

Postgraduate Certificate

International Cooperation for
the Development of Peoples





Postgraduate Certificate International Cooperation for the Development of Peoples

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

Website: www.techtute.com/us/medicine/postgraduate-certificate/international-cooperation-development-peoples

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01

Introduction

Physicians who wish to work in the field of International Cooperation must have extensive training and be aware that they will be working in regions where they do not have the resources of developed societies. Therefore, it is necessary that, before collaborating with developing countries or countries that have suffered a catastrophe, they acquire a higher level of training to enable them to deal with extreme situations. At TECH, we offer you everything you need to know in this field with this comprehensive program developed with industry experts.





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International Cooperation is fundamental to achieve progress in the most disadvantaged communities. For this, the contribution of physicians is essential, since there are places with great health needs”

One of the fundamental issues to achieve the evolution of a town is to have quality healthcare, which will help the survival of its citizens. This is where the work of medicine plays a fundamental role, whose professionals, in addition to having specific knowledge in their field, are capable of carrying out multidisciplinary tasks, including project management or intervention in education to create freer societies.

The objective of this program is that the physician who wishes to work in the field of international cooperation obtains a broad knowledge of the specific work in this field, from global challenges, to the types of organizations that work for the development of peoples or the design and monitoring of such projects, so that they are able to acquire specific skills that can be applied to their daily work.

This program combines basic knowledge in international cooperation and development applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their functions 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 International Cooperation for the Development of Peoples** 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 information on International Cooperation for the Development of Peoples
- ◆ 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 work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



Invest in this Postgraduate Certificate and update your knowledge in International Development Cooperation and get your TECH qualification now"

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Health resources are still scarce today in some regions around the world, so it is essential to have medical specialists in international cooperation to help improve the living conditions of these societies"

The program's teaching staff includes professionals in 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, you will be assisted by an innovative system of interactive videos made by renowned experts with extensive experience in therapeutic personal training.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate in which experts from different sectors participate.

TECH has designed for you this complete program with the best teaching methodology and quality content.



02 Objectives

The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills to focus their knowledge as a physician on International Cooperation for the Development of Peoples. 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. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.





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Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs”



General Objectives

- ◆ 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





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
 - ◆ Know the system and policies of International Development Cooperation
 - ◆ Understand the causes, dynamics and consequences of human mobility and migration
 - ◆ 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
 - ◆ 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
 - ◆ Know the regional particularities of development and cooperation



A syllabus like this will guide you toward the goal of your medical possibilities"

03

Course Management

The program includes in its teaching staff experts of reference in International Cooperation for the Development of Peoples, 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.





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Experts in International Cooperation for the Development of Peoples have focused their knowledge on the medical field to offer you this unique program"

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's Degree 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 Cooperation for the Development of Peoples. 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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You will broaden your knowledge in Education for Sustainable Development, a growing issue marked by the 2030 Agenda"

Module 1. International Cooperation for the Development of Peoples

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is the International Development Cooperation?
 - 1.1.2.1. Definition and Concept
 - 1.1.3. What Is International Development Cooperation for?
 - 1.1.3.1. Goals/Purpose
 - 1.1.4. Goals of the Spanish International Development Cooperation
 - 1.1.5. Evolution of the Spanish International Development Cooperation
 - 1.1.6. International Cooperation Systems
 - 1.1.6.1. Origin and Historical Evolution
 - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
 - 1.1.8. The Processes of Decolonization in the Post-War Years
 - 1.1.8.1. Sources
 - 1.1.9. Crisis of the International Development Cooperation
 - 1.1.9.1. Factors
 - 1.1.10. Changes in the Conception of International Development Cooperation
- 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
 - 1.2.4.1. According to the Stakeholders Channelling the Funds
 - 1.2.5. Types of Modalities
 - 1.2.5.1. Depending on the Funds and Type of Financing
 - 1.2.5.2. Origin of the Funds





