

# Postgraduate Diploma Cooperation Project and NGO Management for Development





## Postgraduate Diploma Cooperation Project and NGO Management for Development

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

Website: [www.techtute.com/us/psychology/postgraduate-diploma/cooperation-project-ngo-management-development](http://www.techtute.com/us/psychology/postgraduate-diploma/cooperation-project-ngo-management-development)

# Index

01

Introduction

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*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 30*

06

Certificate

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*p. 38*

# 01

# Introduction

The Cooperation Project Management involves a wide range of work that depends, to a great extent, on NGOs and other organizations that work to ensure the sustainable development of the people. In this field, the work of psychologists is of great importance, as they can contribute all their knowledge in creating projects that favor the growth of the inhabitants of these regions. With this program we qualify these professionals to acquire all the necessary skills for the Management and Coordination of Cooperation Projects.





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*If you want to contribute your qualification as a psychologist to the work of NGOs, in this Postgraduate Diploma we give you the keys to know their work and to develop yourself professionally”*

The Postgraduate Diploma in Cooperation Project and NGO Management for Development has been designed by a team of professionals, with years of experience in the sector, who have transferred their knowledge and experience to this program that will allow the student to enter into the main facts related to this field of action. In this way, TECH's objective is to enable you to stand out among the rest of the professionals and be able to contribute your qualification in fieldwork.

To perform cooperation tasks, it is necessary to follow the UN guidelines, which focus on five major areas: Peacekeeping, humanitarian affairs, human rights, international law and development, the latter being one of its main priorities, with the aim of achieving social, economic, cultural and humanitarian development in all regions through International Cooperation.

To achieve progress in this aspect, TECH has created this program that brings together basic knowledge in International Cooperation and Development, tools that allow the development worker to seek improvement in the performance of their duties in those areas that people and peoples demand, orient it to change and focus it on the present situation through the tools and resources of cooperation, and putting the focus on the work of psychologists, professionals of great value, especially when acting in societies with great difficulties.

This program pays special attention to the Management of Cooperation Projects, as well as to the work of NGOs, fundamental institutions for the development of the most disadvantaged societies. As a novel aspect, it introduces students to the study of the instruments of cooperation and to the knowledge of the actors that make up this scenario. It also enables the acquisition of skills in the use of sources, statistical tools and technical instruments to organize information, plan reports and analyze actions to be taken.

In addition, as it is a 100% online program, the Psychologist will be able to balance the study of this comprehensive Postgraduate Diploma 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 Diploma in Cooperation Project and NGO Management for Development** contains the most complete and up-to-date program on the market.

The most important features 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 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"*

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*Get qualified with us and specialize in Cooperation Project Management. It will be a unique opportunity for you to specialize in this valuable field and be able to effectively help those who need it most"*

Its teaching staff includes professionals belonging to the field of International Cooperation, who bring to this program their work experience, as well as renowned 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 the field of Development Cooperation Project Management.

*Increase your decision-making confidence by updating your knowledge with this University Expert course.*

*Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.*



02

# Objectives

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





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*This Postgraduate Diploma 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 the decision-making process”*



## General Objectives

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- ◆ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law





## Specific Objectives

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### Module 1. International Development Cooperation

- ◆ Know different methods of research in International Development Cooperation
- ◆ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- ◆ Know the evolution and status of current debates on development
- ◆ Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- ◆ Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- ◆ Understand the international cooperation system and the different members that make it up

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

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

### Module 3. Social and Transformative Communication

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

### Module 4. NGOs and Local, Regional and International Solidarity

- ◆ Understand the concepts and definitions of NGOs
- ◆ Know the diversity of NGOs and their field or work
- ◆ Learn the broad outlines of NGO management
- ◆ Identify, understand and know how to use sources and tools to identify international development cooperation projects



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

# 03

# Course Management

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to 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 advances in Cooperation Project and NGO Management for Development”*

## 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. 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, Madrid, Spain

### Ms. Sánchez Garrido, Araceli

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

### Ms. Ramos Rollon, Marisa

- ◆ 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 issues of democratic governance and development policies.
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá.

