Postgraduate Diploma
Management, Design and Assessment of International Development Cooperation Projects

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Postgraduate Diploma
Management, Design and Assessment Of International Development Cooperation Projects

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-management-design-assessment-international-development-cooperation-projects

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01

Introduction

International cooperation efforts cannot be improvised. For its correct application, it is necessary to carry out projects focused on each region, according to its needs. Therefore, the previous work for the design of the project, as well as its subsequent evaluation, are essential to achieve the success of the intervention. If you want to contribute your value as a teacher to the realization of this type of projects, do not think twice and specialize with us.

If your desire is to work in the field of international cooperation, do not think twice and join us in Management, Design and Assessment of International Development Cooperation Projects, it is the best way to prepare yourself for success"

The actors in cooperation are no longer only national or international states, but also sub-state governments (municipalities, provinces, departments, etc.), civil society organizations, universities, research centers and the private sector. Therefore, global policy dialogue and the strengthening of collaboration and harmonization among participants by local stakeholders are becoming increasingly universal approaches and methodological criteria.

In the design of cooperation projects, the participation of all these actors is fundamental, as it allows for a broader vision of the needs and possible interventions in the regions where action is to be taken. Furthermore, it should be taken into account that international cooperation for development is developed in a multitude of sectors, with the aim of improving the living conditions of the populations that need it most. Therefore, the previous work to know the needs of the site and the subsequent assessment process to check the effectiveness of the intervention are also of great value.

This program combines basic knowledge in international cooperation and development applied to the field of teaching, tools that allow the development worker to seek to improve the performance of their functions in those fields that people and peoples demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the teachers will be able to balance the study of this program Postgraduate Diploma 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 **Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects** contains the most complete and up-to-date 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 Management, Design and Assessment of International Development Cooperation Projects
- Practical exercises where the self-assessment process can be carried out to improve learning
- Emphasis on innovative methodologies in International Cooperation
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

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

This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Management, Design and Assessment of International Development Cooperation Projects, you will obtain a qualification from TECH Global University"

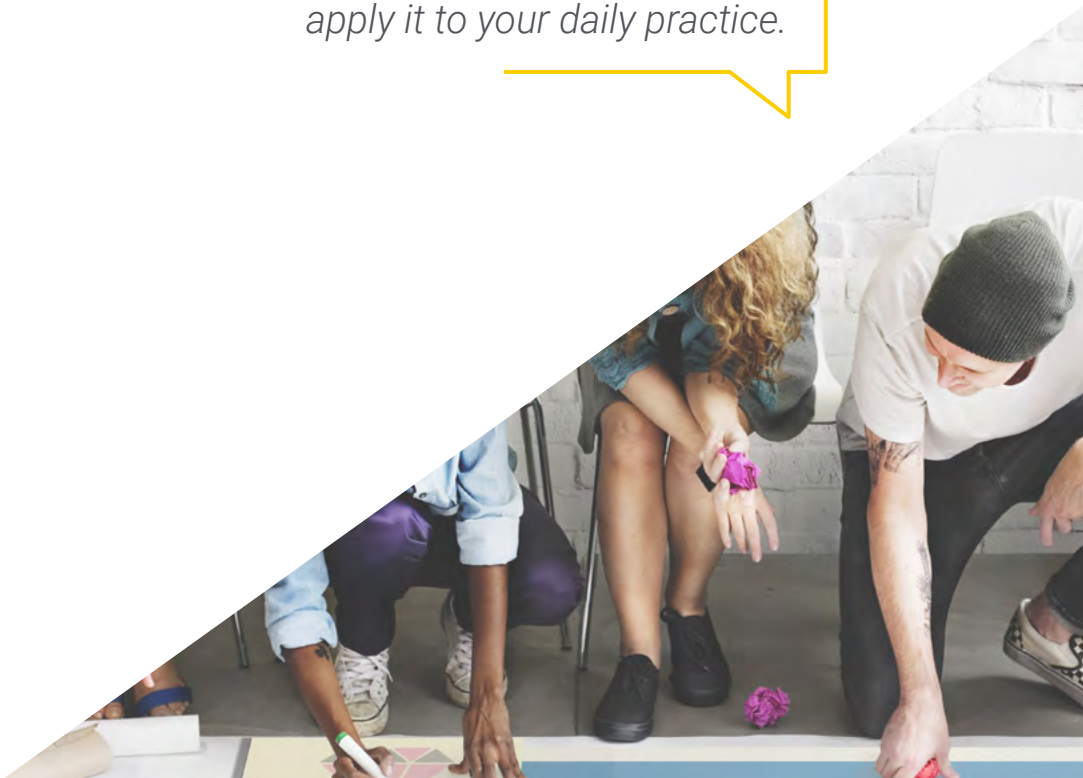
Increase your decision-making confidence by updating your knowledge with this University Expert course.

