

# Postgraduate Diploma

Management, Design and Assessment  
of International Development  
Cooperation Projects



## Postgraduate Diploma

### Management, Design and Assessment of International Development Cooperation Projects

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-management-design-assessment-international-development-cooperation-projects](http://www.techtitute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-management-design-assessment-international-development-cooperation-projects)

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# 01

# Introduction

Carrying out International Cooperation projects in regions with extreme needs requires a hard work of Management and Design in which different agents must be involved. With this program, TECH wants to teach psychology professionals who wish to work in this field to participate in this complex process with full guarantees of success.







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*If you would like to work in the field of International Cooperation, do not hesitate and learn with us Project Management, Design and Evaluation. It is the best way to be prepared for success”*

In the design of cooperation projects, the participation of all these actors is fundamental, as it allows for a broader vision of the needs and possible interventions in the regions where action is to be taken. Furthermore, it should be taken into account that international development cooperation is carried out in a multitude of fields, with the aim of improving the living conditions of the populations that need it most. Therefore, the previous work to know the needs of the site and the subsequent assessment process to check the effectiveness of the intervention are also of great value.

Psychologists play a fundamental role in this field, as they can provide specific knowledge of a field of action that, without their expertise, would be impossible to address successfully. For this reason, humanitarian work is understood as a multisectoral field in which professionals from different fields have a place.

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 areas that people and peoples demand, orient them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the Psychologist will be able to combine 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 Management, Design and Assessment of International Development Cooperation Projects** 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 of this program provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest developments in Management, Design 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 Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Management, Design and Assessment of International Development Cooperation Projects, you will obtain a qualification from TECH Technological University*”

*Increase your decision-making confidence by updating your knowledge with this program.*

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

Its teaching staff includes professionals belonging to the field of International Cooperation, who pour into this program the experience of their work, in addition to recognized specialists from reference 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 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 Management, Design and Assessment of International Development Cooperation Projects.



# 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 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



*Get up to date on the latest developments in International Development Cooperation”*





## Specific Objectives

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### Module 1. The Development of Peoples: Introduction and Challenges

- ♦ Understand the importance of the development of peoples
- ♦ Become aware of the actors involved in development, why and its consequences
- ♦ Know and clarify such basic concepts as poor and impoverished
- ♦ Become aware of the world situation and development
- ♦ Familiarize the students with the economic structure of the world
- ♦ Manage the concepts of sustainable development, sustainable objectives, etc. to meet their goals and objectives
- ♦ Know the basic theories of development in its economic, social, cultural and political aspects

### Module 2. 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 3. 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 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

### 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



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 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's Degree 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

# 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. The Development of Peoples: Introduction and Challenges

- 1.1. Development
  - 1.1.1. Introduction
  - 1.1.2. What Is Meant by Development?
  - 1.1.3. Sociological Theories for Development
    - 1.1.3.1. Development through Modernization
    - 1.1.3.2. Development through Dependency
    - 1.1.3.3. Neoinstitutional Development Theory
    - 1.1.3.4. Development through Democracy
    - 1.1.3.5. Theory of Development through Cultural Identity
  - 1.1.4. Stakeholders Involved in Development
    - 1.1.4.1. Depending on How It Is Channeled, the Aid Can Be
    - 1.1.4.2. According to their Shape
  - 1.1.5. Poor or Impoverished Countries
    - 1.1.5.1. What Is Meant by Impoverished?
  - 1.1.6. Economic, Social and Sustainable Development
  - 1.1.7. UNDP
  - 1.1.8. Bibliography
- 1.2. Power, Dynamics and Stakeholders in the International Society
  - 1.2.1. Introduction
  - 1.2.2. Power Elements
  - 1.2.3. The International Society
  - 1.2.4. International Society Models
    - 1.2.4.1. Static
    - 1.2.4.2. Dynamic
    - 1.2.4.3. Global
  - 1.2.5. Characteristics of the International Society
    - 1.2.5.1. It Is a Global Benchmark Company
    - 1.2.5.2. It Is Distinct from the Interstate Society
    - 1.2.5.3. International Society Requires a Relational Dimension
    - 1.2.5.4. International Society Enjoys a Common Order
  - 1.2.6. Social Structure of the Society
  - 1.2.7. Structure of the International Society
    - 1.2.7.1. Spatial Extension
    - 1.2.7.2. Structural Diversity
    - 1.2.7.3. The Cultural Dimension of International Society
  - 1.2.8. Polarization of the International Society
    - 1.2.8.1. Concept
  - 1.2.9. Degree of Institutionalization of the International Society
  - 1.2.10. Bibliography
- 1.3. Free Trade
  - 1.3.1. Introduction
  - 1.3.2. Unequal Interdependence between Countries
  - 1.3.3. Transnational Companies
    - 1.3.3.1. What are They?
  - 1.3.4. Current Trade Situation
    - 1.3.4.1. Transnationals and Free Trade
  - 1.3.5. The WTO
    - 1.3.5.1. Concept
    - 1.3.5.2. Brief History
    - 1.3.5.3. The WTO's Activities Are Built Around Three Pillars
  - 1.3.6. Rounds, Conferences and Lobbying
  - 1.3.7. Fair Trade Relations
  - 1.3.8. Corporate social responsibility
  - 1.3.9. A Global Pact
  - 1.3.10. Fair Trade
    - 1.3.10.1. International Definition
  - 1.3.11. Bibliography

