

Postgraduate Diploma Cooperation Project and NGO Management for Development





Postgraduate Diploma Cooperation Project and NGO Management for Development

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

Website: www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-cooperation-project-ngo-management-development

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 28

06

Certificate

p. 36

01

Introduction

The complexity of International Development Cooperation projects is manifested. Not only do they involve collaboration between different actors, but they also entail the implementation of long-term development strategies in contexts with multiple and constantly changing variables. This is why professionals fully specialized in the management of these initiatives are needed, and this program is a great opportunity. Through it, the student will obtain advanced skills in the design of effective strategies that promote social transformations, as well as the adoption of public policies that guarantee Human Rights in vulnerable communities. All this based on a convenient online format that contains an extensive catalog of resources on this subject.





“

*Become an expert in the Cooperation
Project and NGO Management
for Development with all the guarantees
thanks to TECH"*

There are well known cases of International Development Cooperation projects that have encountered cultural, social and political challenges, affecting their viability and acceptance by the local community. In this sense, the lack of understanding of the needs, customs and ways of life of these cultures can lead to the implementation of solutions that are not appropriate for their specific context, which reduces the impact of the initiative.

In this context, it is essential that the strategies developed within these projects be truly effective, based on a thorough study of the cultural, religious or political context. For this reason, programs such as this Postgraduate Diploma are essential, which provides the Humanities professional with everything they need for the diligent management of Cooperation projects based on criteria of effectiveness, to the benefit of the target communities.

Through it, he will develop a comprehensive specialization with which they will undertake a journey through the evolution and current state of the debates on development programs, as well as the techniques, trends and projects that are required in International Cooperation. Likewise, they will delve into the importance of Social Communication or the varied and challenging areas of work of NGOs.

Of course, a complete updating opportunity that will boost the graduate's professional career. They will only need a device with Internet connection, with which they will be able to consult the advanced academic materials that TECH has prepared for them at any time of the day

This **Postgraduate Diploma in Cooperation Project and NGO Management for Development** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in Health Cooperation Project and NGO Management for Development
- ♦ 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 assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Get to know the functioning of an NGO to analyze how to maximize its results in its different areas of work"

“

Get updated on Social Communication strategies that strengthen the Right to Information or Freedom of Expression in developing countries”

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

Lead the management of projects carried out by any type of NGO after only 600 hours of specialization in which you will deepen in an extensive catalog of interactive resources.

Specialize from anywhere thanks to content designed by teachers with extensive experience in the Cooperation Project and NGO Management for Development.



02 Objectives

The objectives of this Postgraduate Diploma will provide, based on a highly comprehensive perspective, a successful acquisition of the most advanced skills on Cooperation Project and NGO Management for Development. In this way, the graduate's skills will be perfected in the management cycle of a development project, carrying out different research and work methods to promote changes that benefit vulnerable communities.



“

Boost your career by examining strategies with the potential to achieve social transformations and public policies that guarantee Human Rights in vulnerable communities"



General Objectives

- ♦ Provide students with advanced training in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the competencies and skills necessary to obtain a qualification as a solidarity professional
- ♦ 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 bases of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law



Develop advanced skills as a social communicator, acting at different levels of development projects"





Specific Objectives

Module 1. International Development Cooperation

- ♦ Know different methods of research in International Development Cooperation
- ♦ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- ♦ Know the evolution and status of current debates on development
- ♦ Become familiar 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

Module 2. Design, Monitoring and Assessment of International Development Cooperation Projects

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

Module 3. Social and Transformative Communication

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

Module 4. NGOs 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

Always with the aim of offering the best possible specialization to the student, TECH bets in each program for a teaching staff that has a proven and extensive experience in the area under study. And this has been done with great guarantees in this Postgraduate Diploma, in which the student will be nourished by the professional background of versed experts who have coordinated and led major projects of International Cooperation for Development around the world.