- 1.2.6. Types of Aid According to Stakeholders
 - 1.2.6.1. Bilateral
 - 1.2.6.2. Multilateral
 - 1.2.6.3. Decentralized Cooperation
 - 1.2.6.4. Non-Governmental Cooperation
- 1.2.7. According to the Geopolitical Situation and Level of Development
- 1.2.8. Depending on the Existence or Non-Existence of Limitations of the Funds
 - 1.2.8.1. Tied Aid
 - 1.2.8.2. Untied Aid
- 1.2.9. Other Tools
 - 1.2.9.1. Co-Development
- 1.2.10. Co-Development Interventions
- 1.3. Multilateral Organizations
 - 1.3.1. The International Development Cooperation System
 - 1.3.2. International Development Cooperation Stakeholders
 - 1.3.2.1. Donors and Recipients
 - 1.3.2.2. Public and Private
 - 1.3.3. Stakeholders in the Official Development Aid System
 - 1.3.3.1. International Organizations
 - 1.3.3.2. The States
 - 1.3.3.3. Non-Governmental Stakeholders
 - 1.3.4. Definitions of International Organization
 - 1.3.5. Characteristics of International Organizations
 - 1.3.5.1. Types of International Organisations
 - 1.3.5.1.1. Governmental and Non-Governmental
 - 1.3.6. Advantages of Multilateral Cooperation
 - 1.3.7. Contributions of I.O.s to the Multilateral System
 - 1.3.8. Multilateral Financial Institutions (MFIs)
 - 1.3.8.1. Objectives
 - 1.3.9. Characteristics of MFIs
 - 1.3.10. Composition of MFIs
 - 1.3.10.1. Multilateral Financial Institutions

- 1.4. Sources of International Development Cooperation
 - 1.4.1. What Are the Sources of International Development Cooperation?
 - 1.4.1.1. Introduction
 - 1.4.2. Sources and Typology of International Cooperation
 - 1.4.2.1. General Outline
 - 1.4.3. Difference between Governmental and Non-Governmental Cooperation
 - 1.4.4. Multilateral Financial Institutions
 - 1.4.4.1. Main Institutions
 - 1.4.5. The International Monetary Fund
 - 1.4.5.1. General Characteristics
 - 1.4.6. United States Agency for Development USAID
 - 1.4.6.1. Who They Are
 - 1.4.6.2. Brief History
 - 1.4.6.3. Intervention Sectors
 - 1.4.7. The European Union
 - 1.4.7.1. The EU and Cooperation
 - 1.4.7.2. Objectives of the EU
 - 1.4.7.3. General Objectives of EU External Action
 - 1.4.8. Non-Financial Multilateral Institutions
 - 1.4.8.1. List of Non-Financial Multilateral Institutions
 - 1.4.9. Actions by Non-Financial Multilateral Institutions
 - 1.4.9.1. Main Lines
 - 1.4.10. United Nations Organization
 - 1.4.10.1. Main Data
 - 1.4.10.2. Purposes
- 1.5. Spanish Cooperation Master Plan 2018-2021
 - 1.5.1. Introduction
 - 1.5.2. Action and Management Challenges for Spanish Cooperation
 - 1.5.2.1. Main Challenges
 - 1.5.3. Master Plan
 - 1.5.3.1. What Is a Master Plan
 - 1.5.3.2. Main Features
 - 1.5.4. Spanish Cooperation Master Plan
 - 1.5.4.1. Guidelines
 - 1.5.5. Areas Composing the Fifth Spanish Cooperation Master Plan
 - 1.5.5.1. Contexts and Challenges
 - 1.5.5.2. Strategic Framework and Lines of Action
 - 1.5.5.3. Actors and Alliances
 - 1.5.5.4. Differential Strategy
 - 1.5.5.5. Regional Strategies
 - 1.5.5.6. Sectorial Strategies
 - 1.5.5.7. Resources and Capabilities
 - 1.5.5.8. Communication, Monitoring and Assessment
 - 1.5.6. Goals of the Master Plan
 - 1.5.6.1. General Objectives
 - 1.5.7. Geographic Priorities
 - 1.5.8. The 2030 Agenda
 - 1.5.8.1. What Is It?
 - 1.5.9. Development of Agenda 2030
 - 1.5.9.1. Distinguishing Features
 - 1.5.9.2. Implementation
- 1.6. Humanitarian Action
 - 1.6.1. Introduction
 - 1.6.2. Humanitarian Aid in the International Context
 - 1.6.2.1. Data of Interest
 - 1.6.3. Tendencies in Humanitarian Action
 - 1.6.3.1. Natural Disasters
 - 1.6.3.2. Armed Conflicts
 - 1.6.3.3. Conclusion
 - 1.6.4. Main Goals of Humanitarian Action
 - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
 - 1.6.5.1. Principles