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

It includes, in its faculty, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and 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 educational experience designed to prepare students for real-life situations.

The design of this educational program focuses on Problem-Based Learning, through which the teacher must try to solve the different situations of professional practice that arise throughout the program. For this purpose, the specialist will have the help of an innovative interactive video system developed by recognized experts in the field of Management, Design and Assessment of International Development Cooperation Projects, and with great experience in the field.



02

Objectives

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

This Postgraduate Diploma will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and security to decision making"

General Objectives

- Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge 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 cooperation"

Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the actors involved in development, why and its consequences
- Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Be familiar with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc., 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
- Be familiar with the instruments of international development cooperation, as well as the types of projects and NGOs that exist
- 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 cooperation for development
- 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. 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

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 developments 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. Singh, Joshua

- 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
- Degree in Philosophy and Educational Sciences at UCM
- Expert in Educational Evaluation at OEI
- Expert in Educational Indicators and Statistics at UNED
- Expert in Development Cooperation in Education at the University of Barcelona
- Specialist in Knowledge Management

Management

Ms. Romero Mateos, María del Pilar

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

Professors

Ms. Sánchez Garrido, Araceli

- Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid
- Professor of the Master in Cultural Management at the Carlos III University of Madrid

Mr. Cano Corcuera, Carlos

- Degree in Biology with a major in Zoology and a minor in Animal Ecology
- Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- Specialization Courses in 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
- Work in different areas of international cooperation, mainly in Latin America

Ms. Córdoba, Cristina

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

Ms. Flórez Gómez, Mercedes

- Degree in Geography and History from the Complutense University of Madrid
- MSC in Corporate Social Responsibility Pontificia University of Salamanca
- MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Walles, UK
- Advanced Diploma in South Cooperation, Sur- FLACSO
- Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH

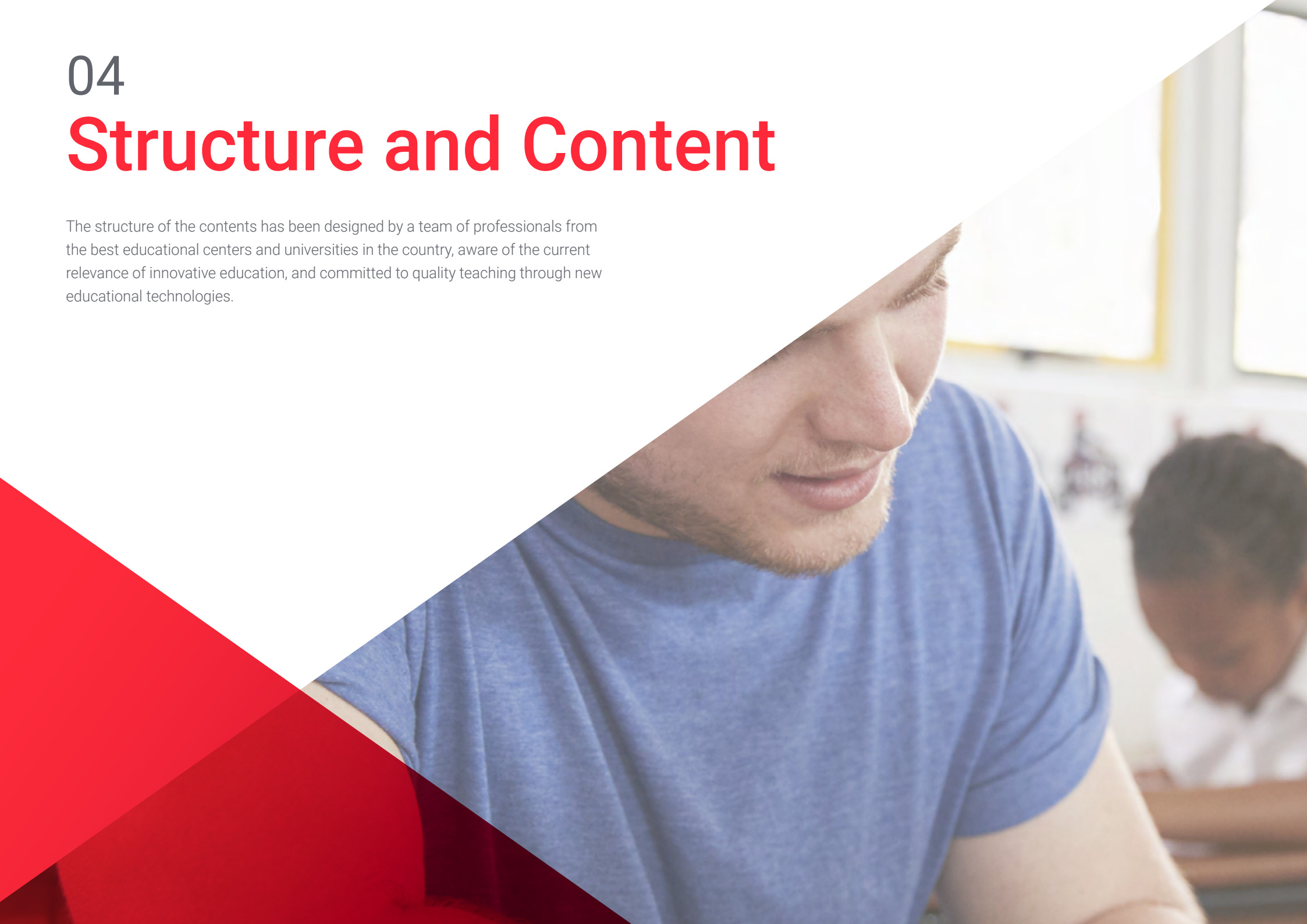
Ms. Ramos Rollon, Marisa

- 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's Degree in Latin American-EU Relations at the University of Alcalá

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through 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. Corporate social responsibility
  - 1.3.8. A Global Pact
- 1.3.9. Fair Trade
  - 1.3.9.1. International Definition
- 1.3.10. 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. Issues in Education for Sustainable Development
1.6.3.1. Skills
1.6.4. The UN and Its Development Work
1.6.4.1. The History of the UN
1.6.4.2. The UN and Sustainability
1.6.5. Agenda 21: Agenda 21 of the United Nations
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 (HDI)
- 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
  - 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 International Development Cooperation??
- 2.1.3. Objectives and Purpose of International Development Cooperation
- 2.1.4. Origins and Historical Evolution of International Cooperation
- 2.1.5. Europe's Reconstruction Plans in the Bipolar Conflict
- 2.1.6. The Processes of Decolonization in the Postwar Years
- 2.1.7. Crisis of the International Development Cooperation
- 2.1.8. Changes in the Conception of International Development Cooperation
- 2.1.9. Bibliography

2.2. Modalities and Instruments of International Development Cooperation
- 2.2.1. Introduction
- 2.2.2. Main Tools of International Development Cooperation
  - 2.2.2.1. Development co-operation
  - 2.2.2.2. Education for Development
  - 2.2.2.3. Technical Assistance, Training and Research
  - 2.2.2.4. Humanitarian Action

