

Postgraduate Certificate

Design, Monitoring and
Assessment of International
Development Cooperation Projects



Postgraduate Certificate

Design, Monitoring and Assessment of International Development Cooperation Projects

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

Website: www.techtute.com/us/psychology/postgraduate-certificate/design-monitoring-assessment-international-development-cooperation-projects

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01

Introduction

In order to carry out successful International Cooperation projects, it is essential to carry out management work that allows us to know the situation of the place where we are going to act, to follow up on these programs and to carry out a subsequent evaluation. With this program, TECH wants to provide the professionals with all the keys to be able to participate in the design of such projects, providing all their value as a Psychologist.





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The coordination of International Cooperation projects is a complex task that requires highly trained professionals. Don't think twice and improve your professional skills with this specialized certificate for Psychologists”

Organizations working in the field of International Cooperation must have a broad knowledge of the region in which they are going to operate, as well as its needs, available resources and regulations. An overview of the place will allow them to work effectively, saving time and resources. For this reason, development workers need to carry out exhaustive analyses both in the phase prior to the design of intervention projects, as well as in the subsequent phases, since the evaluation of the work carried out will be what will make it possible to distinguish whether a project is successful or not, and even whether it can be reused in another region with similar needs.

In order to increase the specialization of psychologists who wish to work in this field, TECH has designed this comprehensive Postgraduate Certificate, which has a high academic level syllabus and up to date with the main developments in the field. For this, TECH has a specialized teaching team, which has also reflected the experience of their work in different areas of intervention.

This program combines basic knowledge in international cooperation and development applied to the field of psychology, tools that allow the development worker to seek to improve the performance of their functions in those fields that people and communities demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the Psychologists will be able to combine the study of this comprehensive course with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

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

- ♦ 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 the self-assessment process can be carried out 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



A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"

“*This program is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a Postgraduate Certificate from TECH Global University”*

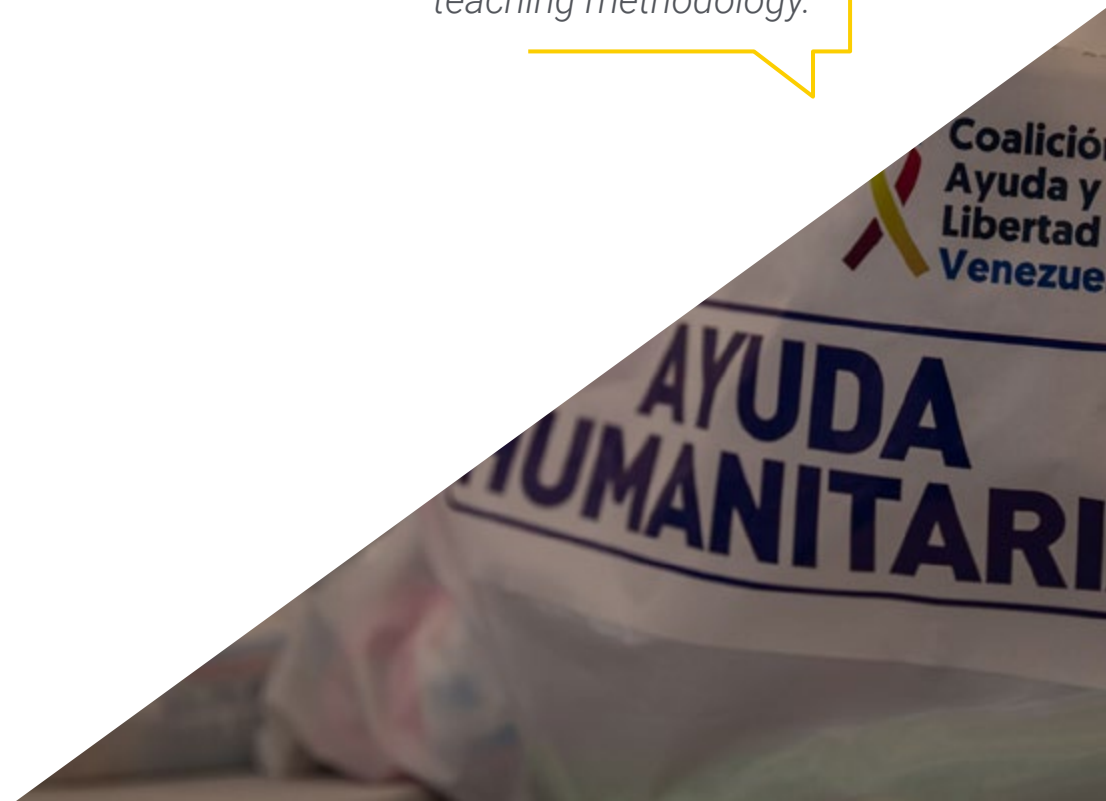
It includes in its teaching staff, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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 an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Design, Monitoring and Assessment of International Development Cooperation Projects.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

We offer you the most complete Postgraduate Certificate with the best teaching methodology.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Psychologist can master international cooperation in a practical and rigorous manner.