- 1.4. Sustainable Development and Education
  - 1.4.1. Introduction
  - 1.4.2. Education on Sustainable Development and Education for Sustainable Development
    - 1.4.2.1. Main Differences
  - 1.4.3. Sustainability
    - 1.4.3.1. Concept
  - 1.4.4. Sustainable Development
    - 1.4.4.1. Concept
  - 1.4.5. Components of Sustainable Development
  - 1.4.6. Principles of Sustainable Development
  - 1.4.7. Education for Sustainable Development (ESD)
    - 1.4.7.1. Definition
  - 1.4.8. History of Education for Sustainable Development
    - 1.4.8.1. Concept
  - 1.4.9. Redirect Education
  - 1.4.10. Guidelines for Sustainable Development
  - 1.4.11. Bibliography
- 1.5. Sustainable Development Goals (SDGs)
  - 1.5.1. Introduction
  - 1.5.2. Millennium Development Goals
    - 1.5.2.1. Background
  - 1.5.3. Millennium Campaign
  - 1.5.4. MDG Results
  - 1.5.5. Sustainable Development Goals
    - 1.5.5.1. Definition
    - 1.5.5.2. Who Is Involved?
  - 1.5.6. What Are the SDGs?
    - 1.5.6.1. Features
  - 1.5.7. Differences between the MDGs and the SDGs
  - 1.5.8. Sustainable Development Agenda
    - 1.5.8.1. The 2030 Agenda
    - 1.5.8.2. Are the SDGs Legally Binding?
  - 1.5.9. Monitoring the Achievement of the SDGs
  - 1.5.10. Bibliography
- 1.6. Theories about Sustainable Development
  - 1.6.1. Introduction
  - 1.6.2. Development Participants
  - 1.6.3. Issues in Education for Sustainable Development
    - 1.6.3.1. Skills
  - 1.6.4. The UN and Its Development Work
    - 1.6.4.1. The History of the UN
    - 1.6.4.2. The UN and Sustainability
  - 1.6.5. Agenda 21: UN Agenda 21
    - 1.6.5.1. Objectives of Agenda 21
  - 1.6.6. UNDP
    - 1.6.6.1. History of UNDP
    - 1.6.6.2. UNDP Goals
  - 1.6.7. Other Theories to Support Sustainable Development
    - 1.6.7.1. Degrowth
  - 1.6.8. Alternative Theories to Sustainable Development
    - 1.6.8.1. Ecodevelopment
  - 1.6.9. Bibliography
- 1.7. Civil Society, Social Movements and Transformation Processes
  - 1.7.1. Introduction
  - 1.7.2. Concept of Social Movement
  - 1.7.3. Goals of Social Movements
  - 1.7.4. Structure of Social Movements
  - 1.7.5. Definitions of Leading Authors
  - 1.7.6. Collective Challenge
  - 1.7.7. The Search for a Common Goal
  - 1.7.8. Evolution of Social Movements
  - 1.7.9. Participation and Consolidation of Democracy
  - 1.7.10. Most Important Social Movements in Recent Years in Europe
  - 1.7.11. Bibliography

