and psychology.

6 Methodology

These studies employ the Moodle education platform, based on the ideas of constructivism in pedagogy, which states that knowledge is built up in a student's mind through collaborative learning, rather than being transmitted, unchanged, from books or teaching.

A teacher that works from this perspective creates a student-centred environment that helps them to build knowledge based on their own skills and knowledge, rather than simply disclosing and transmitting the information it is considered the students must know.

Constructivism is sometimes seen as contrary to the ideas of results-based education, such as the No Child Left Behind Act in the USA, which stresses the results of evaluations rather than teaching techniques or pedagogy, thus running the risk of overlooking the learning process in the search for the maximum number of passes.

6.1 Constructivism in pedagogy

The constructivist approach to learning can be contrasted with instructed learning. Generally speaking, from the constructivist point of view, learning can be facilitated, but each person reconstructs his or her own internal experience and as a result the knowledge cannot be measured as it is unique to each person in his or her internal and subjective reconstruction of reality. In contrast, instructed learning postulates that teaching or knowledge can be programmed, so that certain contents, methods and objectives for the teaching process can be previously established.

The difference may appear to be subtle, but it has great implications in terms of pedagogy and psychology. For example, applied to a class of pupils, constructivism can create a favourable context for learning with a motivational atmosphere of cooperation in which each pupil reconstructs his or her learning with the rest of the group. Thus the learning process takes priority over the curricular objective; there is cooperation rather than grades. On the other hand, by way of example, in instructed learning contents are chosen for teaching and the learning of those contents is optimized through a previously established method and objectives. In reality, the two approaches tend to be mixed these days, although instructed learning has a stronger presence in the education system.

Key figures in constructionism are Jean Piaget and Lev Vygostky. Piaget focused on how knowledge is constructed based on interaction with the environment. Vygostky, meanwhile, focused on how the social environment allows internal reconstruction. Instructed learning comes from the application of behavioural psychology, in which behavioural mechanisms are specified for programming the learning of knowledge.¹

¹ http://en.wikipedia.org/wiki/Constructivism_%28learning_theory%29

6.2 An overview of e-learning

There are different ways of defining e-learning:

“Distance learning characterized by a physical separation between teachers and students, dominated by a two-way, asynchronous communication with preferential use of the internet as a means of communication and distribution of knowledge. This is done in such a way that the student is at the centre of an independent and flexible formation by having to manage his or her own learning, generally with the help of external tutors.”

E-learning literally means “electronic learning”. It is a training proposal whose implementation is mainly contemplated through the internet, making use of the services and tools provided by this technology.

Within the distance learning modality, e-learning is one of the options currently most frequently used to respond to the need for ongoing or continuous education. The generation of non-regulated professional improvement programmes is growing due to recognition of the fact that workers train themselves and adapt to new productive requirements.

Given its characteristics and the technical support backing it up, e-learning provides an alternative for people who want to update themselves while they are working, as it is not necessary to go to a physical classroom.

From its very beginnings, distance education has provided an option for training adults, but e-learning has the advantage of the users choosing their own timetables and being able to enter the platform from any place where they have access to a computer with internet connection.

According to Rosenberg:

E-learning can also be defined as the use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance, and is based on three fundamental criteria:

- 1. E-learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information.*
- 2. It is delivered to the end user via a computer using standard internet technology.*
- 3. It focuses on the broadest view of learning solutions that go beyond the traditional paradigms of training.*

From the perspective provided by experience in the development and exploitation of e-learning platforms, García Peñalvo offers the following definition of e-learning:

“Non-presential training that, through technological platforms, allows and flexibilizes access and time in the teaching-learning process, adapting them to the skills, needs and availabilities of each student, as well as guaranteeing collaborative learning environments through the use of synchronous and asynchronous communication tools, thus enhancing the process of skill-based management.”

6.3 Studying in this master's programme

By placing users at the centre of the formation process, they will be the ones setting their own work rhythm and directing the way their learning evolves, pausing over aspects of

greater interest or difficulty for them and advancing again when they have assimilated the materials. This will be achieved through the following kind of methodology:

- The programme is developed through a virtual classroom, which can be accessed by internet from any site using a user name and password. This virtual classroom is available 24 hours a day, 7 days a week.
- Once in the classroom, students will find an ordered presentation of the general course information and the different topics with their exercises and support documents.
- The formation process is developed through the topics, which are structured in the following way:
 - Training guide with study recommendations.
 - Learning objectives.
 - Specific presentations.
 - Videos.
 - Selection of official documents of the United Nations, NGOs and official cooperation entities with study instructions.
 - Key messages.
 - Bibliography.
- The evaluation system involves:
 - Test-type questions.
 - A final assignment and/or research and development activities: specific exercises on case studies and key questions.
- The learning process is supported by the setting up of debate forums on all of the topics.