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This program 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

- 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



Get up to date on the latest developments in international cooperation"





Specific Objectives

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

03

Course Management

The program includes in its faculty renowned to experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.





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*Leading professionals in the field
have come together to teach you
the latest advances in international
development cooperation”*

Guest Director



Ms. Rodríguez Arteaga, Carmen

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

Management



Ms. Romero Mateos, María del Pilar

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

Professors

Mr. Cano Corcuera, Carlos

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

Ms. Flórez Gómez, Mercedes

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

Ms. Córdoba, Cristina

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

Ms. Sánchez Garrido, Araceli

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

Ms. Ramos Rollon, Marisa

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

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative learning and are committed to quality teaching using new educational technologies.



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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

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. Meaning of the Project
 - 1.1.3. Types of Projects
 - 1.1.4. The Project Cycle
 - 1.1.5. Steps to Elaborate a Project
 - 1.1.6. Identification
 - 1.1.7. Design
 - 1.1.8. Execution and Follow-Up
 - 1.1.9. Evaluation
 - 1.1.10. Bibliography
- 1.2. The Logical Framework Approach
 - 1.2.1. Introduction
 - 1.2.2. What Is the Logical Framework Approach?
 - 1.2.3. Approaches to the Method
 - 1.2.4. Definitions of the Method
 - 1.2.5. Steps of the Method
 - 1.2.6. Conclusions
 - 1.2.7. Bibliography
- 1.3. Project Identification According to LFA I
 - 1.3.1. Introduction
 - 1.3.2. Participation Analysis
 - 1.3.3. Criteria for the Selection of Project Beneficiaries
 - 1.3.4. Outline of the Results of the Participation Analysis
 - 1.3.5. Difficulties in Participation Analysis
 - 1.3.6. Golden Rule of Participation Analysis
 - 1.3.7. Case Study
 - 1.3.7.1. Diseases in the Montecito Community
 - 1.3.7.2. Participation Analysis
 - 1.3.8. Bibliography



- 1.4. Project Identification According to LFA II
 - 1.4.1. Introduction
 - 1.4.2. Analysis of the Problems
 - 1.4.3. How the Problem Tree Arises
 - 1.4.4. Steps to Elaborate a Problem Tree
 - 1.4.5. Problems in the Elaboration of a Problem Tree
 - 1.4.6. Conclusions
 - 1.4.6.1. Analysis of Objectives
 - 1.4.6.2. Problem Tree
 - 1.4.7. Bibliography
- 1.5. Project Identification According to LFA III
 - 1.5.1. Analysis of Alternatives
 - 1.5.2. How to Conduct the Analysis of Alternatives
 - 1.5.3. Criteria for Evaluating Alternatives
 - 1.5.4. Sequence for Conducting the Analysis of Alternatives
 - 1.5.5. Conclusions
 - 1.5.6. Bibliography
- 1.6. The Logical Framework Approach to Project Design
 - 1.6.1. Introduction
 - 1.6.2. Planning Matrix
 - 1.6.2.1. Vertical Logic
 - 1.6.2.2. Horizontal Logic
 - 1.6.3. Origin of the Planning Matrix
 - 1.6.4. Composition of the Planning Matrix
 - 1.6.5. Contents of the Planning Matrix
 - 1.6.6. Bibliography
- 1.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
 - 1.7.1. Introduction
 - 1.7.2. What Is Viability?
 - 1.7.3. Feasibility Factors
 - 1.7.4. Evaluation
 - 1.7.5. Types of Evaluations
 - 1.7.6. Assessment Criteria

- 1.7.7. Design of Assessment
- 1.7.8. Assessment Indicators
- 1.7.9. Data Collection and Analysis Tools
- 1.7.10. Collection of Information
- 1.7.11. Bibliography
- 1.8. Project Design according to the Logical Framework Approach II: Practical Cases
 - 1.8.1. Introduction
 - 1.8.2. Case Study Presentation
 - 1.8.2.1. Diseases in the Montecito Community
 - 1.8.3. Annexes
 - 1.8.4. Bibliography

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
 - 2.1.5. Goals of Humanitarian Action
 - 2.1.6. Beneficiaries of Humanitarian Action
 - 2.1.7. The Concept of Aid
 - 2.1.8. Emergency Aid
 - 2.1.8.1. Lines of Action for Emergency Aid
 - 2.1.9. Humanitarian Aid
 - 2.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
 - 2.1.10. Conclusions
 - 2.1.11. Bibliography
- 2.2. Humanitarian Action and International Development Cooperation
 - 2.2.1. Introduction
 - 2.2.2. History of Humanitarian Action
 - 2.2.2.1. Modern Humanitarianism
 - 2.2.2.2. Evolution