“

Reach success with the keys that will provide you with experts of extensive experience who have coordinated and led development projects around the world"

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ♦ Liaison Advisor for the 2030 Agenda in AECID
- ♦ 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. 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 Development Interventions
- ♦ General Coordinator of the Spanish Cooperation in the Dominican Republic
- ♦ General Coordinator of the Spanish Cooperation in Mexico
- ♦ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ♦ Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc

Ms. 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

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)

Dr. 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 Eurosocal program
- ♦ Full Professor of Political Science at UCM
- ♦ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ♦ Professor of Political Science at the University of Salamanca
- ♦ 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

04

Structure and Content

The syllabus of this Postgraduate Diploma has a differential feature: it contains the most updated syllabus on the market on the Cooperation Project and NGO Management for Development. Additionally, TECH offers students a truly flexible academic experience in which they will be immersed in an individualized educational itinerary that revolves around them. Therefore, the concepts on which they will deepen will have a very practical component in their career thanks to *Relearning*, which allows them to internalize them more effectively and durability based on its reiteration.



“

Inquire into the keys to the Cooperation Project and NGO Management for Development with just a computer or Tablet"

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
 - 1.2.5.1.1. 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. Corporate Cooperation
 - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
 - 1.2.8. Depending on 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 Organismos multilaterales
 - 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. The Financing of Humanitarian Action and Its Evolution
 - 1.6.7. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.8. Summary
 - 1.6.9. 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 the Spanish 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. Design, Monitoring and Assessment of International Development Cooperation Projects

- 2.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
 - 2.1.1. Introduction
 - 2.1.2. Meaning of the Project
 - 2.1.3. Types of Projects
 - 2.1.4. The Project Cycle
 - 2.1.5. Steps to Elaborate a Project
 - 2.1.6. Identification
 - 2.1.7. Design
 - 2.1.8. Execution and Follow-Up
 - 2.1.9. Assessment
 - 2.1.10. Bibliography
- 2.2. The Logical Framework Approach
 - 2.2.1. Introduction
 - 2.2.2. What Is the Logical Framework Approach?
 - 2.2.3. Approaches to the Method
 - 2.2.4. Definitions of the Method
 - 2.2.5. Steps of the Method
 - 2.2.6. Conclusions
 - 2.2.7. Bibliography



- 2.3. Project Identification According to LFA I
 - 2.3.1. Introduction
 - 2.3.2. Participation Analysis
 - 2.3.3. Criteria for the Selection of Project Beneficiaries
 - 2.3.4. Outline of the Results of the Participation Analysis
 - 2.3.5. Difficulties in Participation Analysis
 - 2.3.6. Golden Rule of Participation Analysis
 - 2.3.7. Case Study
 - 2.3.7.1. Diseases in the Montecito Community
 - 2.3.7.2. Participation Analysis
 - 2.3.8. Bibliography
 - 2.4. Project Identification According to LFA II
 - 2.4.1. Introduction
 - 2.4.2. Analysis of the Problems
 - 2.4.3. How the Problem Tree Arises
 - 2.4.4. Steps to Elaborate a Problem Tree
 - 2.4.5. Problems in the Elaboration of a Problem Tree
 - 2.4.6. Conclusions
 - 2.4.6.1. Analysis of objectives
 - 2.4.6.2. Problem Tree
 - 2.4.7. Bibliography
 - 2.5. Project Identification According to LFA III
 - 2.5.1. Analysis of Alternatives
 - 2.5.2. How to Conduct the Analysis of Alternatives
 - 2.5.3. Criteria for Evaluating Alternatives
 - 2.5.4. Sequence for Conducting the Analysis of Alternatives
 - 2.5.5. Conclusions
 - 2.5.6. Bibliography
 - 2.6. The Logical Framework Approach to Project Design
 - 2.6.1. Introduction
 - 2.6.2. Planning Matrix
 - 2.6.2.1. Vertical Logic
 - 2.6.2.2. Horizontal Logic
 - 2.6.3. Origin of the Planning Matrix
 - 2.6.4. Composition of the Planning Matrix
 - 2.6.5. Contents of the Planning Matrix
 - 2.6.6. Bibliography
 - 2.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
 - 2.7.1. Introduction
 - 2.7.2. What Is Viability?
 - 2.7.3. Feasibility Factors
 - 2.7.4. Assessment
 - 2.7.5. Types of evaluations
 - 2.7.6. Assessment Criteria
 - 2.7.7. Design of Assessment
 - 2.7.8. Assessment Indicators
 - 2.7.9. Data Collection and Analysis Tools
 - 2.7.10. Collection of Information
 - 2.7.11. Bibliography
 - 2.8. The Logical Framework Approach to Project Design II: Practical Cases
 - 2.8.1. Introduction
 - 2.8.2. Case Study Presentation
 - 2.8.2.1. Diseases in the Montecito Community
 - 2.8.3. Annexes
 - 2.8.4. Bibliography
- Module 3. Social and Transformative Communication**
- 3.1. Fundamentals of Communication
 - 3.1.1. Introduction
 - 3.1.2. What Is Communication?
 - 3.1.2.1. Concept and Definition
 - 3.1.3. Objectives, Audiences and Messages
 - 3.1.4. Right to Information and Communication
 - 3.1.4.1. Freedom of Speech
 - 3.1.5. Access and Participation