We allow for flexibility within a certain work rhythm. The materials are therefore gradually delivered so that the group of students is working on the same topics, each according to his or her particular rhythm. This is the only way to provide sense to the forums and enable discussion among the students and the tutor.

This flexibility also means that students can decide to stop studying for certain periods of time. In this case, it is recommended that when they start again they do so at the point the rest of the group has reached at that moment, gradually making up the subjects they have not looked at with the help of the tutor.

6.4 Evaluation

The evaluation consists of a set of tests and a research assignment. A total of 70% of the points correspond to the tests and 30% to the research work.

6.4.1 The tests

At the end of each didactic unit there are small tests that will help to fix knowledge and highlight certain aspects. These mini-tests are not part of the evaluation and therefore not graded.

In contrast, at the end of each topic, there will be sets of test-type questions that are part of the evaluation. These tests are done online, so you have to be connected to the internet while doing them.

The following kinds of questions are included:

- Single answer, which consist of a question with various options, from which you have to choose just one.
- Multiple answer, which consist of a question with various options, from which you have to select all the correct ones.
- True/false questions.

- Relating concepts.

Correct answers are added to the total and incorrect ones are subtracted, giving a zero mathematical expectation for completely random answers.

6.4.2 The research assignment

The research assignment must either examine in greater depth or apply some of the topics addressed during the course, and can either be proposed by the student or chosen from suggestions posted by the tutor.

The objective of this work is not only evaluative or didactic. It should also be a study that furthers the cause of solidarity, a particular NGO or is worth sharing. Noteworthy studies may therefore be incorporated as study materials for future groups and posted in the cooperation worker blog (<http://cooperantes.proyectokalu.com/>)

The studies can be:

- Expert (guideline or methodological) documents.
- Training materials.
- Articles reflecting on or updating current humanitarian issues.
- Manuals that condense knowledge or compare ideas from different documents.
- Informatic applications or audiovisual materials on specific matters.
- Web pages or a blog on a specific aspect of cooperation.

The criteria for evaluating the work will be based on:

- Its pertinence to or focus on the course's study materials.
- Its utility or applicability.
- Its relevance or novelty.
- Its possible impact or multiplying/disseminating nature in relation to a certain aspect of cooperation.

7 Summary of the Syllabus

7.1 *The international legal framework*

Duration: 46 hours

In this topic participants will learn:

- About the legal bodies which relate to humanitarian action
- About the historical development and the origins of contemporary humanitarian rights
- To explain the real importance of IHL (International Humanitarian Law)
- To explain the importance of respect for human rights as a basis for this work
- To recognize the work in defending human rights (advocacy) as an essential component of this work
- To describe guiding principles for the protection of refugees and internally displaced persons

Contents:

- Origin of current humanitarianism and international legal framework for humanitarian action
- International human rights law
- International Humanitarian Law
- Legislation on refugees and internally displaced people, and Disaster response legislation

7.2 Film-forum: Origin of present day humanitarianism

Origin of present day humanitarianism: the creation of the Red Cross and of International Humanitarian Law.

7.3 Ethics in humanitarian work and in development cooperation

Duration: 46 hours

In this topic participants will learn:

- Peculiarities of the humanitarian identity.
- The fundamental humanitarian principles that inspire cooperation work.
- Current debates and the different positions of some actors on these debates.
- Other principles which guide cooperation activities.
- The origin of codes and other ethical self-regulation initiatives.
- The 10 principles of the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in disaster relief.
- The implications of the Humanitarian Charter of the Sphere project.
- The objectives of various international initiatives that incorporate an ethical framework for improving the quality of humanitarian action.
- The implications of an ethical framework in organizational decisions and those of individual aid workers.

Contents:

- Humanitarian identity and basic humanitarian principles
- Evolution of humanitarian principles
- Codes of Conduct
- Other initiatives to improve humanitarian programme quality

7.4 Film-forum: Rwandan Genocide

The Rwandan Genocide was the 1994 mass murder of an estimated 800,000 people in the small East African nation of Rwanda. Over the course of approximately 100 days from the assassination of Juvénal Habyarimana on April 6 through mid-July, over 500,000 people were killed, according to a Human Rights Watch estimate [...]

