

Postgraduate Certificate

Local, Regional and International
Cooperation and Solidarity



Postgraduate Certificate Local, Regional and International Cooperation and Solidarity

- » Modality: **online**
- » Duration: **12 weeks**
- » Certificate: **TECH Global University**
- » Credits: **12 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: www.techtute.com/us/humanities/postgraduate-certificate/local-regional-international-cooperation-solidarity

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01

Introduction

NGOs are always on the lookout for new ways to address the problems they face, adapting to changes in the environment in which they operate. This requires the adoption of new technologies, collaborations with new partners or the re-evaluation of existing strategies. For this reason, it is highly valuable for these organizations to have professionals up-to-date in their innovative management, something that is possible with this program. Through it, students will learn about the diversity of NGOs and their areas of work, establishing both the sources and the tools for the implementation of International Development Cooperation projects. This specialization can be taken from anywhere, with the participation of renowned teachers.





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Get up to date in Local, Regional and International Cooperation and Solidarity with the best guarantees thanks to this program”

NGOs face increasing challenges in their day-to-day activities that they must effectively address in order to achieve their goals with their target communities. These range from fundraising to the complexity and diversity of the problems they address. In addition, economic uncertainty, political conflicts and humanitarian crises can cause donors to re-evaluate their priorities and decrease their support to these organizations.

All the more reason why it is imperative for NGOs to bet on innovative strategies that allow them to maintain a good state of health in terms of operation and achievement of objectives. In fact, Humanities professionals have the opportunity to contribute to this purpose thanks to this program. Through this program, they will be able to take a complete tour of the general lines and the effective management of an NGO, adapting to the specificities of each of its lines of work. In addition, it will examine the different types that exist and their purposes.

All this will be possible through an attractive online modality in which the academic cycle will revolve around students, adapting to their specificities so that they can combine the specialization with their professional activity. In addition, by accessing the Virtual Campus, you will benefit from advanced lessons designed by a teaching team that has become a referent in Local, Regional and International Cooperation and Solidarity.

This **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical cases presented by experts in and Local, Regional and International Solidarity International Development Cooperation
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Excel in the effective and innovative management of an NGO with the competencies you will develop during your educational experience”

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Become a referent in the tools that will allow you to successfully achieve the objectives of the International Cooperation for Development projects”

Benefit from an educational methodology that makes the academic cycle revolve around you so that you can specialize in Local, Regional and International Cooperation and Solidarity without giving up or adapting your professional activity.

You will design advanced plans of International Cooperation for Development with a gender perspective.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

The objectives of this program are focused on the development of valuable up-to-date competences that will allow students to develop proficiency in all aspects related to Local, Regional and International Cooperation and Solidarity. In this way, they will be positioned as referents in the elements inherent to the management of any type of NGO, which will put them in a position to lead them towards the achievement of their objectives.





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Achieve full mastery of the latest tools that will allow you to optimize the operation of an NGO through these objectives”



General Objectives

- ♦ Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- ♦ Provide students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on sustainability processes involved in both economic and social aspects
- ♦ Improve professional performance and develop strategies of adaptation and resolution to the problems of today's world through 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



Boost the strategic planning of an NGO after just 360 hours of specialization”





Specific Objectives

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

A team of professors with a multidisciplinary profile has been in charge of designing the contents with which students will develop throughout the Postgraduate Certificate. In fact, these experts in Local, Regional and International Cooperation and Solidarity have led development programs in vulnerable communities around the world, which is why they will use all this experience in the resources that students will find in the Virtual Campus.





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Succeed with the best experts in International Cooperation for Development and benefit from their extensive experience in different NGOs”

International Guest Director

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

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

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

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



Mr. Sasin, Piotr

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

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

Guest Director



Ms. Rodríguez Arteaga, Carmen

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

Management



Ms. Romero Mateos, María del Pilar

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

Professors

Ms. Flórez Gómez, Mercedes

- ♦ Specialist in International Cooperation in Iberoamerica
- ♦ Director of the CFCE in Montevideo
- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ Advanced Diploma in South Cooperation
- ♦ Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- ♦ MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- ♦ MSc in Information and Documentation from the Antonio de Nebrija University
- ♦ Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)

Ms. Ramos Rollon, Marisa

- ♦ Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ♦ Coordinator of the department of Democratic Governance in the Eurosocial program
- ♦ Full Professor of Political Science at UCM
- ♦ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ♦ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

Ms. Sánchez Garrido, Araceli

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

Mr. Cano Corcuera, Carlos

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

Ms. Córdoba, Cristina

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

04

Structure and Content

By enrolling in this Postgraduate Certificate, students will witness how the combination of high pedagogical rigor, the highest academic demands and the latest educational technology will drive their progress in the program. In this sense, they will enjoy a teaching period in which Relearning will be the methodological foundation. Based on this innovative method promoted by TECH, you will successfully internalize any of the concepts taught, as they will be offered in a directed and reiterated manner based on multiple multimedia resources.