- 1.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
 - 1.6.6.1. Areas of Intervention
- 1.6.7. HA Financing and Its Evolution
- 1.6.8. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.8.1. Instruments
- 1.6.9. Summary. Conclusion
- 1.7. Gender Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. Gender Approach
 - 1.7.2.1. Clarifying Concepts
 - 1.7.2.2. MAEC 2004
 - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.7.3.1. Justification
 - 1.7.4. Gender Approach in International Development Cooperation
 - 1.7.4.1. International Commitments
 - 1.7.5. Strategic Lines of Work in the Mainstreaming of Equality in International Development Cooperation
 - 1.7.5.1. Seven Main Lines of Work
 - 1.7.5.2. Lines of Special Attention
 - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
 - 1.7.6.1. Fifth Master Plan
 - 1.7.6.2. The European Union
 - 1.7.7. Priority Goals for Equality in International Cooperation for Development
 - 1.7.7.1. Sustainable Development Goals
 - 1.7.8. Gender Sector Strategy in Spanish Development Cooperation
 - 1.7.9. Gender Mainstreaming Guide
 - 1.7.9.1. Spanish Agency for International Development Cooperation (AECID)
- 1.8. Human Rights Approach in International Development Cooperation
 - 1.8.1. Introduction
 - 1.8.2. Human Rights
 - 1.8.2.1. Concept
 - 1.8.3. Human Rights Approach in International Development Cooperation
 - 1.8.3.1. What Is It?
 - 1.8.4. Why a Human Rights Approach Is Necessary
 - 1.8.5. How the Human Rights Approach Emerged
 - 1.8.5.1. Brief History
 - 1.8.5.2. Important Milestones
 - 1.8.6. Elements of the Human Rights Approach to International Development Cooperation
 - 1.8.6.1. Frame of Reference
 - 1.8.6.2. International Human Rights Standards
 - 1.8.6.3. Strengthening Capacities
 - 1.8.6.4. Participation and Public Policy
 - 1.8.6.5. Accountability
 - 1.8.7. Challenges of the Human Rights Approach in International Development Cooperation Interventions
 - 1.8.7.1. Main Features
 - 1.8.8. Challenges in Project Identification and Formulation
 - 1.8.9. Challenges in Project Execution
 - 1.8.10. Challenges in Project Monitoring and Assessment
- 1.9. Human Mobility and Migration
 - 1.9.1. Introduction
 - 1.9.2. Concept of Migration/ Migrations
 - 1.9.2.1. Definition
 - 1.9.3. Types of Migrations
 - 1.9.3.1. Internal
 - 1.9.3.2. External
 - 1.9.3.3. International
 - 1.9.3.4. Involuntary or Forced
 - 1.9.3.5. Others

