

# Postgraduate Certificate

Design, Monitoring and Assessment  
of International Development  
Cooperation Projects





## Postgraduate Certificate

### Design, Monitoring and Assessment of International Cooperation Projects

Course Modality: **Online**

Duration: **12 weeks**

Endorsed by: **TECH Technological University**

Official N° of hours: **300 h.**

Website: [www.techtute.com/medicine/postgraduate-certificate/design-monitoring-assessment-international-cooperation-projects](http://www.techtute.com/medicine/postgraduate-certificate/design-monitoring-assessment-international-cooperation-projects)

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# 01

# Introduction

The figure of the physician in development cooperation projects is key, since most of the places where NGOs operate have deficient health systems. Therefore, one of the most important issues in the field of cooperation is to carry out projects that improve local health. With this program, TECH aims to improve the training of physicians in the design, follow-up and assessment of international cooperation projects, in order to enhance their skills in an environment that needs dedicated professionals.





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*In order to elaborate cooperation projects, it is necessary to have a broad knowledge of the region in which we are going to act, so that we can know its most immediate needs in order to solve them"*

The doctor's vision in International Cooperation projects is of great value, since they are multidisciplinary professionals with a broad knowledge of different areas, beyond health care. Therefore, their participation in this type of events is also essential to educate the population in different areas so that they can improve their lifestyle and, therefore, achieve an effective development for their community and living conditions.

In this context, it is necessary for physicians to be able to carry out the design, follow-up and assessment of international cooperation projects, since without a good project, it is practically impossible to meet the objectives of cooperation. To this end, at TECH we have prepared, together with the leading experts in the field, this very complete program that aims to train you and offer you global information on this field, so that you will be able to intervene in other regions with total guarantees of success.

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ◆ The development of case studies presented by experts in international cooperation of peoples
- ◆ 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 Design, Monitoring and Assessment of International Development Cooperation Projects
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Emphasis on innovative methodologies in International Development 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



*Get a TECH qualification and you will expand your job options"*

“

*Be part of the medical elite and become an engine of change by designing and managing International Development Cooperation Projects”*

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 training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Get noticed. Boost your medical skills in the field of International Cooperation through successful projects.*

*Increase your knowledge in the design of cooperation projects and help the most disadvantaged localities to improve their current situation.*



# 02 Objectives

The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills so that, as a physician, they can focus their knowledge on the management of International Development Cooperation Projects. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. In this way, you will be fully empowered to design successful projects.







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*This Postgraduate Certificate will allow you to update your knowledge in International Cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision making"*



## General Objectives

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

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*You will learn in depth about the context and nature of humanitarian aid actions thanks to this complete program that TECH has prepared for you"*





## Specific Objectives

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- ◆ Know the management cycle of a development project
- ◆ Know how to analyze public policies within the Logical Framework in development cooperation policies
- ◆ Know the techniques, trends and projects of international cooperation for development
- ◆ Understand the socio-cultural reality of the different regional and international environments
- ◆ Understand the main problems of the different regional and international environments
- ◆ Have the skills to develop new tools for development cooperation and to intervene in public and private management of development cooperation projects in different regional areas
- ◆ Know the different systems, modalities and basic actors of International Development Cooperation
- ◆ Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- ◆ Develop attitudes and skills for the fight against poverty and equity awareness through development education, and for the processes of initiation and development of cooperation projects, with values such as motivation, intercultural dialogue and solidarity
- ◆ Acquire the necessary knowledge for the management of humanitarian action (humanitarian aid and emergencies), from the analysis of the basic needs of the population and the management of the main risks
- ◆ Develop a global vision on the nature, perspective and objectives of development cooperation actions
- ◆ Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- ◆ Design cooperation projects in public, private and non-governmental entities
- ◆ Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- ◆ Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- ◆ Understand in depth the context and nature of humanitarian aid actions

03

# Course Management

The program includes in its teaching staff reference experts in the design, follow-up and assessment of international cooperation projects for development, who pour into this curriculum the experience of their work. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.