### 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.

## International Guest Director

Piotr Sasin is an international expert with experience in non-profit management, specializing in humanitarian assistance, resilience and international cooperation for the development of peoples. Indeed, he has worked in complex and challenging environments, helping communities affected by conflict, displacement and humanitarian crises. In addition, his focus on social innovations and participatory planning has allowed him to implement long-term solutions in vulnerable areas, significantly improving living conditions.

He has also held key roles as Director of Refugee Crisis Response at CARE, where he has led humanitarian initiatives to support displaced people in various regions. He has also worked as Country Director at People in Need, where he was responsible for coordinating community development and rapid emergency response programs. In turn, his role as Country Representative at the Terre des Hommes Foundation has allowed him to manage projects focused on child protection.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of international development cooperation, collaborating with governments, NGOs and multilateral agencies in various regions. Likewise, his leadership has been instrumental in promoting resilience in communities affected by disasters, fostering local empowerment through urban planning and sustainable development. In this way, he has been praised for his focus on conflict mitigation and his ability to build strategic partnerships.

Ultimately, Piotr Sasin has a strong academic background, with a Master's degree in Urban Planning and Regional Development, as well as a Bachelor's degree in Ethnology and Anthropological Culture, both degrees from the University of Warsaw in Poland. Thereby, his research has focused on international cooperation and sustainable planning in humanitarian crisis contexts.





## Mr. Sasin, Piotr

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- ♦ Director of Refugee Crisis Response at CARE, Warsaw, Poland
- ♦ Country Director at People in Need
- ♦ Country Representative at Fondation Terre des Hommes
- ♦ Program Director at Habitat for Humanity Poland
- ♦ Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- ♦ B.A. in Ethnology and Anthropological Culture, University of Warsaw

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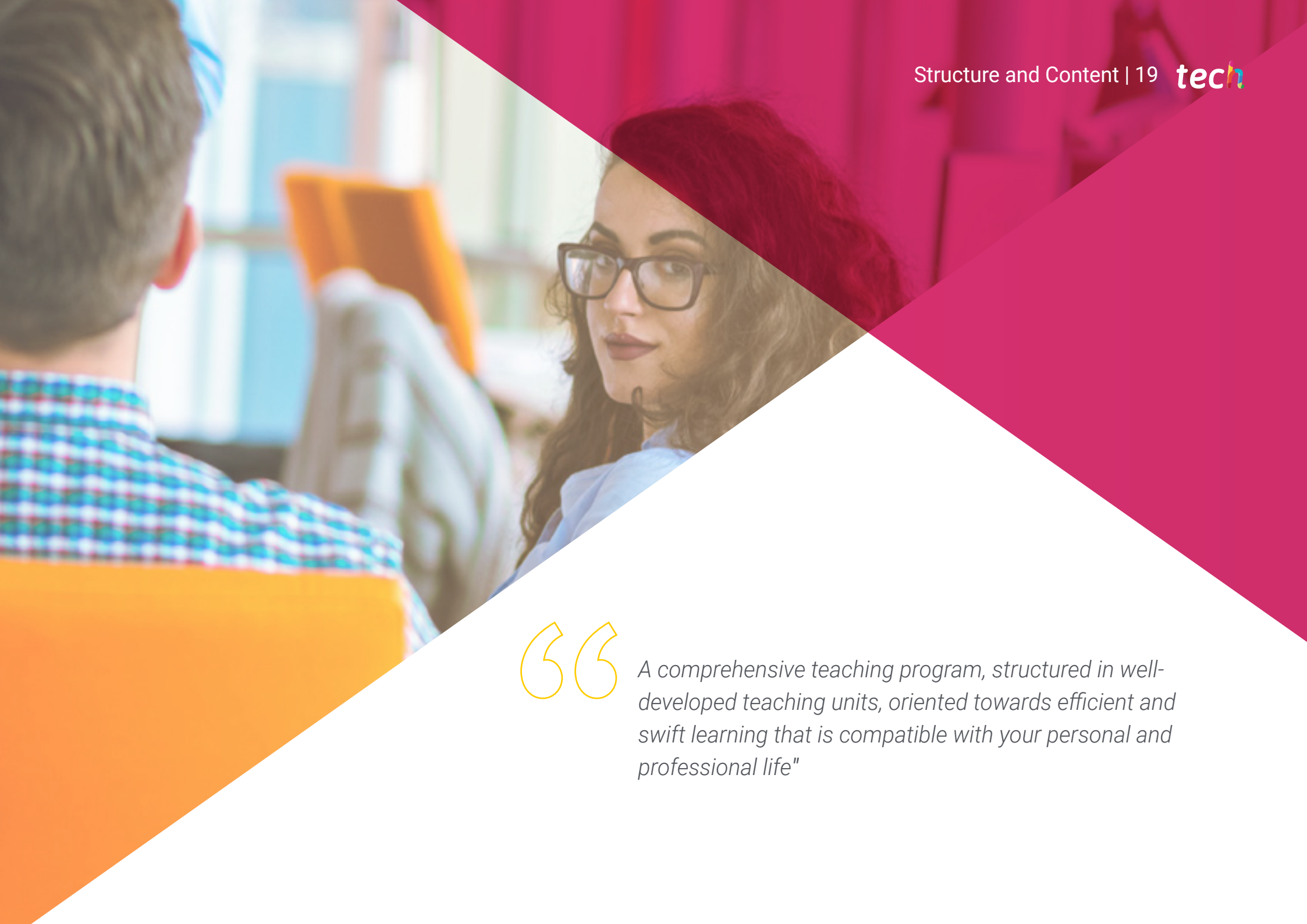
*Thanks to TECH, you will be able to learn with the best professionals in the world”*