- 3.1.6. Brief Overview of the Media According to Typology
 - 3.1.6.1. Written Press
 - 3.1.6.2. Radio
 - 3.1.6.3. Television
 - 3.1.6.4. Internet and Social Networks
- 3.1.7. Conclusions
- 3.2. Communication and Power in the Digital Age
 - 3.2.1. What Is Power?
 - 3.2.1.1. Power in the Global Era
 - 3.2.2. Fake News, Control and Leaks
 - 3.2.3. Publicly Owned Media
 - 3.2.4. Commercial Media
 - 3.2.4.1. Large Conglomerates in Europe
 - 3.2.4.2. Large Conglomerates in Latin America
 - 3.2.4.3. Other Conglomerates
 - 3.2.5. Alternative Media
 - 3.2.5.1. Evolution of the Alternative Media in the Spanish State
 - 3.2.5.2. Current Trends
 - 3.2.5.3. The Problem of Financing
 - 3.2.5.4. Professional Journalism/Activist Journalism
 - 3.2.6. Initiatives for the Democratization of Communication
 - 3.2.6.1. Examples in Europe
 - 3.2.6.2. Examples in Latin America
 - 3.2.7. Conclusions
- 3.3. Communication and International Cooperation
 - 3.3.1. Social Communication
 - 3.3.1.1. Concept
 - 3.3.1.2. Themes
 - 3.3.2. Stakeholders: Associations and Research Centers
 - 3.3.2.1. Social Movements
 - 3.3.3. Collaboration and Exchange Networks
 - 3.3.4. Cooperation, Education for Social Transformation and Communication
 - 3.3.4.1. Types of Communication from NGOs
 - 3.3.5. Code of Conduct
 - 3.3.5.1. Social Marketing
 - 3.3.6. Educommunication
 - 3.3.7. Working with Alternative Media
 - 3.3.8. Working with Publicly Owned Media and Commercial Media
 - 3.3.9. Communication and Cooperation in Times of Crisis
 - 3.3.9.1. Technical and Labor Impacts
 - 3.3.9.2. Impacts on Social Movements
 - 3.3.10. Tensions between Professional Journalism and Activist Journalism
- 3.4. Communication and Gender Equality
 - 3.4.1. Introduction
 - 3.4.2. Key Concepts
 - 3.4.3. Women in the Media
 - 3.4.3.1. Representation and Visibility
 - 3.4.4. Media Production and Decision Making
 - 3.4.5. The Beijing Platform for Action (Chapter J)
 - 3.4.6. Feminist Communication and Inclusive Language
 - 3.4.6.1. Basic Concepts
 - 3.4.7. How to Identify and Avoid Stereotypes
 - 3.4.8. Guidelines, Best Practices
 - 3.4.9. Examples of Initiatives
 - 3.4.10. Conclusions
- 3.5. Communication and Sustainable Development
 - 3.5.1. The Sustainable Development Goals (SDGs)
 - 3.5.1.1. Proposal and Limits
 - 3.5.2. The Anthropocene
 - 3.5.2.1. Climate Change and Human Development
 - 3.5.3. Communication about "Natural Disasters" from NGOs
 - 3.5.3.1. Regular Coverage in the Mass Media
 - 3.5.4. Advocacy Possibilities from NGOs
 - 3.5.5. Environmental Defenders in Latin America
 - 3.5.5.1. The Data: Threats and Deaths
 - 3.5.6. How Can NGOs Communicate the Work of Human Rights Defenders?
- 3.6. Communication and Migrations
 - 3.6.1. Introduction
 - 3.6.2. Key Concepts and Data

