

Postgraduate Diploma

Cooperation Project and
NGO Management for
Development





Postgraduate Diploma Management of Cooperation Projects and NGOs 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/medicine/postgraduate-diploma/postgraduate-diploma-management-cooperation-projects-ngo-development

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01

Introduction

International Cooperation requires a great deal of management and coordination work to design action projects to achieve the development of disadvantaged peoples. In many cases, it is NGOs that carry out this work, due to their experience in field work. This program aims to help medical professionals in the management of cooperation projects so that they can develop professionally in this field.





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We give you the opportunity to specialize in the management of cooperation projects so that you can help those who need healthcare the most”

In order to carry out International Cooperation projects, it is necessary to carry out a complex preliminary work in which we know in depth the localities in where we want to work, to know their specific needs, prioritizing basic resources such as health, and the best way to solve them. In this context, the physician's vision is very important, since they can carry out a global work that benefits the whole community.

After completing this Postgraduate Diploma, the physician will have acquired the necessary skills to work in national and international, public and private organizations specialized in working in communities with economic, social or conflict-related problems.

To this end, during the course of the program, the medical professional will be able to learn about all the work that organizations can perform in the neediest environments, so that they can develop the necessary skills to work in these contexts. And, above all, to learn how to manage the cooperation projects of NGOs dedicated to working for the benefit of the development of peoples.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Diploma 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 Diploma in Cooperation Management of Projects and NGOs for Development** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ◆ Practical cases presented by experts in International Development Cooperation
- ◆ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Latest information on Cooperation Project and NGO Management for Development
- ◆ 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



TECH gives you the opportunity to specialize in the management of cooperation projects so that you can help the people who need healthcare the most"

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

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, you will be assisted by an innovative interactive video system developed by renowned experts with extensive experience in International Development Cooperation.

Only a quality program created by the best experts in the field will allow you to achieve professional success"

Learn about the latest advances in Cooperation Project and NGO Management for Development"



02 Objectives

The design of the program will allow the student to acquire the necessary skills to update their knowledge as a physician and focus it towards the Cooperation Project and NGO Management for Development, betting on their vocation. The knowledge acquired in the development of the points of the syllabus will drive the professional from a global perspective, with full capacity to achieve the proposed goals. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.





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This Postgraduate Diploma is designed to help you expand your knowledge in International Development Cooperation with the use of the latest educational technology, to contribute with quality and confidence in decision-making"



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

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
- ◆ Know the system and policies of International Development Cooperation
- ◆ Understand the causes, dynamics and consequences of human mobility and migration
- ◆ Become familiar with the tools of international development cooperation, 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

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

- ◆ 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 development cooperation
- ◆ 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

Module 3. Social and Transformative Communication

- ◆ Meet the current requirements of qualification in social communication in view of the diversification and revaluation of communication
- ◆ Train social communicators who can apply their knowledge at the following levels
- ◆ Facilitate the functioning of primary organizations, acting, for example, in the field of family or youth
- ◆ Be part of governmental agencies and non-governmental organizations, which work for the general population or for certain sectors of it
- ◆ Work on drug use prevention campaigns; or fight racism and intolerance
- ◆ 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
- ◆ Internalize the legislation of national and international NGOs, associations and foundations
- ◆ Learn the broad outlines of NGO management
- ◆ Work in multidisciplinary and multicultural teams as an expert in international development cooperation
- ◆ Identify, understand and know how to use sources and tools to identify international development cooperation projects



Get up to date on the latest developments in Cooperation Project and NGO Management for Development "

03

Course Management

The program includes in its teaching staff renowned a experts in International Development Cooperation, who contribute their work experience this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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Leading professionals in the field have come together to teach you the latest developments in International Development Cooperation”

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 requirements of medicine applied to Cooperation Project and NGO Management for Development, following the guidelines proposed by the faculty of this program. Thus, a curriculum has been established whose modules offer a broad perspective of the profession from a global point of view for the sake of its application at an international level, incorporating all the fields of work involved in the development of its functions.