**FOOD  
DONATIONS**

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*Learn about the latest advances in International Cooperation for Development thanks to TECH's excellent teaching team of this Postgraduate Certificate"*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ◆ 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
- ◆ Career Civil Servant

## Co-Direction



### 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

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ 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 Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

### Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design 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. 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 Wales, 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
- ◆ Director of the Spanish Cooperation Training Centers in Uruguay
- ◆ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

**Ms. Cristina Córdoba**

- ◆ 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. Ramos Rollon, Marisa**

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ 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 topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

# 04

## Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of medicine applied to international development cooperation projects. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.





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*The structure of this Postgraduate Certificate adapts to your way of life, since you can consult it 24/7 when it suits you best"*

## Module 1. Design, Monitoring and Assessment of International Development Cooperation Projects

- 1.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
  - 1.1.1. Introduction
  - 1.1.2. Project
    - 1.1.2.1. Basic Project Concepts
  - 1.1.3. Types of Projects
    - 1.1.3.1. Social, Development, Economic and Cultural Projects, etc.
  - 1.1.4. Factors that Guarantee the Success of a Project
  - 1.1.5. The Project Cycle
    - 1.1.5.1. Previous Analysis
  - 1.1.6. Definition of the Issue or Problem
  - 1.1.7. Project Formulation and Planning
  - 1.1.8. Phases of a Project
    - 1.1.8.1. Name
  - 1.1.9. Identification Phase
  - 1.1.10. Design Phase
    - 1.1.10.1. Development Phase
  - 1.1.11. Follow-Up and Execution Phase
  - 1.1.12. Evaluation phase
- 1.2. The Logical Framework Approach
  - 1.2.1. Introduction
  - 1.2.2. Management Methods of International Cooperation for the Development
  - 1.2.3. What Is the Logical Framework?
    - 1.2.3.1. Logical Frameworks Approach (LFA)
  - 1.2.4. Definition and Concept
  - 1.2.5. Evolution of LFA
  - 1.2.6. What is it for?
    - 1.2.6.1. Purpose:
  - 1.2.7. Who Uses It?
  - 1.2.8. A Family of Methods



- 1.2.9. Main Features of the Method
  - 1.2.9.1. Features
- 1.2.10. Steps of the Method
  - 1.2.10.1. Types of Steps
- 1.3. Project Identification According to LFA
  - 1.3.1. Introduction
  - 1.3.2. Identification
    - 1.3.2.1. Concept
  - 1.3.3. Participation Analysis
    - 1.3.3.1. What Is Participation Analysis??
  - 1.3.4. Objectives/Purpose of Participation Analysis
  - 1.3.5. Stages/ Phases of Participation Analysis
  - 1.3.6. Difficulties in the Participation Analysis Stage
    - 1.3.6.1. Types of Difficulties or Problems Encountered
  - 1.3.7. How Participation Analysis Is Performed
    - 1.3.7.1. Stages
  - 1.3.8. Selection of Beneficiaries
  - 1.3.9. Key Questions for Beneficiary Selection
  - 1.3.10. Conclusions
- 1.4. Project Identification According to LFA II
  - 1.4.1. Analysis of the Problems
    - 1.4.1.1. Introduction
  - 1.4.2. What Is Problem Analysis?
  - 1.4.3. What Is Problem Analysis For?
  - 1.4.4. How to Identify Problems?
    - 1.4.4.1. What Should Be the Identified Problems?
  - 1.4.5. How to Avoid Confusion When Identifying Problems?
  - 1.4.6. Causes Leading to Alleged Problems
  - 1.4.7. How to Identify the Causes of Problems?
  - 1.4.8. The Problem Tree
  - 1.4.9. What Is a Problem Tree?
  - 1.4.10. How to Make a Problem Tree?
- 1.5. Project Identification According to LFA III
  - 1.5.1. Analysis of objectives
    - 1.5.1.1. Introduction
  - 1.5.2. What Are the Objectives?
  - 1.5.3. Types of Objectives
    - 1.5.3.1. Specific Objectives
    - 1.5.3.2. General Objectives
    - 1.5.3.3. Main Objective
  - 1.5.4. What is Objective Analysis?
  - 1.5.5. What Is Objective Analysis For?
  - 1.5.6. The Objectives Tree
    - 1.5.6.1. What Is It?
  - 1.5.7. Purpose of the Objectives Tree
  - 1.5.8. How to Elaborate an Objectives Tree?
    - 1.5.8.1. Steps to Elaborate an Objectives Tree
  - 1.5.9. Follow-Up Questions
    - 1.5.9.1. What Are They?
    - 1.5.9.2. Why Do We Need Them?
  - 1.5.10. Conclusions
- 1.6. Project Identification According to LFA IV
  - 1.6.1. Analysis of Alternatives
    - 1.6.1.1. Introduction
  - 1.6.2. What Is Alternative Analysis?
  - 1.6.3. What is it for?
    - 1.6.3.1. Objectives
  - 1.6.4. How to Analyze Alternatives?
  - 1.6.5. Theories of Decision
    - 1.6.5.1. Evolution
  - 1.6.6. Purpose of Alternative Analysis
  - 1.6.7. Foreseeable Risks in Which the Project May Be Involved