2.2.3. Other Cooperation Tools
2.2.3.1. Economic Cooperation
2.2.3.2. Financial Help
2.2.3.3. Scientific and Technological Cooperation
2.2.3.4. Food Aid
2.2.4. Modalities of the International Development Cooperation
2.2.5. Types of Modalities
2.2.5.1. Modality According to the Origin of the Funds
2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
2.2.6.1. Bilateral
2.2.6.2. Multilateral
2.2.6.3. Decentralized Cooperation
2.2.6.4. Non-Governmental Cooperation
2.2.6.5. Business Cooperation
2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
2.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
2.2.9. Other Cooperation Tools Co-Development
2.2.9.1. Co-Development Interventions
2.2.10. Bibliography

2.3. Multilateral Organizations
- 2.3.1. The International Development Cooperation System
- 2.3.2. Actors of the International Development Cooperation
- 2.3.3. Stakeholders in the Official Development Aid 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 the 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
  - 2.4.5.1. Who are They?
  - 2.4.5.2. The History of USAID
  - 2.4.5.3. Intervention Sectors
- 2.4.6. The European Union
  - 2.4.6.1. Objectives of the EU
  - 2.4.6.2. General Objectives of EU External Action
- 2.4.7. Non-Financial Multilateral Institutions
  - 2.4.7.1. List of Non-Financial Multilateral Institutions
  - 2.4.7.2. Actions of Multilateral Institutions
  - 2.4.7.3. Non-Financial
- 2.4.8. United Nations Organization
- 2.4.9. Bibliography

2.6. 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. The Financing of Humanitarian Action and Its Evolution
- 2.6.6. Principles of International Human Rights Law and Humanitarian Action
- 2.6.7. Summary
- 2.6.8. 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 in the Gender Approach in International Cooperation for Development
- 2.7.6. Gender Mainstreaming Guide
- 2.7.7. Bibliography

2.8. Human Rights Approach in International Development Cooperation
- 2.8.1. Introduction
- 2.8.2. Human rights
- 2.8.3. Human Rights Approach to Development Cooperation
- 2.8.4. How the Human Rights Approach Emerged?
- 2.8.5. Elements of the Human Rights Approach to International Development Cooperation
  - 2.8.5.1. New Frame of Reference: International Human Rights Standards
  - 2.8.5.2. New Look at Capacity Building
  - 2.8.5.3. Participation in Public Policy
  - 2.8.5.4. Accountability
- 2.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
- 2.8.7. Challenges in Project Identification and Formulation
- 2.8.8. Challenges in Project Execution
- 2.8.9. Challenges in Project Monitoring and Assessment
- 2.8.10. Bibliography

2.9. Human Mobility and Migration
- 2.9.1. Introduction
- 2.9.2. Migration
  - 2.9.2.1. First Human Movements
  - 2.9.2.2. Types of Migrations
  - 2.9.2.3. Causes of Migrations
- 2.9.3. Migratory Processes in the Era of Globalization
  - 2.9.3.1. Improved Living Conditions
  - 2.9.3.2. Vulnerability and Migration
- 2.9.4. Human Safety and Conflict
- 2.9.5. Challenges of the International Asylum System
- 2.9.6. The OHCHR
- 2.9.7. Human Rights Based Migration Strategy
- 2.9.8. Bibliography

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

3.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
- 3.1.1. Introduction
- 3.1.2. Meaning of the Project
- 3.1.3. Types of Projects
- 3.1.4. The Project Cycle
- 3.1.5. Steps to Elaborate a Project
- 3.1.6. Identification
- 3.1.7. Design
- 3.1.8. Execution and Follow-Up
- 3.1.9. Assessment
- 3.1.10. Bibliography

3.2. The Logical Framework Approach
- 3.2.1. Introduction
- 3.2.2. What Is the Logical Framework Approach?
- 3.2.3. Approaches to the Method
- 3.2.4. Definitions of the Method
- 3.2.5. Steps of the Method
- 3.2.6. 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 Does the Problem Tree Arise?
- 3.4.4. Steps to Elaborate a Problem Tree
- 3.4.5. Problems in the Elaboration of a Problem Tree
- 3.4.6. Conclusions
  - 3.4.6.1. Analysis of objectives
  - 3.4.6.2. Problem Tree
- 3.4.7. Bibliography