- 1.8. Participatory Community Development
  - 1.8.1. Introduction
  - 1.8.2. Community
    - 1.8.2.1. On Whom Does the Success of a Community Depend?
  - 1.8.3. Concept of Participatory
  - 1.8.4. Community Development Concept
  - 1.8.5. Defining Features of Community Development
  - 1.8.6. Processes to Achieve Community Development
    - 1.8.6.1. Participatory Diagnosis
    - 1.8.6.2. Development Plan
    - 1.8.6.3. Participatory Planning
    - 1.8.6.4. Community Development Plan
  - 1.8.7. Twelve Lessons in Participatory Community Development
  - 1.8.8. Key Stakeholders
  - 1.8.9. Bibliography
- 1.9. Human Development Index
  - 1.9.1. Introduction
  - 1.9.2. Human Development Index
    - 1.9.2.1. IDH Principles
    - 1.9.2.2. HDI Goals
    - 1.9.2.3. Limitations of a IDH
    - 1.9.2.4. Types of Indicators
  - 1.9.3. Human Development Features
  - 1.9.4. Methodology for Calculating the HDI
  - 1.9.5. Others Human Development Indexes
    - 1.9.5.1. Inequality-Adjusted Human Development Index
    - 1.9.5.2. Gender Inequality Index
    - 1.9.5.3. Multidimensional Poverty Index (MPI)
  - 1.9.6. UNDP - United Nations Development Program
  - 1.9.7. Conclusions
  - 1.9.8. Bibliography







- 1.10. Local Associations for Development
  - 1.10.1. Introduction
  - 1.10.2. What Is a NGDO?
  - 1.10.3. State Development Movements
  - 1.10.4. Zero Poverty
    - 1.10.4.1. Objectives
    - 1.10.4.2. Action Strategy
    - 1.10.4.3. Member Organizations
  - 1.10.5. Automatic Coordinators
  - 1.10.6. Social Action Groups
  - 1.10.7. Bibliography

## Module 2. International Development Cooperation

- 2.1. International Development Cooperation
  - 2.1.1. Introduction
  - 2.1.2. What Is the International Development Cooperation?
  - 2.1.3. Objectives and Purpose of International Development Cooperation
  - 2.1.4. Goals of the Spanish International Development Cooperation
  - 2.1.5. Evolution of the Spanish International Development Cooperation
  - 2.1.6. Origins and Historical Evolution of International Cooperation
  - 2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 2.1.8. The Processes of Decolonization in the Postwar Years
  - 2.1.9. Crisis of the International Development Cooperation
  - 2.1.10. Changes in the Conception of International Development Cooperation
  - 2.1.11. Bibliography
- 2.2. Modalities and Instruments of International Development Cooperation
  - 2.2.1. Introduction
  - 2.2.2. Main Tools of International Development Cooperation
    - 2.2.2.1. Development Cooperation
    - 2.2.2.2. Development Education
    - 2.2.2.3. Technical Assistance, Training and Research
    - 2.2.2.4. Humanitarian Action