- 1.6.8. Expected Impacts
  - 1.6.8.1. What Are the Expected Impacts?
- 1.6.9. Expected Feasibility of Each Intervention
- 1.6.10. How Alternative Analysis Is Performed
  - 1.6.10.1. Steps to Follow
- 1.7. The Logical Framework Approach to Project Design I
  - 1.7.1. Introduction
  - 1.7.2. Planning Matrix
    - 1.7.2.1. Concepts of Planning Matrix
  - 1.7.3. Objectives/Purpose of the Planning Matrix
  - 1.7.4. How to Prepare a Planning Matrix?
  - 1.7.5. Intervention Logic
    - 1.7.5.1. Simple Vertical Logic
  - 1.7.6. The Hypotheses
    - 1.7.6.1. What Are Hypotheses?
  - 1.7.7. How to Write Hypotheses?
  - 1.7.8. Role of the Hypotheses
  - 1.7.9. Problems that May Arise in the Fulfillment of the Assumptions
  - 1.7.10. Conclusions
- 1.8. The Logical Framework Approach to Project Design IIII
  - 1.8.1. Objectively Verifiable Indicators
    - 1.8.1.1. Steps to Complete the LFA
  - 1.8.2. Indicators
    - 1.8.2.1. What Are They?
  - 1.8.3. Characteristics of the Indicators
  - 1.8.4. Types of Indicators: Operational and Indirect
  - 1.8.5. Indirect Indicators
    - 1.8.5.1. What Are Indirect Indicators?
  - 1.8.6. Purpose of Indirect Indicators
  - 1.8.7. Problems That May Be Posed by Indirect Indicators
  - 1.8.8. Sources of Verification of the Indicators
    - 1.8.8.1. What Are They?
- 1.8.9. Types of Verification Sources
  - 1.8.9.1. Internal or External
- 1.8.10. Horizontal Logic of the Planning Matrix
- 1.9. The Logical Framework Approach to Project Design III
  - 1.9.1. Scheduling of Activities and Resources
    - 1.9.1.1. Introduction
  - 1.9.2. Purpose of the Scheduling of Activities and Resources
  - 1.9.3. How to Fill in the Planning Matrix with Activities and Resources
  - 1.9.4. Scheduling Activities
  - 1.9.5. When Is the Activity Scheduling Done?
  - 1.9.6. How Is the Activity Scheduling Done?
    - 1.9.6.1. Tools Used
  - 1.9.7. Objectives of Scheduling Activities
  - 1.9.8. Resource Scheduling
    - 1.9.8.1. What Is It?
  - 1.9.9. Purpose of Resource Scheduling
  - 1.9.10. Conclusion
- 1.10. Assessment of International Development Cooperation Projects
  - 1.10.1. Introduction
  - 1.10.2. Methodological Elements
  - 1.10.3. Assessment Criteria
    - 1.10.3.1. Types of Criteria
  - 1.10.4. Assessment Approach
    - 1.10.4.1. Factors
  - 1.10.5. Types of Assessment According to the Phase of the Project Cycle in Which It Is Carried Out
  - 1.10.6. Types of Assessment Most Appropriate According to the Element to Be Assessed
  - 1.10.7. Assessment Management
  - 1.10.8. The Assessment Cycle
    - 1.10.8.1. Phases of the Assessment Cycle
  - 1.10.9. Stakeholders Involved in the Assessment Cycle
  - 1.10.10. Conclusions