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The most comprehensive and best practice-oriented medical program on the online educational market, aimed at propelling the professional towards excellence in their profession"

Module 1. International Development Cooperation

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is 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 Post-War Years
 - 1.1.9. Crisis of the International Development Cooperation
 - 1.1.10. Changes in the Conception of International Development Cooperation
 - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
 - 1.2.1. Introduction
 - 1.2.2. Main Tools of International Development Cooperation
 - 1.2.2.1. Development Cooperation
 - 1.2.2.2. Development Education
 - 1.2.2.3. Technical Assistance, Training and Research
 - 1.2.2.4. Humanitarian Action
 - 1.2.3. Other Cooperation Tools
 - 1.2.3.1. Economic Cooperation
 - 1.2.3.2. Financial Help
 - 1.2.3.3. Scientific and Technological Cooperation
 - 1.2.3.4. Food Aid
 - 1.2.4. Modalities of the International Development Cooperation
 - 1.2.5. Types of Modalities
 - 1.2.5.1. Modality According to the Origin of the Funds
 - 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
 - 1.2.6.1. Bilateral
 - 1.2.6.2. Multilateral
 - 1.2.6.3. Decentralized Cooperation
 - 1.2.6.4. Non-Governmental Cooperation
 - 1.2.6.5. Business Cooperation
 - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
 - 1.2.8. 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
 - 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. Spanish Agency of International Cooperation for Development and Humanitarian Action
 - 1.6.7. The Financing of Humanitarian Action and Its Evolution
 - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.9. Summary
 - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. What Is the Gender Approach?
 - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.7.4. Gender Approaches in International Development Cooperation
 - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
 - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
 - 1.7.7. Priority Equality Goals in 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 Provided by the Human Rights Approach to 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. Conclusion
 - 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. Conclusion
 - 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. Conclusion
 - 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. Viability Factors
 - 2.7.4. Assessment

- 2.7.5. Types of Assessments
- 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): Case Study
 - 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
 - 3.1.3. Fake News, Control and Leaks
 - 3.1.4. Publicly Owned Media
 - 3.1.5. Commercial Media

- 3.1.5.1. Large Conglomerates in Europe
- 3.1.5.2. Large Conglomerates in Latin America
- 3.1.5.3. Other Conglomerates
- 3.1.6. Alternative Media
 - 3.1.6.1. Evolution of the Alternative Media in the Spanish State
 - 3.1.6.2. Current Trends
 - 3.1.6.3. The Problem of Financing
 - 3.1.6.4. Professional Journalism/Activist Journalism
- 3.1.7. Initiatives for the Democratization of Communication
 - 3.1.7.1. Examples in Europe
 - 3.1.7.2. Examples in Latin America
- 3.1.8. 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 a NGO?
 - 4.1.3.1. Definition and Concept
 - 4.1.4. NGO Conditions
 - 4.1.5. History and Evolution of NGOs
 - 4.1.5.1. When and How Are they Born?
 - 4.1.6. Functions of NGOs
 - 4.1.7. NGO Financing
 - 4.1.7.1. Public Funds
 - 4.1.7.2. Private Funds
 - 4.1.8. Types of NGO
 - 4.1.9. Operation of an NGO
 - 4.1.10. The Work of NGOs
- 4.2. Types of NGO
 - 4.2.1. Introduction
 - 4.2.2. Ranking of NGOs Worldwide
 - 4.2.1. 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. Conclusion
- 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. Conclusion
- 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. Education
 - 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. Projects
 - 4.8.5. Caribbean
 - 4.8.6. North Africa and the Middle East
 - 4.8.6.1. Projects
 - 4.8.7. West Sub-Saharan Africa
 - 4.8.7.1. Projects
 - 4.8.8. Central, Eastern, and Southern Africa
 - 4.8.8.1. Projects

- 4.8.9. Asia
 - 4.8.9.1. Project
- 4.9. NGO Strategy and Management
 - 4.9.1. Introduction
 - 4.9.2. Manage a NGO
 - 4.9.3. Strategic Planning of a 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. Conclusion
- 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*

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*Enter into a unique experience,
which will be key and decisive to
raise your skills to the highest level”*

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.