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

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

3.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
- 3.7.1. Introduction
- 3.7.2. What Is Viability??
- 3.7.3. Viability Factors
- 3.7.4. Assessment
- 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): Practical Cases
- 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. NGDOs and Local, Regional and International Solidarity

4.1. NGOs
- 4.1.1. Introduction
- 4.1.2. Meaning of the Acronym NGO
- 4.1.3. What Is an NGO?
  - 4.1.3.1. Definition and concept
- 4.1.4. NGO Conditions
- 4.1.5. History and Evolution of NGOs
  - 4.1.5.1. When and How Are they Born?
- 4.1.6. Functions of NGOs
- 4.1.7. NGO Financing
  - 4.1.7.1. Public Funds
  - 4.1.7.2. Private Funds
- 4.1.8. Types of NGO
- 4.1.9. Operation of an NGO
- 4.1.10. The Work of NGOs

4.2. Types of NGO
- 4.2.1. Introduction
- 4.2.2. Ranking of NGOs Worldwide
  - 4.2.2.1. Types of Classification
- 4.2.3. Types of NGOs According to Their Orientation
  - 4.2.3.1. How Many Types According to Their Orientation Are There?
- 4.2.4. Charitable NGOs
- 4.2.5. Service NGOs
- 4.2.6. Participatory NGOs
- 4.2.7. Advocacy NGOs
- 4.2.8. Types of NGOs According to Their Field of Action
  - 4.2.8.1. Fields
- 4.2.9. Community-Based NGOs
- 4.2.10. Citizen NGOs
- 4.2.11. National NGOs
- 4.2.12. International NGOs

4.3. NGOs: Development and Solidarity
- 4.3.1. Introduction
- 4.3.2. Changes in International Development Cooperation of Peoples and Its Relationship with NGOs
  - 4.3.2.1. Main Lines
- 4.3.3. The "Third World" and NGOs
- 4.3.4. The Humanitarian Era From Intervention to the Global Village
  - 4.3.4.1. Doctors Without Borders, Doctors of the World, etc.
- 4.3.5. Movements against the Third World
- 4.3.6. NGOs and Science
  - 4.3.6.1. Scientific Research
- 4.3.7. The NGO Workforce
- 4.3.8. Ideological Biases of NGOs
- 4.3.9. Conclusions

4.4. NGO Legislation
- 4.4.1. What Type of Legislation is Applicable for NGOs?
  - 4.4.1.1. Introduction
- 4.4.2. Specific Laws
- 4.4.3. Generic Laws
- 4.4.4. State Regulations
  - 4.4.4.1. Types of Laws and Decrees
- 4.4.5. Autonomous Community Standards
  - 4.4.5.1. Introduction
- 4.4.6. Andalusian Autonomous Regulation
- 4.4.7. Canary Islands Autonomous Regulation
- 4.4.8. Catalonia Autonomous Regulation
- 4.4.9. Basque Country Autonomous Regulations
- 4.4.10. Obligations of the Associations

4.5. Types of Existing Associations
- 4.5.1. Introduction
- 4.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
- 4.5.3. Youth Associations
  - 4.5.3.1. Definition and concept
- 4.5.4. Legislation of Youth Associations
- 4.5.5. Main Characteristics of Youth Associations
- 4.5.6. Coordinators
  - 4.5.6.1. Definition and concept
  - 4.5.6.2. Objectives
- 4.5.7. Characteristics of Coordinators
- 4.5.8. Federations
  - 4.5.8.1. Definition and Concept
- 4.5.9. Characteristics and Objectives of the Federations
- 4.5.10. Types of Federations

4.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
- 4.6.1. Introduction
- 4.6.2. Spanish Agency for International Development Cooperation (AECID)
  - 4.6.2.1. Meaning of the Acronym
- 4.6.3. Definition and concept
- 4.6.4. Objectives
- 4.6.5. Mission
  - 4.6.5.1. Vision of the Agency
- 4.6.6. Structure
- 4.6.7. AECID Technical Offices
- 4.6.8. Cooperation Modalities and Tools
- 4.6.9. Development Promotion Fund
- 4.6.10. Conclusions