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See how the combination of a high pedagogical rigor, the highest academic standards and the latest educational technology will help you internalize the concepts related to Local, Regional and International Cooperation and Solidarity”

Module 1. International Development Cooperation

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is the International Development Cooperation?
 - 1.1.3. Objectives and Purpose of International Development Cooperation
 - 1.1.4. Goals of the Spanish International Development Cooperation
 - 1.1.5. Evolution of the Spanish International Development Cooperation
 - 1.1.6. Origins and Historical Evolution of International Cooperation
 - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
 - 1.1.8. The Processes of Decolonization in the Postwar Years
 - 1.1.9. Crisis of the International Development Cooperation
 - 1.1.10. Changes in the Conception of International Development Cooperation
 - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
 - 1.2.1. Introduction
 - 1.2.2. Main Tools of International Development Cooperation
 - 1.2.2.1. Development Cooperation
 - 1.2.2.2. Development Education
 - 1.2.2.3. Technical Assistance, Training and Research
 - 1.2.2.4. Humanitarian Action
 - 1.2.3. Other Cooperation Tools
 - 1.2.3.1. Economic Cooperation
 - 1.2.3.2. Financial Help
 - 1.2.3.3. Scientific and Technological Cooperation
 - 1.2.3.4. Food Aid
 - 1.2.4. Modalities of the International Development Cooperation
 - 1.2.5. Types of Modalities
 - 1.2.5.1. Modality According to the Origin of the Funds
 - 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
 - 1.2.6.1. Bilateral
 - 1.2.6.2. Multilateral
 - 1.2.6.3. Decentralized Cooperation
 - 1.2.6.4. Non-Governmental Cooperation
 - 1.2.6.5. Business Cooperation
 - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
 - 1.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds
 - 1.2.9. Other Cooperation Tools Co-Development
 - 1.2.9.1. Co-Development Interventions
 - 1.2.10. Bibliography
- 1.3. Multilateral Organizations
 - 1.3.1. The International Development Cooperation System
 - 1.3.2. International Development Cooperation Stakeholders
 - 1.3.3. Stakeholders in the Official Development Assistance System
 - 1.3.4. Definitions of Relevant International Organizations (IOs)
 - 1.3.5. Characteristics of International Organizations
 - 1.3.5.1. Types of International Organisations
 - 1.3.6. Advantages of Multilateral Cooperation
 - 1.3.7. Contributions of International Organizations to the Multilateral System
 - 1.3.8. Multilateral Financial Institutions (MFIs)
 - 1.3.8.1. Characteristics of MFIs
 - 1.3.8.2. Composition of MFIs
 - 1.3.8.3. Types of MFIs
 - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
 - 1.4.1. Introduction
 - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
 - 1.4.3. Multilateral Financial Institutions
 - 1.4.4. The International Monetary Fund
 - 1.4.5. United States Agency for International Development USAID
 - 1.4.5.1. Who are They?
 - 1.4.5.2. The History of USAID
 - 1.4.5.3. Intervention Sectors
 - 1.4.6. The European Union
 - 1.4.6.1. Objectives of the EU
 - 1.4.6.2. General Objectives of EU External Action

- 1.4.7. Non-Financial Multilateral Institutions
 - 1.4.7.1. List of Non-Financial Multilateral Institutions
 - 1.4.7.2. Actions of Multilateral Institutions
 - 1.4.7.3. Non-Financial
- 1.4.8. United Nations Organization
- 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
 - 1.5.1. Introduction
 - 1.5.2. Action and Management Challenges for Spanish Cooperation
 - 1.5.3. What Is a Master Plan?
 - 1.5.3.1. Spanish Cooperation Master Plan
 - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
 - 1.5.4. Goals of the Master Plan
 - 1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
 - 1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
 - 1.5.6. The 2030 Agenda
 - 1.5.6.1. What Is Agenda 2030?
 - 1.5.6.2. Development of Agenda 2030
 - 1.5.6.3. General Specifications
 - 1.5.6.4. Implementation of Agenda 2030
 - 1.5.7. Bibliography
- 1.6. Humanitarian Action
 - 1.6.1. Introduction
 - 1.6.2. Humanitarian Aid in the International Context
 - 1.6.3. Tendencies in Humanitarian Action
 - 1.6.4. Main Goals of Humanitarian Action
 - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
 - 1.6.6. AECID and Humanitarian Action
 - 1.6.7. The Financing of Humanitarian Action and Its Evolution
 - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.9. Summary
 - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. What Is the Gender Approach?
 - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.7.4. Gender Approaches in International Development Cooperation
 - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
 - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
 - 1.7.7. Priority Equality Goals in International Development Cooperation
 - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
 - 1.7.9. Gender Mainstreaming Guide
 - 1.7.10. Bibliography
- 1.8. Focus on Human Rights In International Development Cooperation
 - 1.8.1. Introduction
 - 1.8.2. Human Rights
 - 1.8.3. Human Rights Approach to Development Cooperation
 - 1.8.4. How the Human Rights Approach Emerged
 - 1.8.5. Elements that the Human Rights Approach Contributes to the International Development Cooperation
 - 1.8.5.1. New Frame of Reference: International Human Rights Standards
 - 1.8.5.2. New Look at Capacity Building
 - 1.8.5.3. Participation in Public Policy
 - 1.8.5.4. Accountability
 - 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
 - 1.8.7. Challenges in Project Identification and Formulation
 - 1.8.8. Challenges in Project Execution
 - 1.8.9. Challenges in Project Monitoring and Assessment
 - 1.8.10. Bibliography