# 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 education 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. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What is the International Development Cooperation?
  - 1.1.3. Objectives and Purpose of International Development Cooperation
  - 1.1.4. Goals of the Spanish International Development Cooperation
  - 1.1.5. Evolution of the Spanish International Development Cooperation
  - 1.1.6. Origins and Historical Evolution of International Cooperation
  - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.8. The Processes of Decolonization in the Postwar Years
  - 1.1.9. Crisis of the International Development Cooperation
  - 1.1.10. Changes in the Conception of International Development Cooperation
  - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development Cooperation
    - 1.2.2.2. Development Education
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid
  - 1.2.4. Modalities of the International Development Cooperation
  - 1.2.5. Types of Modalities
    - 1.2.5.1. 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. According to 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 International Development Cooperation
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8. Focus on Human Rights In International Development Cooperation
  - 1.8.1. Introduction
  - 1.8.2. Human rights
  - 1.8.3. Human Rights Approach to Development Cooperation
  - 1.8.4. How the Human Rights Approach Emerged
  - 1.8.5. Elements that the Human Rights Approach Contributes to the International Development Cooperation
    - 1.8.5.1. New Frame of Reference: International Human Rights Standards
    - 1.8.5.2. New Look at Capacity Building
    - 1.8.5.3. Participation in Public Policy
    - 1.8.5.4. Accountability
  - 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
  - 1.8.7. Challenges in Project Identification and Formulation
  - 1.8.8. Challenges in Project Execution
  - 1.8.9. Challenges in Project Monitoring and Assessment
  - 1.8.10. Bibliography
- 1.9. Human Mobility and Migration
  - 1.9.1. Introduction

- 1.9.2. Migration
  - 1.9.2.1. First Human Movements
  - 1.9.2.2. Types of Migrations
  - 1.9.2.3. Causes of Migrations
- 1.9.3. Migratory Processes in the Era of Globalization
  - 1.9.3.1. Improved Living Conditions
  - 1.9.3.2. Vulnerability and Migration
- 1.9.4. Human Safety and Conflict
- 1.9.5. Challenges of the International Asylum System
- 1.9.6. The OHCHR
- 1.9.7. Human Rights Based Migration Strategy
- 1.9.8. Bibliography