- 2.2.3. Ethical and Operational Principles of Humanitarian Action
- 2.2.4. Humanitarian Principles
 - 2.2.4.1. Dilemmas that Contribute
- 2.2.5. Humanity
 - 2.2.5.1. Definitions and Dilemmas
- 2.2.6. Impartiality
 - 2.2.6.1. Definitions and Dilemmas
- 2.2.7. Neutrality
 - 2.2.7.1. Definitions and Dilemmas
- 2.2.8. Independence
 - 2.2.8.1. Definitions and Dilemmas
- 2.2.9. Universality
 - 2.2.9.1. Definitions and Dilemmas
- 2.2.10. Conclusions
- 2.2.11. Bibliography
- 2.3. Contents and Specific Objectives of Humanitarian Action I
 - 2.3.1. Introduction
 - 2.3.2. Humanitarian Action and Development Cooperation
 - 2.3.2.1. Classical Humanitarianism and New Humanitarianism
 - 2.3.2.2. Linking Emergency and Development
 - 2.3.3. LRRD Approach
 - 2.3.3.1. Concept of *Continuum and Contiguum*
 - 2.3.4. Humanitarian Action and LRRD
 - 2.3.5. Preparedness, Mitigation and Prevention
 - 2.3.6. Reducing Vulnerabilities and Strengthening Capacities
 - 2.3.7. Bibliography
- 2.4. Contents and Specific Objectives of Humanitarian Action II
 - 2.4.1. Victim Protection
 - 2.4.1.1. The Right to Asylum and Refuge
 - 2.4.1.2. Humanitarian Interference
 - 2.4.2. International Supervision/Follow-Up of Compliance
 - 2.4.3. Witnessing and Reporting Human Rights Violations. Manager
 - 2.4.4. Lobbying of NGOs
 - 2.4.4.1. International Accompaniment and Presence
 - 2.4.5. High-Level Political Action
 - 2.4.6. Code of Conduct
 - 2.4.7. ESFERA Project
 - 2.4.7.1. The Humanitarian Charter
 - 2.4.7.2. Minimum Standards
 - 2.4.7.3. The Essential Humanitarian Standard
 - 2.4.7.4. Assessment of Humanitarian Action
 - 2.4.7.5. Why Assess Humanitarian Action?
 - 2.4.8. Bibliography
- 2.5. Stakeholders in Humanitarian Action
 - 2.5.1. Introduction
 - 2.5.2. What Are the Stakeholders in Humanitarian Action?
 - 2.5.3. The Affected Population
 - 2.5.4. The Affected Governments
 - 2.5.5. NGOs
 - 2.5.6. The International Red Cross and Red Crescent Movement
 - 2.5.7. Donor Governments
 - 2.5.8. UN Humanitarian Agencies
 - 2.5.9. The European Union
 - 2.5.10. Other Stakeholders:
 - 2.5.10.1. Private Sector Entities
 - 2.5.10.2. Media
 - 2.5.10.3. Military Forces
 - 2.5.11. Bibliography
- 2.6. Main Challenges for Stakeholders and Humanitarian Action
 - 2.6.1. Introduction

- 2.6.2. The World Humanitarian Summit
 - 2.6.2.1. The Agenda for Humanity
- 2.6.3. The Main Reasons to Look to the Future
- 2.6.4. Increase the Weight and Capacity of Local Stakeholders
 - 2.6.4.1. Charter for Change
- 2.6.5. Organizational Challenges for NGOs at the International Level
- 2.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
- 2.6.7. Bibliography
- 2.7. OCHA The Office for the Coordination of Humanitarian Affairs
 - 2.7.1. Objectives
 - 2.7.2. United Nations
 - 2.7.3. The UN and Humanitarian Action
 - 2.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
 - 2.7.4.1. The Origin of the OCHA
 - 2.7.4.2. The Evolution of OCHA
 - 2.7.4.3. The 2005 Humanitarian Reform
 - 2.7.4.4. The Cluster Approach
 - 2.7.4.5. OCHA's Coordination Tools
 - 2.7.4.6. The Mission of OCHA
 - 2.7.4.7. OCHA Strategic Plan 2018-2021
 - 2.7.5. Bibliography
- 2.8. The Office for Humanitarian Action OHA
 - 2.8.1. Objectives
 - 2.8.2. Spanish Agency for International Development Cooperation (AECID)
 - 2.8.3. Spanish Humanitarian Action
 - 2.8.4. AECID and the Office for Humanitarian Action (OHA)
 - 2.8.5. The Office for Humanitarian Action (OHA)
 - 2.8.5.1. The Objectives and Functions of OHA
 - 2.8.5.2. OHA Financing
 - 2.8.6. Bibliography

- 2.9. Comparative of Humanitarian Action Strategies for Development
 - 2.9.1. Objectives
 - 2.9.2. Introduction
 - 2.9.3. Spain's Participation in the World Humanitarian Summit
 - 2.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
 - 2.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
 - 2.9.5. The START (Spanish Technical Aid Response Team) Project
 - 2.9.5.1. Objectives and Purpose of the START Project
 - 2.9.5.2. The START Project Team
 - 2.9.6. Conclusions
 - 2.9.7. Bibliography



A unique, key, and decisive educational experience 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.



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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 the psychologist experiences 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 psychologist'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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 our 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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 suggesting that observing third-party experts can be useful.

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 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 Design, Monitoring and Assessment of International Development Cooperation Projects** 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 Design, Monitoring and Assessment of International Development Cooperation Projects**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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

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



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