4.7. AECID Cooperation Sectors
- 4.7.1. Introduction
- 4.7.2. Water and Sanitation
  - 4.7.2.1. How Do They Work?
- 4.7.3. Economic Growth
  - 4.7.3.1. How Do They Work?
- 4.7.4. Culture and Science
  - 4.7.4.1. How Do They Work?
- 4.7.5. Gender
  - 4.7.5.1. How Do They Work?
- 4.7.6. Educational
  - 4.7.6.1. How Do They Work?
- 4.7.7. Rural Development, Food Security and Nutrition
  - 4.7.7.1. How Do They Work?
- 4.7.8. Democratic Governance
  - 4.7.8.1. How Do They Work?
- 4.7.9. Environment and Climate Change
  - 4.7.9.1. How Do They Work?
- 4.7.10. Health
  - 4.7.10.1. How Do They Work?

4.8. Countries Where AECID Cooperates
- 4.8.1. Introduction
- 4.8.2. Geographic Priorities
  - 4.8.2.1. What are they?
- 4.8.3. Countries and Territories of Association
  - 4.8.3.1. Present and Future
- 4.8.4. Latin America
  - 4.8.4.1. 12 Projects
- 4.8.5. Caribbean

4.8.6. North Africa and the Middle East
4.8.6.1. 4 Projects
4.8.7. West Sub-Saharan Africa
4.8.7.1. Three Projects
4.8.8. Central, Eastern, and Southern Africa
4.8.8.1. Three Projects
4.8.9. Asia
4.8.9.1. One Project
4.9. NGO Strategy and Management
4.9.1. Introduction
4.9.2. Manage an NGO
4.9.3. Strategic Planning of an NGO
4.9.3.1. What Is It?
4.9.3.2. How Is It Done?
4.9.4. Managing the Quality of the NGO
4.9.4.1. Quality and Commitment
4.9.5. Stakeholders
4.9.5.1. Stakeholder Relationship
4.9.6. NGO Social Responsibility
4.9.7. Third-Party Ethical Risk
4.9.8. Relationship between NGOs and the Private Sector
4.9.9. Transparency and Accountability
4.9.10. Conclusions
4.10. National and International NGOs
4.10.1. National NGOs
4.10.1.1. Main Projects
4.10.2. International NGOs
4.10.2.1. Main Projects
4.10.3. UNHCR
4.10.3.1. History
4.10.3.2. Objectives
4.10.3.3. Main Work Areas
4.10.4. Mercy Corps
4.10.4.1. Who are They?
4.10.4.2. Objectives
4.10.4.3. Work Areas
4.10.5. International Plan
4.10.5.1. Who are They?
4.10.5.2. Objectives
4.10.5.3. Main Areas of Work
4.10.6. Doctors without Borders
4.10.6.1. Who are They?
4.10.6.2. Objectives
4.10.6.3. Work Areas
4.10.7. Ceres
4.10.7.1. Who are they?
4.10.7.2. Objectives
4.10.7.3. Main Areas of Work
4.10.8. Oxfam
4.10.9. UNICEF
4.10.10. *Save the children*

A unique, key, and decisive educational experience to boost your professional development"

05

Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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:

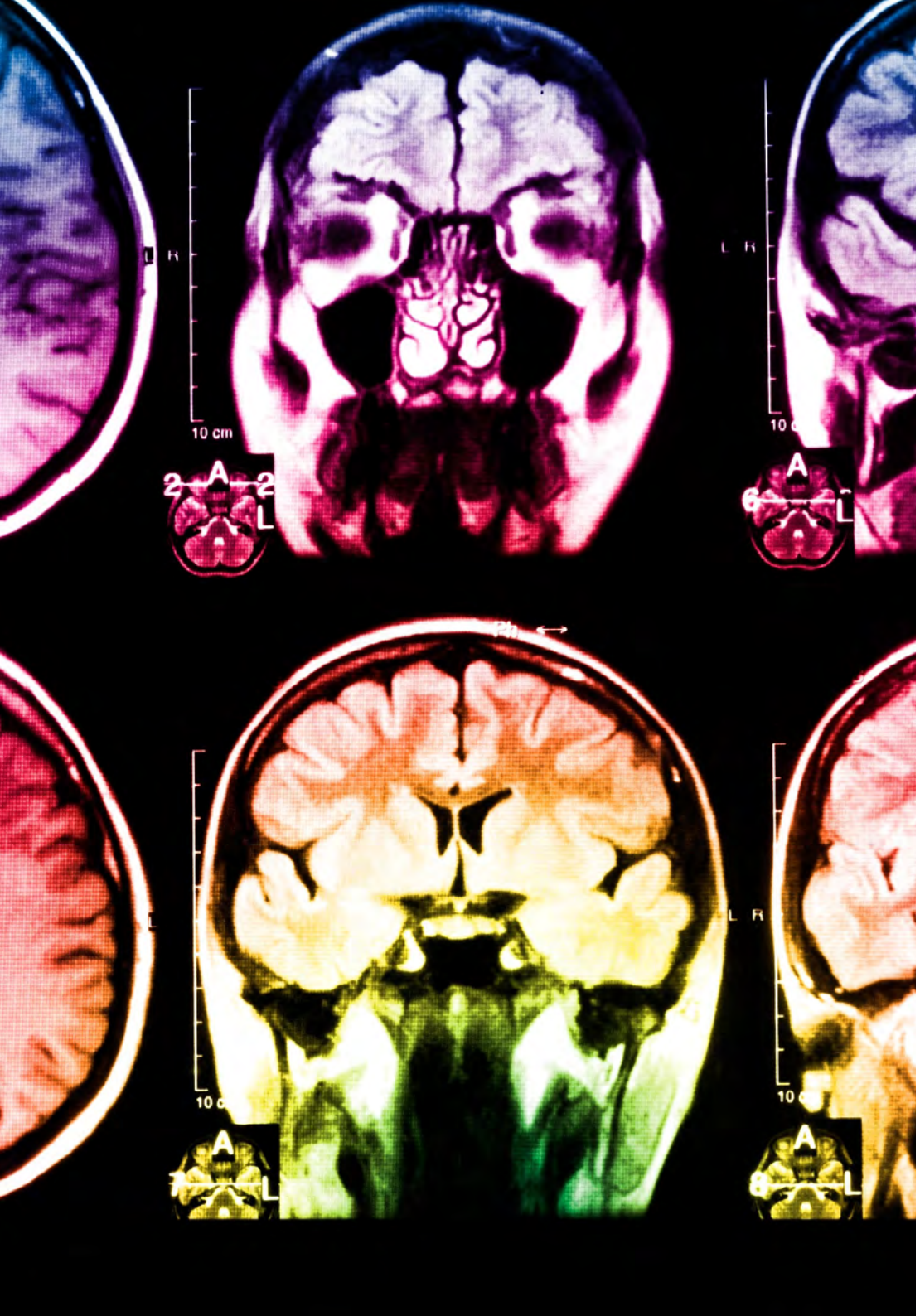
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

The overall score obtained by 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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