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

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

- 2.3. Project Identification According to LFA (I)
  - 2.3.1. Introduction
  - 2.3.2. Participation Analysis
  - 2.3.3. Criteria for the Selection of Project Beneficiaries
  - 2.3.4. Outline of the Results of the Participation Analysis
  - 2.3.5. Difficulties in Participation Analysis
  - 2.3.6. Golden Rule of Participation Analysis
  - 2.3.7. Case Study
    - 2.3.7.1. Diseases in the Montecito Community
    - 2.3.7.2. Participation Analysis
  - 2.3.8. Bibliography
- 2.4. Project Identification According to LFA (II)
  - 2.4.1. Introduction
  - 2.4.2. Analysis of the Problems
  - 2.4.3. How the Problem Tree Arises
  - 2.4.4. Steps to Elaborate a Problem Tree
  - 2.4.5. Problems in the Elaboration of a Problem Tree
  - 2.4.6. Conclusions
    - 2.4.6.1. Analysis of objectives
    - 2.4.6.2. Problem Tree
  - 2.4.7. Bibliography
- 2.5. Project Identification According to LFA (III)
  - 2.5.1. Analysis of Alternatives
  - 2.5.2. How to Conduct the Analysis of Alternatives
  - 2.5.3. Criteria for Evaluating Alternatives
  - 2.5.4. Sequence for Conducting the Analysis of Alternatives
  - 2.5.5. Conclusions
  - 2.5.6. Bibliography
- 2.6. The Logical Framework Approach to Project Design
  - 2.6.1. Introduction
  - 2.6.2. Planning Matrix
    - 2.6.2.1. Vertical Logic
    - 2.6.2.2. Horizontal Logic
  - 2.6.3. Origin of the Planning Matrix

- 2.6.4. Composition of the Planning Matrix
- 2.6.5. Contents of the Planning Matrix
- 2.6.6. Bibliography
- 2.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
  - 2.7.1. Introduction
  - 2.7.2. What Is Viability??
  - 2.7.3. Feasibility Factors
  - 2.7.4. Assessment
  - 2.7.5. Types of Evaluations
  - 2.7.6. Assessment Criteria
  - 2.7.7. Design of Assessment
  - 2.7.8. Assessment Indicators
  - 2.7.9. Data Collection and Analysis Tools
  - 2.7.10. Collection of Information
  - 2.7.11. Bibliography
- 2.8. The Logical Framework Approach to Project Design(II): 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
    - 3.2.2. Fake News, Control and Leaks
    - 3.2.3. Publicly Owned Media
    - 3.2.4. Commercial Media
      - 3.2.4.1. Large Conglomerates in Europe
      - 3.2.4.2. Large Conglomerates in Latin America
      - 3.2.4.3. Other Conglomerates
    - 3.2.5. Alternative Media
      - 3.2.5.1. Evolution of the Alternative Media in the Spanish State
      - 3.2.5.2. Current Trends
      - 3.2.5.3. The Problem of Financing
      - 3.2.5.4. Professional Journalism/Activist Journalism
    - 3.2.6. Initiatives for the Democratization of Communication
      - 3.2.6.1. Examples in Europe
      - 3.2.6.2. Examples in Latin America
    - 3.2.7. Conclusions
  - 3.3. Communication and International Cooperation
    - 3.3.1. Social Communication
      - 3.3.1.1. Concept
      - 3.3.1.2. Themes
    - 3.3.2. Stakeholders: Associations and Research Centers
      - 3.3.2.1. Social Movements
    - 3.3.3. Collaboration and Exchange Networks
    - 3.3.4. Cooperation, Education for Social Transformation and Communication
      - 3.3.4.1. Types of Communication from NGOs
    - 3.3.5. Code of Conduct
      - 3.3.5.1. Social Marketing
    - 3.3.6. Educommunication
  - 3.3.7. Working with Alternative Media
  - 3.3.8. Working with Publicly Owned Media and Commercial Media
  - 3.3.9. Communication and Cooperation in Times of Crisis
    - 3.3.9.1. Technical and Labor Impacts
    - 3.3.9.2. Impacts on Social Movements
    - 3.3.9.3. 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
- 3.10.7. Subject, Verb and Predicate
- 3.10.8. Conclusions