7.5 Gender and cross cutting approaches

Duration: 92 hours

In this topic participants will learn:

- The concept of gender
- Some considerations regarding discrimination, inequality and violence against women
- How the protection of women is addressed within the United Nations System and Human Rights frameworks
- The basic principles of programming with a gender-sensitive approach
- Different theories that relate the population and human activity to the environment
- Agenda 21
- What is sustainable development?
- How to integrate the environmental approach in projects and how to develop specific environmental protection projects
- How environmental degradation affects natural disasters
- IHL and the environment
- Characteristics of the rights-based approach

- How to programme with a rights-based approach
- The tools of child protection
- Situations which particularly affect children
- The origin and objectives of UNICEF
- Principles for promoting the participation of children and young people in decision making
- The relationship between the terms "impairment", "disability" and "handicap"
- The Community Based Rehabilitation model for programmes and projects
- What is institutional capacity-building and how has it evolved in recent decades

Contents:

- Introduction to a gender-sensitive approach
- Gender in Projects and Programmes
- Environmental issues
- Rights based programming
- Childhood and Youth
- Disabilities
- Building local capacities

7.6 Let's talk about solidarity and cooperation

Duration: 46 hours

In this topic participants will learn:

- The characteristics of underdevelopment based on its causes.
- Some of the tendencies of globalisation and their influence on poor countries' development processes.
- The main theories, concepts and ways of measuring development, poverty and inequality.
- A brief history and some basic concepts of development cooperation.
- An outline of different types of cooperation and their agents (multilateral, bilateral and decentralized cooperation; fair trade).
- The concept of voluntary work, its characteristics and the way it has been addressed in different legislations.
- More tools for reading with a critical spirit any document referring to development cooperation.

Contents:

- Wealth, poverty and inequality
- Approaches to under-development
- Cooperation strategies
- Voluntary work

7.7 The Millennium Development Goals in Development Projects

Duration: 46 hours

In this topic participants will learn:

- Different notions of "development"
- About the Millennium Development Goals (MDGs) of the United Nations. To know what they are, their history, how they were signed, and what they intend to achieve.
- About the World Bank's alignment to the MDGs through Poverty Reduction Strategy Papers (PRSPs). To take a critical view of them.

- The importance of governance in development and for implementation of the MDGs.

Contents:

- Concepts of Development
- What are the Millennium Development Goals?
- The World Bank and the Poverty-Reduction Strategies
- Governance and Development

7.8 Disasters and risk management

Duration: 92 hours

In this topic participants will learn:

- That disaster risk management is addressed in international institutional frameworks.
- That disasters are partly the result of human actions, and consequently development interventions should consider disaster risk.
- The basic concepts of risk, hazards, vulnerability and capacity.
- The hazard types recognized by the institutions responsible for monitoring disaster occurrence.
- That capacity-building is a priority for developing disaster resilience within a community.
- That empowerment of communities is a valid mechanism for tackling the root causes of vulnerability.
- That disaster risk management involves seeking agreement between different sectors of society.
- The role of participation in community risk assessment.
- The importance of assessments for improving community-level preparedness.
- How to assess the urgent needs and priorities of a disaster-affected community in order to ensure appropriate and adequate emergency assistance.
- About the process of disaster management at the community level.
- That hazard, vulnerability and capacity assessments can be used to identify and select appropriate interventions.

Contents:

- Natural disasters as global phenomena
- The reduction of risk as a necessary approach
- Types of disaster:
 - natural
 - anthropogenic
- Learning to Manage Disasters

7.9 Project Management I: Logical Framework Approach

Duration: 46 hours

In this topic participants will learn:

- The Logical Framework methodology as a convenient and easy to use planning tool.
- The main concepts and steps involved in the Logical Framework methodology.
- The structure and content in a Logical Framework matrix.
- External factors at different levels in the intervention logic.
- What indicators are and their sources of verification.

- Inserting the different elements of a Logical Framework matrix from a given situation or problem.
- The methodology in practice with a concrete example.

