

**COURSE DATA****Data Subject**

<b>Code</b>	42770
<b>Name</b>	Development aid entities
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	Faculty of Economics	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2204 - M.D. in Social Economics (Coop.and Non-Profit Organisations)	15 - Development aid entities	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
VAZQUEZ CAÑETE, ANA ISABEL	350 - Social Work and Social Services

**SUMMARY**

It is in this area that the students learn in some depth the institutional organization of the development cooperation in various geographical scales (international, European, Spanish, regional and local), and strictly professional approach to the world of NGOs, analyzing the size of the sector, type of projects and activities, and risks management. Since there are notable differences between them and other entities, it also aims to analyze some of the best practices among the most representative and effective sector and some of the most promising as Fair Trade and Purchasing Managers.

**PREVIOUS KNOWLEDGE**



### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Haber cursado las asignaturas troncales del Master (primer cuatrimestre)

## OUTCOMES

### 2127 - M.U. en Economía Social (Coop.Entidades No Lucrativas)

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Comprender el funcionamiento de las entidades y empresas que conforman la Economía Social
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Know how to work in multidisciplinary teams reproducing real contexts and contributing and coordinating their own knowledge with that of other branches and participants.
- Participate in, lead and coordinate debates and discussions, be able to summarize them and extract the most relevant conclusions accepted by the majority.
- Use different presentation formats (oral, written, slide presentations, boards, etc.) to communicate knowledge, proposals and positions.
- Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.
- Ser capaces de buscar, ordenar, analizar y sintetizar la información, seleccionando aquella que resulta pertinente para la toma de decisiones.
- Saber trabajar en equipo con eficacia y eficiencia.
- Ser capaces de tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora.
- Have a proactive attitude towards possible changes that may occur in their professional and/or investigative work.



- Be able to integrate new technologies in their professional and/or research work.
- Know how to write and prepare presentations to present and defend them later.
- Ser capaces de analizar de forma crítica tanto su trabajo como el de su compañeros.
- Be able to integrate into teams, both as managers or coordinators and for specific and limited functions and in support of the team or of others.
- Entender el ámbito de actuación de la Economía Social desde sus diferentes puntos de vista y perspectivas: jurídica, social, económica y empresarial, fundamentalmente.
- Conocer la realidad sectorial de las entidades no lucrativas (asociaciones y fundaciones): su funcionamiento y peso dentro de la Economía Social.
- Analizar la situación de las entidades de cooperación al desarrollo procedentes de la Economía Social y su papel en la cooperación al desarrollo internacional.

## LEARNING OUTCOMES

- Knowledge for Development Cooperation (ECD) in the international context and EU. The cooperation policy and humanitarian aid in emergencies in the EU. The limitations of international cooperation.
- Analyze the evolution of cooperation in Spain. The Development Cooperation Act of 1998, the institutional organization of cooperation and action programs. Laws regional cooperation.
- Define the NGOs in Spain legally, and identify the specifics of their management.
- Analyze the risk management of international cooperation and ECD.
- Case studies and good practices of ECD in Spain.
- Knowledge for Development Cooperation (ECD) in the international context and EU. The cooperation policy and humanitarian aid in emergencies in the EU. The limitations of international cooperation.
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- Case studies and good practices of ECD in Spain

## DESCRIPTION OF CONTENTS

### 1. Development Cooperation

- 1.1 Main instruments of development cooperation
- 1.2 Actors in international cooperation
- 1.3 The 2030 Agenda and development cooperation policies.

**2. Development cooperation in Spain**

- 2.1 Evolution of development cooperation in Spain
- 2.2 Regulatory and reference framework: main laws and Master Plan
- 2.3 Decentralized cooperation

**3. Development Cooperation Entities and NGOs**

- 3.1 Sectors of action
- 3.2 Coordination networks
- 3.3 Management models and areas

**4. Case studies and best practices****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	15,00	100
Classroom practices	15,00	100
Development of individual work	10,00	0
Readings supplementary material	25,00	0
Resolution of online questionnaires	10,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

Basic methodology of teaching units. The teaching units are based on a combination of the following teaching techniques: a) Master Lesson b) Documentation of current, c) Proposed exercises d) conceptual network of each UD.