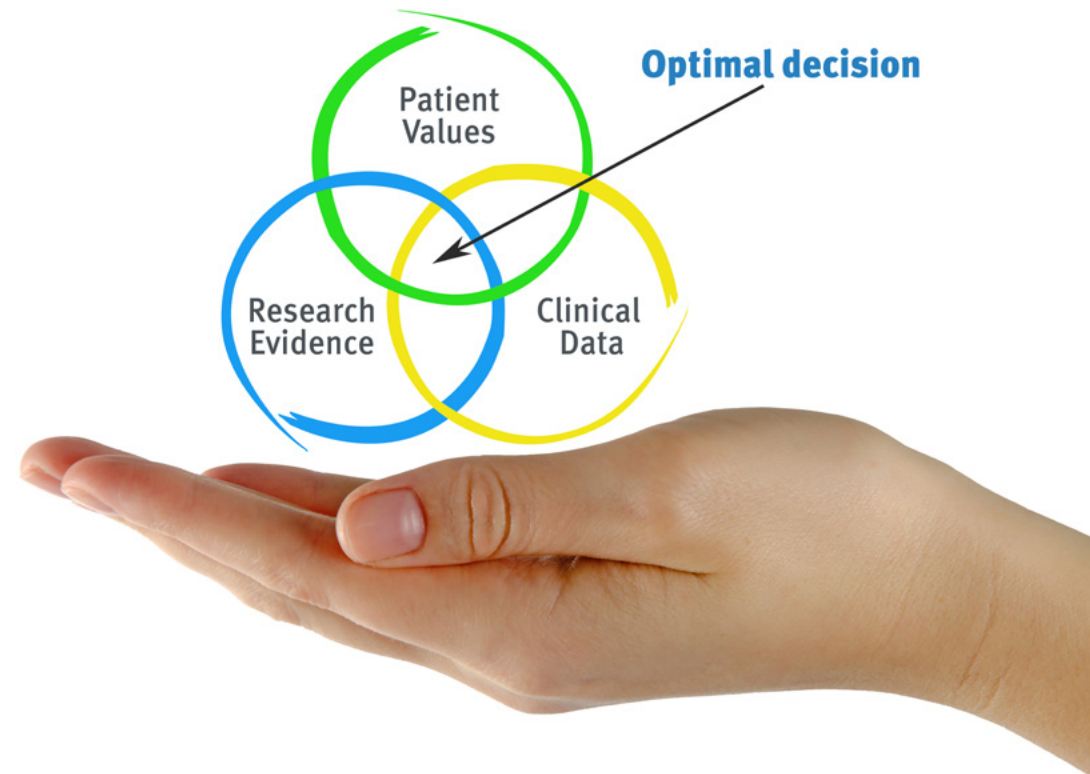
“

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. Gervas, 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.