## Module 2. Humanitarian Action and International Development Cooperation

- 2.1. Humanitarian Action
  - 2.1.1. Introduction
  - 2.1.2. What Is Humanitarian Action?
    - 2.1.2.1. Concepts/Definition
  - 2.1.3. Definition of Humanitarian
  - 2.1.4. What Is Humanitarian Aid for?
    - 2.1.4.1. Objectives
  - 2.1.5. Purpose of Humanitarian Action
  - 2.1.6. The Concept of Aid
  - 2.1.7. Beneficiaries of Humanitarian Action
  - 2.1.8. Differences between Humanitarian Aid and Humanitarian Action
    - 2.1.8.1. Highlights
  - 2.1.9. Emergency Aid
    - 2.1.9.1. Definition
  - 2.1.10. Lines of Action for Emergency Aid
- 2.2. Humanitarian Action and International Development Cooperation
  - 2.2.1. Introduction
  - 2.2.2. History of Humanitarian Action
    - 2.2.2.1. Evolution
  - 2.2.3. Ethical and Operational Principles of Humanitarian Action
  - 2.2.4. Crisis on the Ethical and Operational Principles of Humanitarian Action
  - 2.2.5. Humanitarian Principles
    - 2.2.5.1. Dilemmas that Contribute
  - 2.2.6. Humanity
    - 2.2.6.1. Definitions and Dilemmas
  - 2.2.7. Neutrality
    - 2.2.7.1. Definitions and Dilemmas
  - 2.2.8. Impartiality
    - 2.2.8.1. Definitions and Dilemmas
  - 2.2.9. Independence
    - 2.2.9.1. Definitions and Dilemmas
  - 2.2.10. Universality
    - 2.2.10.1. Definitions and Dilemmas
- 2.3. Contents and Specific Objectives of Humanitarian Action I
  - 2.3.1. Introduction
  - 2.3.2. Provision of Basic Goods and Services
    - 2.3.2.1. Shelter, Drinking Water, Healthcare, Food, etc.
  - 2.3.3. Stop the Process of Increased Vulnerability and Socioeconomic Destruction of Families and Communities
  - 2.3.4. Stop the Collapse of Incomes and Purchasing Power of the Most Vulnerable
  - 2.3.5. Avoid the Total Decapitalization of Those Affected by the Disaster
    - 2.3.5.1. Support System
  - 2.3.6. Discouraging the Exodus
  - 2.3.7. Generate Capacities
  - 2.3.8. Preparedness for Potential Natural Disasters and Rehabilitation Activities
    - 2.3.8.1. Rehabilitation Activities
  - 2.3.9. Ensure Natural Disaster Risk Preparedness
- 2.4. Contents and Specific Objectives of Humanitarian Action II
  - 2.4.1. Protection of War Victims
    - 2.4.1.1. Social Conflicts
  - 2.4.2. European Union Council Regulation on Humanitarian Aid of 1996
  - 2.4.3. Protection-Oriented Tasks
    - 2.4.3.1. International Supervision/Follow-Up of Compliance
    - 2.4.3.2. Witnessing and Reporting Human Rights Violations
    - 2.4.3.3. Lobbying of NGOs
    - 2.4.3.4. International Accompaniment and Presence
  - 2.4.4. High-Level Political Action
    - 2.4.4.1. Who Does It Belong to?
  - 2.4.5. The Role of NGOs in Humanitarian Action
  - 2.4.6. Code of Conduct