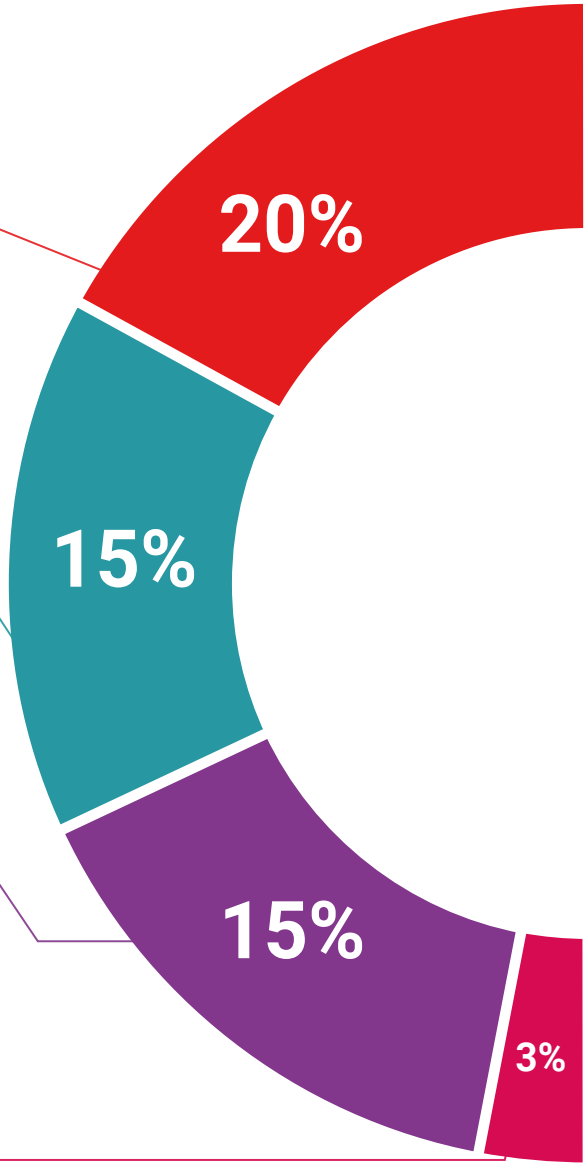
Interactive Summaries

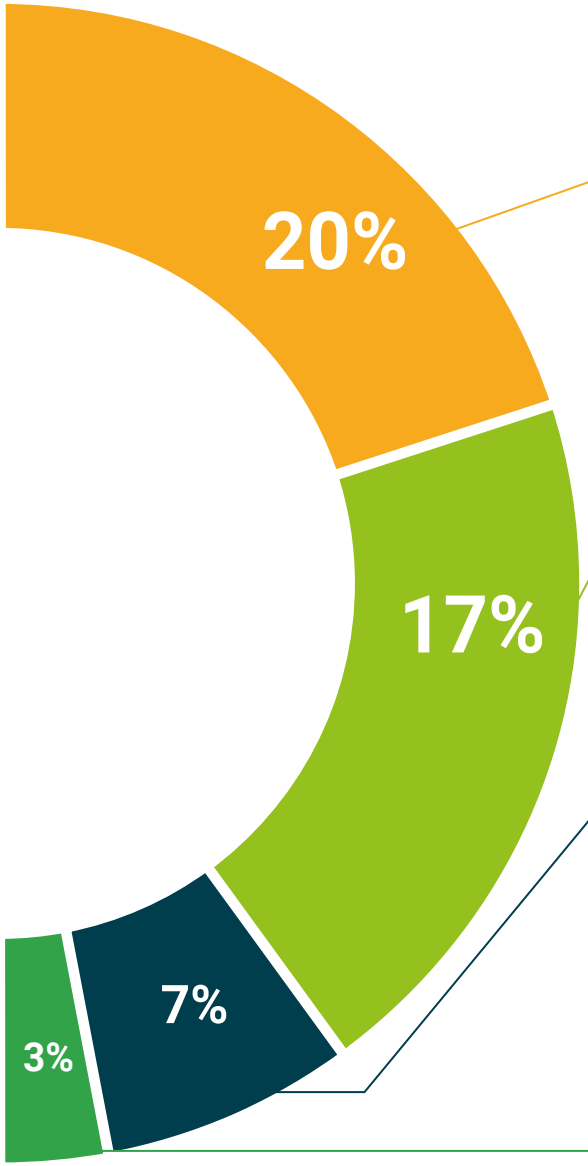
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system 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 your 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.

06

Certificate

This Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects** 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** title 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: **Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**

tech global university

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

Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects

This is a program of 600 hours of duration equivalent to 24 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
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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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Postgraduate Diploma

Management, Design and Assessment Of International Development Cooperation Projects

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Management, Design and Assessment of International Development Cooperation Projects

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