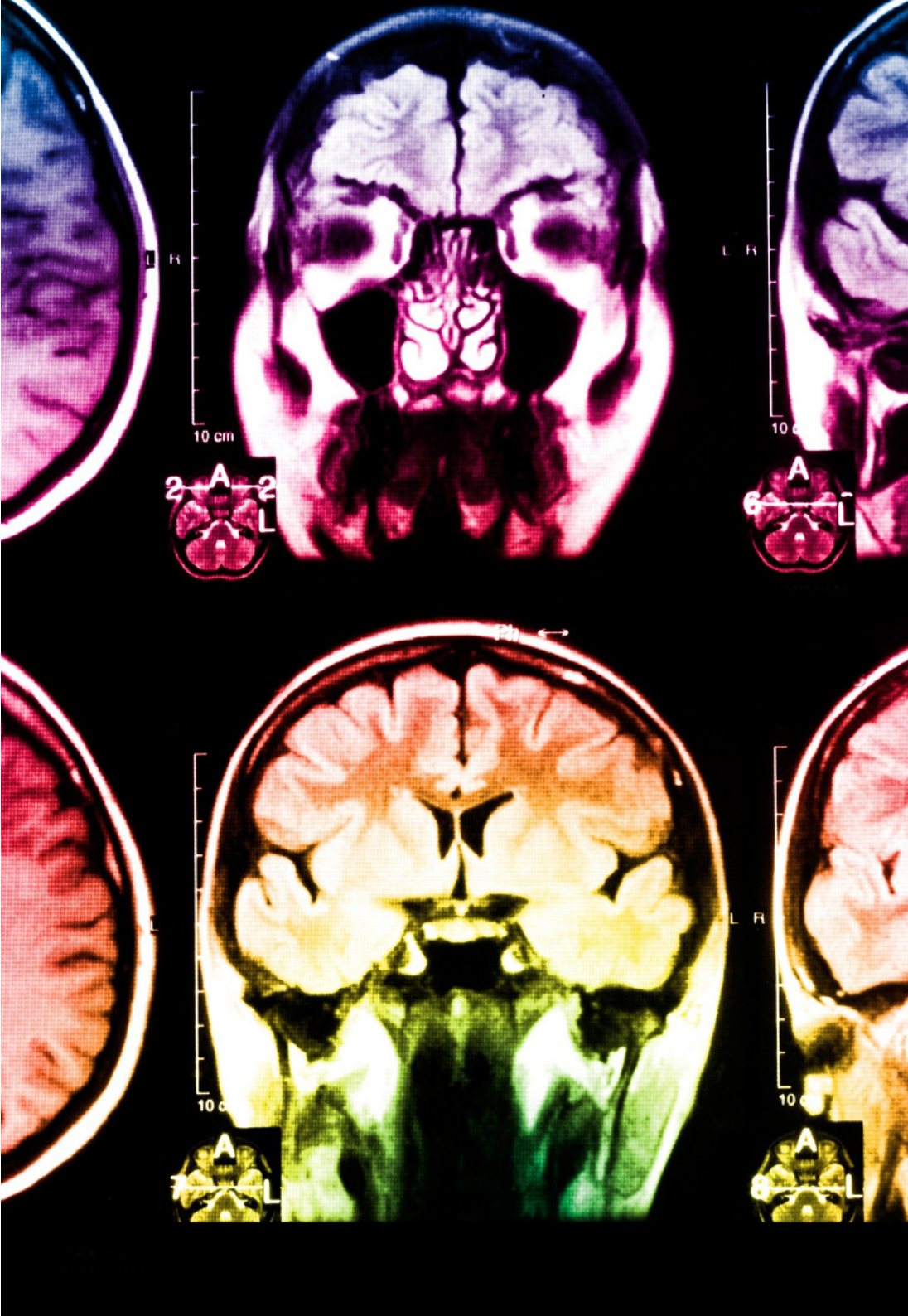
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.

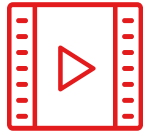
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