- 2.4.7. ESFERA Project
- 2.4.8. Assessment of Humanitarian Action
  - 2.4.8.1. Is It Necessary? Why?
- 2.4.9. Significant Assessments to Date
- 2.4.10. Conclusion
- 2.5. Stakeholders in Humanitarian Action
  - 2.5.1. Introduction
  - 2.5.2. What Are the Stakeholders in Humanitarian Action?
  - 2.5.3. National NGOs
  - 2.5.4. International Red Cross and Red Crescent Movement
  - 2.5.5. Donors
  - 2.5.6. Affected Governments
  - 2.5.7. Humanitarian Departments of Regional Intergovernmental Organizations
  - 2.5.8. INGO
  - 2.5.9. UN Humanitarian Agencies
  - 2.5.10. Other Stakeholders:
    - 2.5.10.1. Private Sector Entities
    - 2.5.10.2. Religious Institutions
    - 2.5.10.3. Military Forces
- 2.6. Main Challenges for Stakeholders and Humanitarian Action
  - 2.6.1. Introduction
  - 2.6.2. Goal for 2030
    - 2.6.2.1. Main Research
  - 2.6.3. Anticipate and Prepare for the Future
    - 2.6.3.1. Main Needs
  - 2.6.4. Increase the Weight and Capacity of Local Stakeholders
  - 2.6.5. Incorporate Other Civil Society Stakeholders in Humanitarian Action
    - 2.6.5.1. Awareness-Raising Tasks
    - 2.6.5.2. Initiatives Towards Other Institutions
  - 2.6.6. Organizational Challenges for NGOs at the International Level
  - 2.6.7. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
  - 2.6.8. Strengthen Regional Organizations
  - 2.6.9. Media and Humanitarian Organizations
  - 2.6.10. Challenges for Humanitarian Action in Decentralized Cooperation
- 2.7. OCHA The Office for the Coordination of Humanitarian Affairs
  - 2.7.1. Introduction
  - 2.7.2. Definition of OCHA
  - 2.7.3. History
    - 2.7.3.1. Evolution
  - 2.7.4. Purpose of OCHA
  - 2.7.5. United Nations
    - 2.7.5.1. DHA
  - 2.7.6. Functions of OCHA
  - 2.7.7. OCHA's Coordination Tools
  - 2.7.8. Areas of Action
    - 2.7.8.1. Main 3 Areas of Action
  - 2.7.9. OCHA's Roles and Responsibilities
  - 2.7.10. Conclusions
- 2.8. The Office for Humanitarian Action OHA
  - 2.8.1. Introduction
  - 2.8.2. What is OAH?
  - 2.8.3. Who Composes the OAH?
  - 2.8.4. OAH Goals
  - 2.8.5. Humanitarian Aid Managed by OAH
  - 2.8.6. The AECID and OAH
    - 2.8.6.1. What is AECID?
  - 2.8.7. The AECID and Humanitarian Action
  - 2.8.8. OAH Emergency Response
    - 2.8.8.1. Intervention Approaches
  - 2.8.9. START Project
    - 2.8.9.1. Objectives and Purpose of the START Project
  - 2.8.10. OHA Financing





- 2.9. Humanitarian Action Strategy of the Spanish Development Cooperation
  - 2.9.1. Introduction
    - 2.9.1.1. What Is the HA Strategy of the Spanish Development Cooperation?
  - 2.9.2. Strategy Presentation
  - 2.9.3. Justification
  - 2.9.4. Frame of Reference
    - 2.9.4.1. Institutional Framework
    - 2.9.4.2. Frame of Reference
  - 2.9.5. Intervention Framework
    - 2.9.5.1. Objectives
  - 2.9.6. Crossing Priorities
  - 2.9.7. Geographic Framework
  - 2.9.8. Strategy Dissemination and Implementation Process
  - 2.9.9. Supervision and evaluation
  - 2.9.10. Conclusion

“ You will deepen your knowledge of the functioning of the humanitarian departments of regional Intergovernmental Organizations”

# 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"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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*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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*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 TECH's 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 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.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### 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".



#### 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 their goals.



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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 Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects** contains the most complete and up-to-date scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery\*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects**

Official N° of Hours: **300 h.**



\*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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## Postgraduate Certificate

Design, Monitoring and  
Assessment of  
International Development  
Cooperation Projects

Course Modality: **Online**

Duration: **12 weeks**

Endorsed by: **TECH Technological University**

Official N° of Hours: **300 h.**

# Postgraduate Certificate

Design, Monitoring and Assessment  
of International Development  
Cooperation Projects