**Module 4. NGOs Local, Regional and International Solidarity**

- 4.1. NGOs
  - 4.1.1. Introduction
  - 4.1.2. Meaning of the Acronym NGO
  - 4.1.3. What Is an NGO?
    - 4.1.3.1. Definition and Concept
  - 4.1.4. NGO Conditions
  - 4.1.5. History and Evolution of NGOs
    - 4.1.5.1. When and How Are they Born?
  - 4.1.6. Functions of NGOs
  - 4.1.7. NGO Financing
    - 4.1.7.1. Public Funds
    - 4.1.7.2. Private Funds

- 4.1.8. Types of NGO
- 4.1.9. 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
    - 4.2.2.1. Types of Classification
  - 4.2.3. Types of NGOs According to Their Orientation
    - 4.2.3.1. How Many Types According to Their Orientation Are There?
  - 4.2.4. Charitable NGOs
  - 4.2.5. Service NGOs
  - 4.2.6. Participatory NGOs
  - 4.2.7. Advocacy NGOs
  - 4.2.8. Types of NGOs According to Their Field of Action
    - 4.2.8.1. Fields
  - 4.2.9. Community-Based NGOs
  - 4.2.10. Citizen NGOs
  - 4.2.11. National NGOs
  - 4.2.12. International NGOs
- 4.3. NGOs Development and Solidarity
  - 4.3.1. Introduction
  - 4.3.2. Changes in International Development Cooperation and Its Relationship with NGOs
    - 4.3.2.1. Main Lines
  - 4.3.3. The "Third World" and NGOs
  - 4.3.4. The Humanitarian Era From Intervention to the Global Village
    - 4.3.4.1. Doctors Without Borders, Doctors of the World, etc
  - 4.3.5. Movements against the Third World
  - 4.3.6. NGOs and Science
    - 4.3.6.1. Scientific Research
  - 4.3.7. The NGO Workforce
  - 4.3.8. Ideological Biases of NGOs
  - 4.3.9. Conclusions
- 4.4. NGO Legislation
  - 4.4.1. What Type of Legislation is Applicable for NGOs?
    - 4.4.1.1. Introduction
  - 4.4.2. Specific Laws
  - 4.4.3. Generic Laws
  - 4.4.4. State Regulations
    - 4.4.4.1. Types of Laws and Decrees
  - 4.4.5. Autonomous Community Standards
    - 4.4.5.1. Introduction
  - 4.4.6. Andalusian Autonomous Regulation
  - 4.4.7. Canary Islands Autonomous Regulation
  - 4.4.8. Catalonia Autonomous Regulation
  - 4.4.9. Basque Country Autonomous Regulations
  - 4.4.10. Obligations of the Associations
- 4.5. Types of Existing Associations
  - 4.5.1. Introduction
  - 4.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
  - 4.5.3. Youth Associations
    - 4.5.3.1. Definition and Concept
  - 4.5.4. Legislation of Youth Associations
  - 4.5.5. Main Characteristics of Youth Associations
  - 4.5.6. Coordinators
    - 4.5.6.1. Definition and Concept
    - 4.5.6.2. Objectives
  - 4.5.7. Characteristics of Coordinators
  - 4.5.8. Federations
    - 4.5.8.1. Definition and Concept
  - 4.5.9. Characteristics and Objectives of the Federations
  - 4.5.10. Types of Federations
- 4.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
  - 4.6.1. Introduction
  - 4.6.2. Spanish Agency for International Development Cooperation (AECID)
    - 4.6.2.1. Meaning of the Acronym