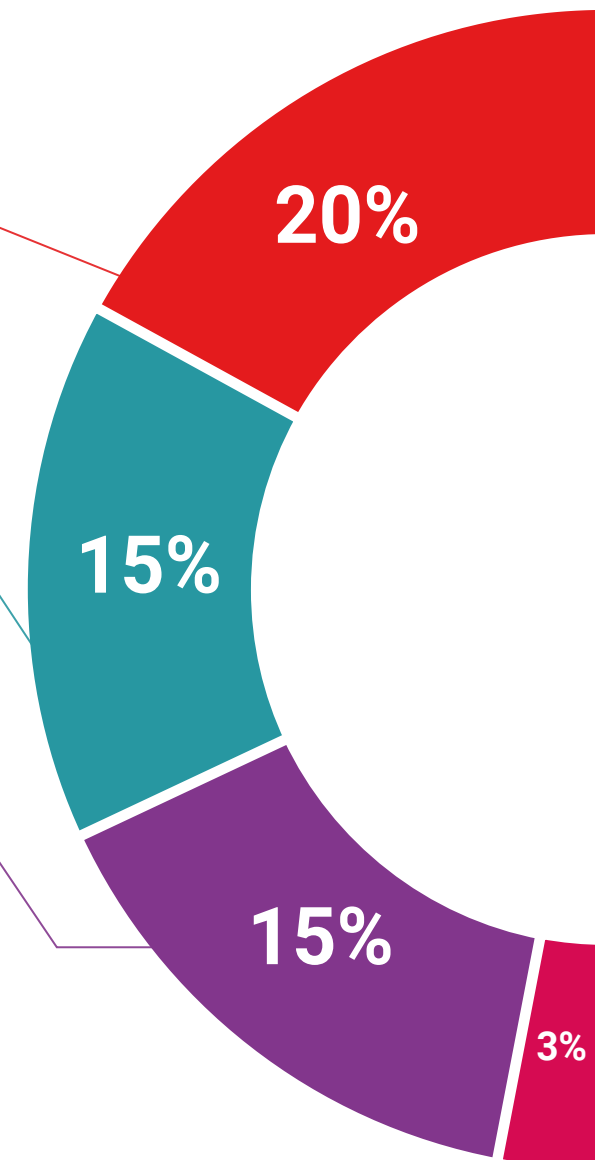
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

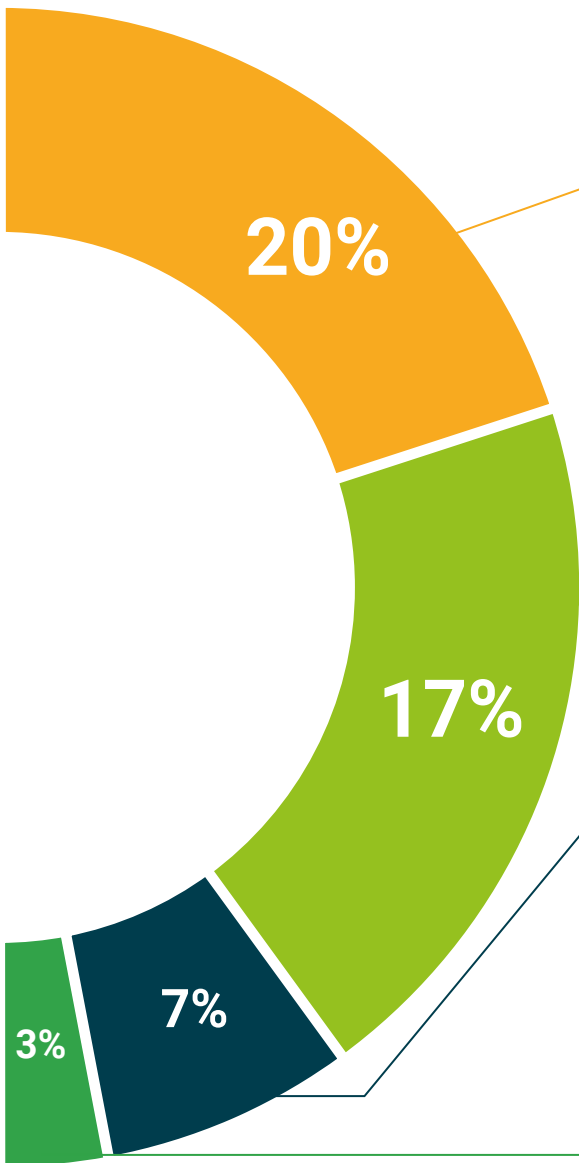
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Diploma in Cooperation Projects and NGOs for 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.





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

This private qualification will allow you to obtain a **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** private qualification 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.

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community commitment
personalized service innovation
knowledge present
online training
development languages
virtual classroom

tech global
university

Postgraduate Diploma
Management of Cooperation
Projects and NGOs 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