- 1.9. Human Mobility and Migration
 - 1.9.1. Introduction
 - 1.9.2. Migration
 - 1.9.2.1. First Human Movements
 - 1.9.2.2. Types of Migrations
 - 1.9.2.3. Causes of Migrations
 - 1.9.3. Migratory Processes in the Era of Globalization
 - 1.9.3.1. Improved Living Conditions
 - 1.9.3.2. Vulnerability and Migration
 - 1.9.4. Human Safety and Conflict
 - 1.9.5. Challenges of the International Asylum System
 - 1.9.6. The OHCHR
 - 1.9.7. Human Rights Based Migration Strategy
 - 1.9.8. Bibliography

Module 2. NGOs and Local, Regional and International Solidarity

- 2.1. NGOs
 - 2.1.1. Introduction
 - 2.1.2. Meaning of the Acronym NGO
 - 2.1.3. What Is an NGO
 - 2.1.3.1. Definition and Concept
 - 2.1.4. NGO Conditions
 - 2.1.5. History and Evolution of NGOs
 - 2.1.5.1. When and How Are they Born?
 - 2.1.6. Functions of NGOs
 - 2.1.7. NGO Financing
 - 2.1.7.1. Public Funds
 - 2.1.7.2. Private Funds
 - 2.1.8. Types of NGO
 - 2.1.9. Operation of an NGO
 - 2.1.10. The Work of NGOs





- 2.2. Types of NGO
 - 2.2.1. Introduction
 - 2.2.2. Ranking of NGOs Worldwide
 - 2.2.2.1. Types of Classification
 - 2.2.3. Types of NGOs According to Their Orientation
 - 2.2.3.1. How Many Types According to Their Orientation Are There?
 - 2.2.4. Charitable NGOs
 - 2.2.5. Service NGOs
 - 2.2.6. Participatory NGOs
 - 2.2.7. Advocacy NGOs
 - 2.2.8. Types of NGOs According to Their Field of Action
 - 2.2.8.1. Fields
 - 2.2.9. Community-Based NGOs
 - 2.2.10. Citizen NGOs
 - 2.2.11. National NGOs
 - 2.2.12. International NGOs
- 2.3. NGOs: Development and Solidarity
 - 2.3.1. Introduction
 - 2.3.2. Changes in International Development Cooperation and Its Relationship with NGOs
 - 2.3.2.1. Main Lines
 - 2.3.3. The "Third World" and NGOs
 - 2.3.4. The Humanitarian Era From Intervention to the Global Village
 - 2.3.4.1. Doctors Without Borders, Doctors of the World, etc
 - 2.3.5. Movements against the Third World
 - 2.3.6. NGOs and Science
 - 2.3.6.1. Scientific Research
 - 2.3.7. The NGO Workforce
 - 2.3.8. Ideological Biases of NGOs
 - 2.3.9. Conclusions