- 1.9.4. Causes of Migrations
 - 1.9.4.1. Types
- 1.9.5. Causes and Processes of Migration in the Age of Globalization
 - 1.9.5.1. Improved Living Conditions
 - 1.9.5.2. Vulnerability and Migration
- 1.9.6. Human Safety and Conflict
- 1.9.7. Challenges of the International Asylum System
- 1.9.8. The OHCHR
 - 1.8.8.1. Who They Are
 - 1.8.8.2. Main Challenges
- 1.9.9. Human Rights Based Migration Strategy
- 1.9.10. 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. Project
 - 2.1.2.1. Basic Project Concepts
 - 2.1.3. Types of Projects
 - 2.1.3.1. Social, Development, Economic and Cultural Projects
 - 2.1.4. Factors that Guarantee the Success of a Project
 - 2.1.5. The Project Cycle
 - 2.1.5.1. Previous Analysis
 - 2.1.6. Definition of the Issue or Problem
 - 2.1.7. Project Formulation and Planning
 - 2.1.8. Phases of a Project
 - 2.1.8.1. Name
 - 2.1.9. Identification Phase
 - 2.1.10. Design Phase
 - 2.1.10.1. Development Phase
 - 2.1.11. Follow-Up and Execution Phase
 - 2.1.12. Evaluation Phase
- 2.2. The Logical Framework Approach
 - 2.2.1. Introduction
 - 2.2.2. Management Methods of International Cooperation for the Development of Peoples
 - 2.2.3. What Is the Logical Framework?
 - 2.2.3.1. Logical Frameworks Approach (LFA)
 - 2.2.4. Definition and Concept
 - 2.2.5. Evolution of LFA
 - 2.2.6. What Is It For?
 - 2.2.6.1. Purpose:
 - 2.2.7. Who Uses It
 - 2.2.8. A Family of Methods
 - 2.2.9. Main Features of the Method
 - 2.2.9.1. Features
 - 2.2.10. Steps of the Method
 - 2.2.10.1. Types of Steps
- 2.3. Project Identification According to LFA
 - 2.3.1. Introduction
 - 2.3.2. Identification
 - 2.3.2.1. Concept
 - 2.3.3. Participation Analysis
 - 2.3.3.1. What Is Participation Analysis?
 - 2.3.4. Objectives/Purpose of Participation Analysis
 - 2.3.5. Stages/ Phases of Participation Analysis
 - 2.3.6. Difficulties in the Participation Analysis Stage
 - 2.3.6.1. Types of Difficulties or Problems Encountered
 - 2.3.7. How Participation Analysis Is Performed
 - 2.3.7.1. Stages
 - 2.3.8. Selection of Beneficiaries
 - 2.3.9. Key Questions for Beneficiary Selection
 - 2.3.10. Conclusions

- 2.4. Project Identification According to LFA (II)
 - 2.4.1. Analysis of the Problems
 - 2.4.1.1. Introduction
 - 2.4.2. What Is Problem Analysis?
 - 2.4.3. What Is Problem Analysis For?
 - 2.4.4. How to Identify Problems
 - 2.4.4.1. What Should Be the Identified Problems?
 - 2.4.5. How to Avoid Confusion When Identifying Problems
 - 2.4.6. Causes Leading to Alleged Problems
 - 2.4.7. How to Identify the Causes of Problems
 - 2.4.8. The Problem Tree
 - 2.4.9. What Is a Problem Tree?
 - 2.4.10. How to Make a Problem Tree
- 2.5. Project Identification According to LFA (III)
 - 2.5.1. Analysis of objectives
 - 2.5.1.1. Introduction
 - 2.5.2. What Are the Objectives?
 - 2.5.3. Types of Objectives
 - 2.5.3.1. Specific Objectives
 - 2.5.3.2. General Objectives
 - 2.5.3.3. Main Objective
 - 2.5.4. What is Objective Analysis?
 - 2.5.5. What Is Objective Analysis For?
 - 2.5.6. The Objectives Tree
 - 2.5.6.1. What Is It?
 - 2.5.7. Purpose of the Objectives Tree
 - 2.5.8. How to Elaborate an Objectives Tree
 - 2.5.8.1. Steps to Elaborate an Objectives Tree
 - 2.5.9. Follow-Up Questions
 - 2.5.9.1. What They Are
 - 2.5.9.2. Why We Need Them
 - 2.5.10. Conclusions
- 2.6. Project Identification According to LFA (IV)
 - 2.6.1. Analysis of Alternatives
 - 2.6.1.1. Introduction
 - 2.6.2. What Is Alternative Analysis?
 - 2.6.3. What Is It For?
 - 2.6.3.1. Objectives
 - 2.6.4. How to Analyze Alternatives
 - 2.6.5. Theories of Decision
 - 2.6.5.1. Evolution
 - 2.6.6. Purpose of Alternative Analysis
 - 2.6.7. Foreseeable Risks in Which the Project May Be Involved
 - 2.6.8. Expected Impacts
 - 2.6.8.1. What Are Expected Impacts
 - 2.6.9. Expected Feasibility of Each Intervention
 - 2.6.10. How Alternative Analysis Is Performed
 - 2.6.10.1. Steps to Follow
- 2.7. The Logical Framework Approach to Project Design(I)
 - 2.7.1. Introduction
 - 2.7.2. Planning Matrix
 - 2.7.2.1. Concepts of Planning Matrix
 - 2.7.3. Objectives/Purpose of the Planning Matrix
 - 2.7.4. How to Prepare a Planning Matrix
 - 2.7.5. Intervention Logic
 - 2.7.5.1. Simple Vertical Logic
 - 2.7.6. The Hypotheses
 - 2.7.6.1. What Are Hypotheses?
 - 2.7.7. How to Write Hypotheses
 - 2.7.8. Role of the Hypotheses
 - 2.7.9. Problems that May Arise in the Fulfillment of the Assumptions
 - 2.7.10. Conclusions