Contents:

- The Logical Framework Approach
- The Project Cycle, Indicators and External Factors
- The European Union Project Cycle Management Manual and other manuals

7.10 Project Management II: Project Management and Implementation

Duration: 92 hours

In this topic participants will learn:

- Ensure the "Accountability" of the actions to the beneficiaries.
- What is "humanitarian responsibility" and how it relates to project management.
- The Association for Humanitarian Accountability. What is its work plan, objectives, perspectives and principles of Humanitarian Accountability?
- That the assessment is the first step before taking any decision, and understanding the problems is fundamental to the other steps in the design and implementation of well-designed projects.
- Several types of assessments depending on what kind of decision we want to make or at which stage of the process we are.
- The usual way is to raise funds from public donors is through official calls for applications.
- That the calls for applications are where the conditions and focus areas for potential proposals are described.
- How donor formats enable NGOs to clearly present their strategy, donors to simplify their selection procedures and NGOs to gauge the interest of donors in future projects.
- How reports can provide a short project management system that includes monitoring, performance results, and modifications required to adapt the project to the circumstances.
- Some common tools for monitoring projects: the schedule of activities, budget and logical framework.
- That a monitoring report is normally comprised of narrative and financial components and a logical framework.
- That projects lasting several years typically require different types of documents for management.
- The AOP is a document to assist in planning projects.
- The difference between an initial report, an interim report and a final report.
- Some tools to improve coordination of activities.
- The importance of complementarity between different institutions
- How a participation analysis is performed.
- The mandate of the UN Office for the Coordination of Humanitarian Affairs (UNOCHA).

Contents:

- Accountability
- Needs Assessment
- Formulating preliminary plans:
 - Concept notes and
 - Synthesis documents

- Monitoring the emergency project by means of Reports
- Monitoring long term projects by means of AOPs and Reports
- Coordination
 - Coordination of Activities
 - Coordination among Institutions
- Fundraising
- Methodological Documents

7.11 Project Management III: Missions and Offices in the field

Duration: 46 hours

In this topic participants will learn:

- The areas that form the support structure of an operational organization.
- The main objective and the specific functions of the administrative area.
- Why we create an administration manual and what it normally consists of.
- A budget for an urgent emergency response, how to develop it in detail and how to monitor spending using a flexible model.
- Why operational decisions are directly related to slight or significant changes in budgets, and that they should not be avoided using the budget as an excuse. A budget exists to allow the project to go ahead, not to hinder its development.
- The nature of Human Resources Management in NGOs.
- A model for creating an administrative team
- What it means to learn on the job, and some techniques.
- The reason for the People in Aid Code of Good Practice in the Management and Support of Aid Personnel, and its principles.
- How the principles of Impartiality and Neutrality are the basis of security.
- How management of perception enhances our security.
- General and specific security guidelines.
- How to define a structure for security management.
- The main objective of logistics and its additional functions.
- The main differences between humanitarian and support logistics.
- The problems of humanitarian supply logistics supply and support logistics.

Contents:

- Administration and budgeting
 - Administrative regulations of an international donor
 - European Union Humanitarian Aid project contract management regulations - ECHO FPA
- Human Resources
- Staff security in field operations and conflict zones
- Logistics

7.12 Sectors of Humanitarian Intervention, the Sphere Project and the UNHCR Emergency Manual

Duration: 92 hours

In this topic participants will learn:

- The sectors of work within a humanitarian response
- The definition of food security and specific aspects of nutrition and livelihoods. To know how a food security intervention is programmed.

- The health risks and associated factors in a disaster. To understand the difference between health surveillance and epidemiological surveillance. To know the conditions which justify a mass vaccination campaign.
- The reasons for working on emergency water and sanitation, their impact on health, and the most common activities.
- The criteria for establishing a refugee camp or temporary shelters. To know which facilities and services to include, and what kind of shelters to provide to families.
- The definitions and key aspects of humanitarian protection. To know in what contexts specific protection interventions are needed and for what sort of threats. To understand how to analyze protection needs, and how to design a protection strategy. To know the main recommendations for protecting the civilian population in Neglected conflicts. To know which are the main protection issues for the United Nations, and the main terms of International Protection for refugees
- The definition, intervention logic and key aspects of advocacy. Being able to assess advocacy needs and design an intervention.
- Why it's important to work on education in emergencies. To know the minimum standards for education in emergencies according to the Interagency Network for Education in Emergencies (INEE).
- How the different sectors are presented in UNHCR's Emergency Handbook.
- How the different sectors are presented in the SPHERE project.