- 2.2.3. Other Cooperation Tools
  - 2.2.3.1. Economic Cooperation
  - 2.2.3.2. Financial Help
  - 2.2.3.3. Scientific and Technological Cooperation
  - 2.2.3.4. Food Aid
- 2.2.4. Modalities of the International Development Cooperation
- 2.2.5. Types of Modalities
  - 2.2.5.1. Modality According to the Origin of the Funds
- 2.2.6. Types of Aid According to the Stakeholders Channeling International Development Cooperation Funds
  - 2.2.6.1. Bilateral
  - 2.2.6.2. Multilateral
  - 2.2.6.3. Decentralized Cooperation
  - 2.2.6.4. Non-Governmental Cooperation
  - 2.2.6.5. Business Cooperation
- 2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
- 2.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
- 2.2.9. Other Cooperation Tools. Co-Development
  - 2.2.9.1. Co-Development Interventions
- 2.2.10. Bibliography
- 2.3. Multilateral Organizations
  - 2.3.1. The International Development Cooperation System
  - 2.3.2. International Development Cooperation Stakeholders
  - 2.3.3. Stakeholders in the Official Development Assistance System
  - 2.3.4. Definitions of Relevant International Organizations (IOs)
  - 2.3.5. Characteristics of International Organizations
    - 2.3.5.1. Types of International Organizations
  - 2.3.6. Advantages of Multilateral Cooperation
  - 2.3.7. Contributions of International Organizations to the Multilateral System
  - 2.3.8. Multilateral Financial Institutions (MFIs)
    - 2.3.8.1. Characteristics of MFIs
    - 2.3.8.2. Composition of MFIs
    - 2.3.8.3. Types of MFIs
  - 2.3.9. Bibliography
- 2.4. Sources of International Development Cooperation
  - 2.4.1. Introduction
  - 2.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 2.4.3. Multilateral Financial Institutions
  - 2.4.4. The International Monetary Fund
  - 2.4.5. United States Agency for International Development USAID
    - 2.4.5.1. Who are They?
    - 2.4.5.2. The History of USAID
    - 2.4.5.3. Intervention Sectors
  - 2.4.6. The European Union
    - 2.4.6.1. Objectives of the EU
    - 2.4.6.2. General Objectives of EU External Action
  - 2.4.7. Non-Financial Multilateral Institutions
    - 2.4.7.1. List of Non-Financial Multilateral Institutions
    - 2.4.7.2. Actions by Non-Financial Multilateral Institutions
  - 2.4.8. United Nations Organization
  - 2.4.9. Bibliography
- 2.5. Spanish Cooperation Master Plan 2018-2021
  - 2.5.1. Introduction
  - 2.5.2. Action and Management Challenges for Spanish Cooperation
  - 2.5.3. What Is a Master Plan?
    - 2.5.3.1. Spanish Cooperation Master Plan
    - 2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
  - 2.5.4. Goals of the Master Plan
    - 2.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
  - 2.5.5. Geographic Priorities for Action under the Master Plan of the IADC
  - 2.5.6. The 2030 Agenda
    - 2.5.6.1. What Is Agenda 2030?
    - 2.5.6.2. Development of Agenda 2030
    - 2.5.6.3. General Specifications
    - 2.5.6.4. Implementation of Agenda 2030
  - 2.5.7. Bibliography
- 2.6. Humanitarian Action
  - 2.6.1. Introduction
  - 2.6.2. Humanitarian Aid in the International Context
  - 2.6.3. Tendencies in Humanitarian Action

- 2.6.4. Main Goals of Humanitarian Action
  - 2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
  - 2.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
  - 2.6.7. The Financing of Humanitarian Action and Its Evolution
  - 2.6.8. Principles of International Human Rights Law and Humanitarian Action
  - 2.6.9. Summary
  - 2.6.10. Bibliography
  - 2.7. Gender Approach in International Development Cooperation
    - 2.7.1. Introduction
    - 2.7.2. What Is the Gender Approach?
    - 2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
    - 2.7.4. Gender Approaches in International Development Cooperation
    - 2.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
    - 2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
    - 2.7.7. Sectoral Gender Strategy in Spanish Development Cooperation
    - 2.7.8. Gender Mainstreaming Guide
    - 2.7.9. Bibliography
  - 2.8. Focus on Human Rights In International Development Cooperation
    - 2.8.1. Introduction
    - 2.8.2. Human Rights
    - 2.8.3. Human Rights Approach to Development Cooperation
    - 2.8.4. How the Human Rights Approach Emerged
    - 2.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
      - 2.8.5.1. New Frame of Reference: International Human Rights Standards. Manager
      - 2.8.5.2. New Look at Capacity Building
      - 2.8.5.3. Participation in Public Policy
      - 2.8.5.4. Accountability
    - 2.8.6. Challenges of the Human Rights Approach in in Development Cooperation Interventions
    - 2.8.7. Challenges in Project Identification and Formulation
    - 2.8.8. Challenges in Project Execution
    - 2.8.9. Challenges in Project Monitoring and Assessment
    - 2.8.10. Bibliography
  - 2.9. Human Mobility and Migration
    - 2.9.1. Introduction
    - 2.9.2. Migration
      - 2.9.2.1. First Human Movements
      - 2.9.2.2. Types of Migrations
      - 2.9.2.3. Causes of Migrations
    - 2.9.3. Migratory Processes in the Era of Globalization
      - 2.9.3.1. Improved Living Conditions
      - 2.9.3.2. Vulnerability and Migration
    - 2.9.4. Human Safety and Conflict
    - 2.9.5. Challenges of the International Asylum System
    - 2.9.6. The OHCHR
    - 2.9.7. Human Rights Based Migration Strategy
    - 2.9.8. Bibliography
- Module 3. Design, Monitoring and Assessment of International Development Cooperation Projects**
- 3.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
    - 3.1.1. Introduction
    - 3.1.2. Meaning of the Project
    - 3.1.3. Types of Projects
    - 3.1.4. The Project Cycle
    - 3.1.5. Steps to Elaborate a Project
    - 3.1.6. Identification
    - 3.1.7. Design
    - 3.1.8. Execution and Follow-Up
    - 3.1.9. Evaluation
    - 3.1.10. Bibliography