- 2.8. The Logical Framework Approach to Project Design (II)
 - 2.8.1. Objectively Verifiable Indicators
 - 2.8.1.1. Steps to Complete the LFA
 - 2.8.2. Indicators
 - 2.8.2.1. What Are They?
 - 2.8.3. Characteristics of the Indicators
 - 2.8.4. Types of Indicators: Operational and Indirect
 - 2.8.5. Indirect Indicators
 - 2.8.5.1. What Are Indirect Indicators?
 - 2.8.6. Purpose of Indirect Indicators
 - 2.8.7. Problems That May Be Posed by Indirect Indicators
 - 2.8.8. Sources of Verification of the Indicators
 - 2.8.8.1. What They Are
 - 2.8.9. Types of Verification Sources
 - 2.8.9.1. Internal or External
 - 2.8.10. Horizontal Logic of the Planning Matrix
- 2.9. The Logical Framework Approach to Project Design (III)
 - 2.9.1. Scheduling of Activities and Resources
 - 2.9.1.1. Introduction
 - 2.9.2. Purpose of the Scheduling of Activities and Resources
 - 2.9.3. How to Fill in the Planning Matrix with Activities and Resources
 - 2.9.4. Scheduling Activities
 - 2.9.5. When Is the Activity Scheduling Done?
 - 2.9.6. How Is the Activity Scheduling Done?
 - 2.9.6.1. Tools Used
 - 2.9.7. Objectives of Scheduling Activities
 - 2.9.8. Resource Scheduling
 - 2.9.8.1. What Is It?
 - 2.9.9. Purpose of Resource Scheduling
 - 2.9.10. Conclusion





- 2.10. Assessment of International Cooperation Projects for the Development of Peoples
 - 2.10.1. Introduction
 - 2.10.2. Methodological Elements
 - 2.10.3. Assessment Criteria
 - 2.10.3.1. Types of Criteria
 - 2.10.4. Assessment Approach
 - 2.10.4.1. Factors
 - 2.10.5. Types of Assessment According to the Phase of the Project Cycle in Which It Is Carried Out
 - 2.10.6. Types of Assessment Most Appropriate According to the Element to Be Assessed
 - 2.10.7. Assessment Management
 - 2.10.8. The Assessment Cycle
 - 2.10.8.1. Phases of the Assessment Cycle
 - 2.10.9. Stakeholders Involved in the Assessment Cycle
 - 2.10.10. Conclusions

“ *A unique, key, and decisive program to boost your professional development*”

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.

“

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

The Postgraduate Certificate in International Cooperation for the Development of Peoples guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in International Cooperation for the Development of Peoples** 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 International Cooperation for the Development of Peoples**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 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.

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



Postgraduate Certificate
International Cooperation
for the Development of Peoples

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

Postgraduate Certificate

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