The methodology is based on virtual classroom tutorials via email. Be made individually in the email address of each teacher of the module, at fixed times for the purpose.

**EVALUATION**

The evaluation will be carried out following the general guidelines of the Master's program. In this subject, the particularities will be the following:



Part 1. Continuous evaluation (40%): active participation in the sessions and completion and delivery of individual or group work, proposed in the classroom (resolution of cases, exercises, text comments, etc.).

Final evaluation (60%): completion of an evaluation test consisting of an individual work that addresses the fundamental contents of the course. The specific characteristics will be indicated in the classroom.

For the sum of grades will be necessary that each of the parts is approved, that is to say, at least 5 points out of 10 have been obtained.

This Master is face-to-face, so the Continuous Evaluation requires active participation in class and it will not be possible to miss more than two class sessions. The person who has had more absences in a justified way, must request an alternative test.

**Policy for the use of Artificial Intelligence (AI).** A paragraph should be included at the end of any task that uses Artificial Intelligence, explaining what it has been used for and what instructions have been applied to obtain the results. Failure to do so will violate the academic honesty policy and will be considered plagiarism. In fact, according to article 11.g of Law 3/2022, of February 24th, on university coexistence, regarding ChatGPT, it shall be considered a very serious offense to fully or partially plagiarize a work, or engage in academic fraud in the preparation of any assignment or activity requested of the students. Academic fraud shall be understood as any deliberate behavior aimed at falsifying the results of an exam or assignment, whether it is one's own or someone else's (including the improper use of artificial intelligence such as ChatGPT), carried out as a requirement to pass a subject or demonstrate academic performance.

## REFERENCES

### Basic

- Antuñano, I., Jordan, J. M. y March, J. M. (2008): Las ONGD y la cooperación internacional para el Desarrollo. Edita Patronat Sud-Nord i Universitat de València, Valencia.
- BOTIJA, M. (2013) Trabajo Social: pensando en global, interviniendo en local. Revista Española del Tercer Sector, Vol. 25: 103 115 <http://roderic.uv.es/handle/10550/57928>
- CALABUIG, C. Y GÓMEZ, M.LL. (2010) La Cooperación Internacional para el Desarrollo. España: Editorial Universitat Politècnica de Valencia. <http://www.upv.es/upl/U0566378.pdf>
- Biblioteca de ciencias sociales de la UV "Guía de recursos bibliográficos sobre economía social" <https://cibisoc.blogs.uv.es/recursos-tematics/economia-social/>
- Chaves,R., Fajardo,G, Monzón,J.L. (dir) (2020): Manual de economía social, Editorial Tirant lo blanc, Valencia
- Boni, Alejandra, Belda-Miquel, Sergio, Calabuig-Tormo, Carola (2020) Educación para la ciudadanía global crítica. Editorial Síntesis.
- Gómez Gil, Carlos, (2020) Debates y controversias en la cooperación al desarrollo: fondos privados de ayuda, acuerdos neocoloniales y ayuda a refugiados. PublicacionsUniversitat dAlacant. ISBN 9788497177337





- Sanahuja, José Antonio, Delkáder-Palacios, Augusto (2021) Ayuda, hegemonía y poder: EEUU y la configuración de la agenda global del desarrollo. Revista de Fomento Social, nº 76/2, pp. 301-327.

#### **Additional**

- CONGDE (2009): Informe de la Coordinadora de ONG para el Desarrollo-España sobre el sector de las ONGDE. <http://informe2008.coordinadoraongd.org/uploads/informe2008.pdf>
- Iglesias Caruncho, M. (coord.) (2007): Avances y retos de la cooperación española. Reflexiones para una década. Fundación Carolina-Siglo XXI, Madrid.
- Alonso, J.A. (director) (2009): Financiación del desarrollo. Viejos recursos, nuevas propuestas. Fundación Carolina-Siglo XXI, Madrid.