- 3.6.3. Hate Speech and Its Foundations
 - 3.6.3.1. Dehumanization and Victimization
- 3.6.4. Necropolitics
- 3.6.5. Regular Coverage in the Mass Media
- 3.6.6. Social Networks, WhatsApp and Hoaxes
- 3.6.7. Advocacy Possibilities from NGOs
 - 3.6.7.1. How to Recognize Prejudice
 - 3.6.7.2. Overcoming Eurocentrism
- 3.6.8. Best Practices and Guidelines on Communication and Migration
- 3.6.9. Conclusions
- 3.7. Communication and Peace Building
 - 3.7.1. Introduction
 - 3.7.2. Peace Journalism vs. War Journalism
 - 3.7.2.1. Features
 - 3.7.3. Brief Historical Review of Warmongering
 - 3.7.4. Communication on Armed Conflicts and Peace Processes
 - 3.7.5. Journalists in Armed Conflicts
 - 3.7.6. Possibilities for NGOs
 - 3.7.6.1. Shifting Our Focus to the Solution
 - 3.7.7. Research and Guidelines
- 3.8. Educommunication for Walking
 - 3.8.1. Introduction
 - 3.8.2. Pedagogy and Popular Education
 - 3.8.3. Media Literacy
 - 3.8.4. Educommunication Projects
 - 3.8.4.1. Features
 - 3.8.4.2. Agents
 - 3.8.5. Mainstreaming Communication for Social Change
 - 3.8.5.1. The Communication Component in Other Projects
 - 3.8.6. The Importance of Internal Communication in NGOs
 - 3.8.7. Communication to Members and Collaborators
 - 3.8.8. Conclusions
- 3.9. Digital Culture and Development NGOs
 - 3.9.1. Introduction
 - 3.9.2. Paradigm Shifts and New Spaces
 - 3.9.2.1. Characteristics and Main Agents and Networks
 - 3.9.3. The Tyranny of the Click
 - 3.9.4. The Imposition of Brevity
 - 3.9.5. Citizen Participation in Digital Society
 - 3.9.5.1. Changes in Solidarity and Activism in the Digital Culture
 - 3.9.6. Promote the Participation of NGOs in Digital Spaces
 - 3.9.7. Indicators of Communication 2.0 in NGOs
 - 3.9.8. Conclusions
- 3.10. In Practice
 - 3.10.1. Introduction
 - 3.10.2. Elaboration of Organizational Communication Plans
 - 3.10.2.1. Communication Plan Introduction
 - 3.10.3. Project and Action Communication Plans
 - 3.10.4. Basic Contents and Common Errors in Web Pages
 - 3.10.5. Social Media Publishing Plans
 - 3.10.6. Crisis Management and Unplanned Aspects in Social Networks
 - 3.10.7. Subject, Verb and Predicate
 - 3.10.7.1. Recalling Notions
 - 3.10.8. Conclusions

Module 4. NGOs 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. Functioning of a ONG
- 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 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

“*Enroll now and enjoy the most updated syllabus you will find in the market on all aspects related to development projects and the work of NGOs*”

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.

“

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 Diploma in Cooperation Project and NGO Management for Development 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 Cooperation Project and NGO Management for Development** 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 Cooperation Project and NGO Management for Development**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



*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.

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 Diploma Cooperation Project and NGO Management for Development

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

Postgraduate Diploma

Cooperation Project and NGO Management for Development