Contents:

- Food Security, Nutrition and Livelihoods
- Public Health
- Water and Sanitation
- Design of temporary shelter and Refugee Camps. The Sphere Project and the UNHCR Manual for Emergency Situations.
- Humanitarian Protection
- Advocacy
- Education in emergencies.

8 Authors of the topics

Aitor Joseba Landa: Aitor holds a Degree in Law and a postgraduate qualification in International Cooperation and Governability. He has 12 years' experience in Africa, Europe, South America and the Caribbean. Aitor has worked for UNDP, CARE International, SNV, Grupo Cívico Etica y Transparencia (a member of Transparency International), the municipal government of Salvatierra (Mexico), and as an independent consultant. His areas of expertise are urban management, local development and decentralization, project coordination for cooperation and development and disaster management. He has also undertaken conflict-resolution studies and projects.

Alberto Gómez Susaeta: A graduate of the Complutense University of Madrid, Alberto is a sociologist, teacher and expert in NGO management. He has 11 years' experience in Central America for the Spanish Agency for International Cooperation, with Fe y Alegria, and as an independent consultant. Alberto has expertise in the design and implementation of projects, and in conducting assessments and evaluations

Alberto Martos Sauquillo: Alberto is an Economist from the Complutense University of Madrid and has postgraduate qualifications in NGO Management and Programme Design from the National Autonomous University of Nicaragua. He has over 12 years' experience of humanitarian aid and has worked for the Spanish Agency for International Cooperation, the Red Cross, Movimondo, Oxfam, Caritas and as an independent consultant in

Colombia and Central America. Alberto has focused his career on working with Internally Displaced People (IDPs) and in the field of humanitarian protection. His experience includes programme coordination, mission administration, proposal-writing, design of training materials, security and monitoring.

Ana Urgoiti Aristegui: Ana holds a degree in Law and postgraduate qualifications in International Law and in Gender and Development. She has over 12 years' experience in development assistance and humanitarian action. As an independent consultant she currently dedicates most of her time to the design and delivery of training activities and material for NGOs, universities, governments, international humanitarian networks and United Nations agencies, as well as conducting evaluations and organizational learning events.

Karin Michotte: Karin is an independent consultant with 14 years' experience in humanitarian aid. She has worked in over 11 countries with international NGOs such as Action Against Hunger, Doctors without Borders and the European Commission Humanitarian Office (DG ECHO) in Africa, Asia and South America. As a consultant, Karin focuses on training, project design, and evaluations.

Marilise Turnbull: Marilise Turnbull holds a Master's degree in Development Management from the Open University, and a Bachelor's degree in Modern Languages from the University of Oxford. She has 15 years' senior management and advisory experience in the humanitarian and social development sectors in Europe, Latin America and the Caribbean, Asia and Africa. Over the course of her career, she has managed operational and partner-led humanitarian programmes for one of the world's largest development and humanitarian agencies, as well as local projects for smaller NGOs. In addition to her knowledge of the humanitarian sector, she also has specific technical expertise and experience in the fields of disaster risk reduction, climate change adaptation and participatory development planning. As an independent consultant, Marilise currently advises international organisations in the areas of strategic planning, business development and policy analysis. She produces planning documents, project proposals, analytical and evaluative reports, communications tools and training instruments for a range of clients, including NGOs, multi-agency consortia, and UN agencies.

Marta Oliviero: Marta has a degree in Political Science with a focus on International Relations, as well as post-graduate qualifications in International Cooperation and Development and Gender Studies. Marta has 6 years' experience working in the fields of human rights, development and humanitarian aid in Colombia and Central America, firstly with Peace Brigades International and latterly with Movimondo.

Sandra Manrique Barón: Sandra is an Anthropologist from the National University of Colombia. She has worked for the Mayor of Bogota's office, the Restrepo Barco Foundation and Oxfam GB. Sandra has worked with internally displaced people and grass-roots organizations in areas such as community work, institutional strengthening, reconstruction, humanitarian protection and monitoring.

Zandra Lucía Muñoz Barrera: Zandra is an expert in International Relations who has worked for governmental institutions and international and national NGOs. She has 13 years' experience in project delivery, monitoring, evaluation and proposal-writing. Zandra has worked closely with internally displaced persons (IDPs), returnees, indigenous populations and farmers, among other population groups. She has coordinated projects to improve nutrition, water and sanitation, income generating activities, psychological support, peace policies, civic culture and protection of rights.