- 2.4. NGO Legislation
 - 2.4.1. What Type of Legislation is Applicable for NGOs
 - 2.4.1.1. Introduction
 - 2.4.2. Specific Laws
 - 2.4.3. Generic Laws
 - 2.4.4. State Regulations
 - 2.4.4.1. Types of Laws and Decrees
 - 2.4.5. Autonomous Community Standards
 - 2.4.5.1. Introduction
 - 2.4.6. Andalusian Autonomous Regulation
 - 2.4.7. Canary Islands Autonomous Regulation
 - 2.4.8. Catalonia Autonomous Regulation
 - 2.4.9. Basque Country Autonomous Regulations
 - 2.4.10. Obligations of the Associations
- 2.5. Types of Existing Associations
 - 2.5.1. Introduction
 - 2.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
 - 2.5.3. Youth Associations
 - 2.5.3.1. Definition and Concept
 - 2.5.4. Legislation of Youth Associations
 - 2.5.5. Main Characteristics of Youth Associations
 - 2.5.6. Coordinators
 - 2.5.6.1. Definition and Concept
 - 2.5.6.2. Objectives
 - 2.5.7. Characteristics of Coordinators
 - 2.5.8. Federations
 - 2.5.8.1. Definition and Concept
 - 2.5.9. Characteristics and Objectives of the Federations
 - 2.5.10. Types of Federations
- 2.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
 - 2.6.1. Introduction
 - 2.6.2. Spanish Agency for International Development Cooperation (AECID)
 - 2.6.2.1. Meaning of the Acronym
 - 2.6.3. Definition and Concept
 - 2.6.4. Objectives
 - 2.6.5. Mission
 - 2.6.5.1. Vision of the Agency
 - 2.6.6. Structure
 - 2.6.7. AECID Technical Offices
 - 2.6.8. Cooperation Modalities and Tools
 - 2.6.9. Development Promotion Fund
 - 2.6.10. Conclusions
- 2.7. AECID Cooperation Sectors
 - 2.7.1. Introduction
 - 2.7.2. Water and Sanitation
 - 2.7.2.1. How Do They Work?
 - 2.7.3. Economic Growth
 - 2.7.3.1. How Do They Work?
 - 2.7.4. Culture and Science
 - 2.7.4.1. How Do They Work?
 - 2.7.5. Gender
 - 2.7.5.1. How They Work
 - 2.7.6. Educational
 - 2.7.6.1. How Do They Work?
 - 2.7.7. Rural Development, Food Security and Nutrition
 - 2.7.7.1. How Do They Work?
 - 2.7.8. Democratic Governance
 - 2.7.8.1. How Do They Work?
 - 2.7.9. Environment and Climate Change
 - 2.7.9.1. How Do They Work?
 - 2.7.10. Health
 - 2.7.10.1. How Do They Work?

- 2.8. Countries Where AECID Cooperates
 - 2.8.1. Introduction
 - 2.8.2. Geographic Priorities
 - 2.8.2.1. What are they?
 - 2.8.3. Countries and Territories of Association
 - 2.8.3.1. Present and Future
 - 2.8.4. Latin America
 - 2.8.4.1. 12 Projects
 - 2.8.5. Caribbean
 - 2.8.6. North Africa and the Middle East
 - 2.8.6.1. 4 Projects
 - 2.8.7. West Sub-Saharan Africa
 - 2.8.7.1. Three Projects
 - 2.8.8. Central, Eastern, and Southern Africa
 - 2.8.8.1. Three Projects
 - 2.8.9. Asia
 - 2.8.9.1. One Project
- 2.9. NGO Strategy and Management
 - 2.9.1. Introduction
 - 2.9.2. Manage an NGO
 - 2.9.3. Strategic Planning of an NGO
 - 2.9.3.1. What Is It?
 - 2.9.3.2. How Is It Done?
 - 2.9.4. Managing the Quality of the NGO
 - 2.9.4.1. Quality and Commitment
 - 2.9.5. Stakeholders
 - 2.9.5.1. Stakeholder Relationship
 - 2.9.6. NGO Social Responsibility
 - 2.9.7. Third-Party Ethical Risk
 - 2.9.8. Relationship between NGOs and the Private Sector
 - 2.9.9. Transparency and Accountability
 - 2.9.10. Conclusions
- 2.10. National and International NGOs
 - 2.10.1. National NGOs
 - 2.10.1.1. Main Projects
 - 2.10.2. International NGOs
 - 2.10.2.1. Main Projects
 - 2.10.3. UNHCR
 - 2.10.3.1. History
 - 2.10.3.2. Objectives
 - 2.10.3.3. Main Work Areas
 - 2.10.4. Mercy Corps
 - 2.10.4.1. Who are They?
 - 2.10.4.2. Objectives
 - 2.10.4.3. Work Areas
 - 2.10.5. International Plan
 - 2.10.5.1. Who are They?
 - 2.10.5.2. Objectives
 - 2.10.5.3. Main Areas of Work
 - 2.10.6. Doctors without Borders
 - 2.10.6.1. Who are They?
 - 2.10.6.2. Objectives
 - 2.10.6.3. Work Areas
 - 2.10.7. Ceres
 - 2.10.7.1. Who are They?
 - 2.10.7.2. Objectives
 - 2.10.7.3. Main Areas of Work
 - 2.10.8. Oxfam Intermón
 - 2.10.9. UNICEF
 - 2.10.10. Save the Children

05

Methodology

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

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



“

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

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning. Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



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.



Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Interactive Summaries

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

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



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



06

Certificate

The Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity** 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 Certificate in Local, Regional and International Cooperation and Solidarity**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate

Local, Regional and International
Cooperation and Solidarity

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Local, Regional and International
Cooperation and Solidarity