- 4.6.3. Definition and Concept
- 4.6.4. Objectives
- 4.6.5. Mission
  - 4.6.5.1. Vision of the Agency
- 4.6.6. Structure
- 4.6.7. AECID Technical Offices
- 4.6.8. Cooperation Modalities and Tools
- 4.6.9. Development Promotion Fund
- 4.6.10. Conclusions
- 4.7. AECID Cooperation Sectors
  - 4.7.1. Introduction
  - 4.7.2. Water and Sanitation
    - 4.7.2.1. How Do They Work?
  - 4.7.3. Economic Growth
    - 4.7.3.1. How Do They Work?
  - 4.7.4. Culture and Science
    - 4.7.4.1. How Do They Work?
  - 4.7.5. Gender
    - 4.7.5.1. How Do They Work?
  - 4.7.6. Educational
    - 4.7.6.1. How Do They Work?
  - 4.7.7. Rural Development, Food Security and Nutrition
    - 4.7.7.1. How Do They Work?
  - 4.7.8. Democratic Governance
    - 4.7.8.1. How Do They Work?
  - 4.7.9. Environment and Climate Change
    - 4.7.9.1. How Do They Work?
  - 4.7.10. Health
    - 4.7.10.1. How Do They Work?
- 4.8. Countries Where AECID Cooperates
  - 4.8.1. Introduction
  - 4.8.2. Geographic Priorities
    - 4.8.2.1. What are they?
  - 4.8.3. Countries and Territories of Association
    - 4.8.3.1. Present and Future
  - 4.8.4. Latin America
    - 4.8.4.1. 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 an NGO
  - 4.9.3. Strategic Planning of an NGO
    - 4.9.3.1. What Is It?
    - 4.9.3.2. How Is It Done?
  - 4.9.4. Managing the Quality of the NGO
    - 4.9.4.1. Quality and Commitment
  - 4.9.5. Stakeholders
    - 4.9.5.1. Stakeholder Relationship
  - 4.9.6. NGO Social Responsibility
  - 4.9.7. Third-Party Ethical Risk
  - 4.9.8. Relationship between NGOs and the Private Sector
  - 4.9.9. Transparency and Accountability
  - 4.9.10. Conclusions
- 4.10. National and International NGOs
  - 4.10.1. National NGOs
    - 4.10.1.1. Main Projects
  - 4.10.2. International NGOs
    - 4.10.2.1. Main Projects



- 4.10.3. UNHCR
  - 4.10.3.1. History
  - 4.10.3.2. Objectives
  - 4.10.3.3. Main Work Areas
- 4.10.4. Mercy Corps
  - 4.10.4.1. Who are They?
  - 4.10.4.2. Objectives
  - 4.10.4.3. Work Areas
- 4.10.5. International Plan
  - 4.10.5.1. Who are They?
  - 4.10.5.2. Objectives
  - 4.10.5.3. Main Areas of Work
- 4.10.6. Doctors without Borders
  - 4.10.6.1. Who are They?
  - 4.10.6.2. Objectives
  - 4.10.6.3. Work Areas
- 4.10.7. Ceres
  - 4.10.7.1. Who are They?
  - 4.10.7.2. Objectives
  - 4.10.7.3. Main Areas of Work
- 4.10.8. Oxfam
- 4.10.9. UNICEF
- 4.10.10. *Save the Children*

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 the psychologist experiences 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 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

The Postgraduate Diploma in Cooperation Project and NGO Management for Development guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into two main color sections: a blue sky on the left and a magenta/pink gradient on the right. The text is located in the white area at the bottom right of the page.

“

*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**







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

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

# Postgraduate Diploma Cooperation Project and NGO Management for Development