- 3.2. The Logical Framework Approach
  - 3.2.1. Introduction
  - 3.2.2. What Is the Logical Framework Approach?
  - 3.2.3. Approaches to the Method
  - 3.2.4. Definitions of the Method
  - 3.2.5. Steps of the Method
  - 3.2.6. Conclusions
  - 3.2.7. Bibliography
- 3.3. Project Identification According to LFA (I)
  - 3.3.1. Introduction
  - 3.3.2. Participation Analysis
  - 3.3.3. Criteria for the Selection of Project Beneficiaries
  - 3.3.4. Outline of the Results of the Participation Analysis
  - 3.3.5. Difficulties in Participation Analysis
  - 3.3.6. Golden Rule of Participation Analysis
  - 3.3.7. Case Study
    - 3.3.7.1. Diseases in the Montecito Community
    - 3.3.7.2. Participation Analysis
  - 3.3.8. Bibliography
- 3.4. Project Identification According to LFA (II)
  - 3.4.1. Introduction
  - 3.4.2. Analysis of the Problems
  - 3.4.3. How the Problem Tree Arises
  - 3.4.4. Steps to Elaborate a Problem Tree
  - 3.4.5. Problems in the Elaboration of a Problem Tree
  - 3.4.6. Conclusions
    - 3.4.6.1. Analysis of Objectives
    - 3.4.6.2. Problem Tree
  - 3.4.7. Bibliography
- 3.5. Project Identification According to LFA (III)
  - 3.5.1. Analysis of Alternatives
  - 3.5.2. How to Conduct the Analysis of Alternatives
  - 3.5.3. Criteria for Evaluating Alternatives
  - 3.5.4. Sequence for Conducting the Analysis of Alternatives
  - 3.5.5. Conclusions
  - 3.5.6. Bibliography
- 3.6. The Logical Framework Approach to Project Design
  - 3.6.1. Introduction
  - 3.6.2. Planning Matrix
    - 3.6.2.1. Vertical Logic
    - 3.6.2.2. Horizontal Logic
  - 3.6.3. Origin of the Planning Matrix
  - 3.6.4. Composition of the Planning Matrix
  - 3.6.5. Contents of the Planning Matrix
  - 3.6.6. Bibliography
- 3.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
  - 3.7.1. Introduction
  - 3.7.2. What Is Viability?
  - 3.7.3. Feasibility Factors
  - 3.7.4. Evaluation
  - 3.7.5. Types of Evaluations
  - 3.7.6. Assessment Criteria
  - 3.7.7. Design of Assessment
  - 3.7.8. Assessment Indicators
  - 3.7.9. Data Collection and Analysis Tools
  - 3.7.10. Collection of Information
  - 3.7.11. Bibliography



- 3.8. The Logical Framework Approach to Project Design (II): Case Study
  - 3.8.1. Introduction
  - 3.8.2. Case Study Presentation
    - 3.8.2.1. Diseases in the Montecito Community
  - 3.8.3. Annexes
  - 3.8.4. Bibliography

## 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 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 of Peoples 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. 12 Projects
- 4.8.5. Caribbean
- 4.8.6. North Africa and the Middle East
  - 4.8.6.1. 4 Projects
- 4.8.7. West Sub-Saharan Africa
  - 4.8.7.1. Three Projects
- 4.8.8. Central, Eastern, and Southern Africa
  - 4.8.8.1. Three Projects
- 4.8.9. Asia
  - 4.8.9.1. One 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.





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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. 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.

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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. 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 Diploma in Management, Design and Assessment of International Development Cooperation Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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

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

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

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

Title: **Postgraduate Diploma in Management, Design and Assessment of International Development Cooperation Projects**

Official N° of Hours: **600 h.**



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

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community community



## Postgraduate Diploma

Management, Design and Assessment  
of International Development  
Cooperation Projects

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

Management, Design and Assessment  
of International Development  
Cooperation Projects

