Postgraduate Diploma

Management, Design and Evaluation of International Cooperation for Development Projects

tech universidad tecnológica

tech technological university

Postgraduate Diploma

Management, Design and Evaluation of International Cooperation for Development 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/humanities/postraduate-diploma/postgraduate-diploma-management-design-evaluation-international-cooperation-development-projects

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01

Introduction

The success of programs and projects aimed at improving the living conditions of communities and developing countries depends on their proper management and evaluation. Ensuring the efficiency and effectiveness of the aid provided is an imperative aspect and only a small failure in this whole process can lead to the failure of the project. This is all the more reason why a program such as the one offered by TECH with this refresher course is urgently needed.Through it, students will go through the management cycle of a development program, examining the problems of the different regional and international environments and NGO typologies. All this through a 100% online modality and the participation of prestigious experts.

Ensures the success of development projects by focusing on the quality of their design, management and evaluation"

When designing and managing an International Development Cooperation project, attention and meticulousness in every single detail of the initiative is a crucial aspect. Not surprisingly, these programs are thoroughly evaluated by international actors as relevant as the European Commission. In fact, this body demands a clear and transparent framework that facilitates independent evaluations.

Therefore, a program that provides an update in the Management, Design and Evaluation of International Cooperation for Development Projects has an even more important value in today's world. And this is precisely what TECH offers, allowing the Humanities professional to design initiatives based on the latest tools that allow their management to be optimal, enhancing their viability. In this sense, students will go through each and every one of the actors involved in development programs, delving into the most effective instruments of International Cooperation.

Likewise, the students will analyze in detail the elements that make up the management cycle of these initiatives and the areas of work faced by an NGO; without a doubt, a really necessary specialization that the students have the opportunity to develop from home or wherever they deem appropriate. The online nature of the Postgraduate Diploma provides numerous flexibilities to delve into a syllabus prepared by leading teachers in International Cooperation for Development.

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

- Practical case studies presented by experts in Management, Design and Evaluation of International Cooperation for Development Projects
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- 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

Project yourself in a sector within the International Cooperation that is demanding fully updated professionals to enhance the viability of development programs"

Delve into the most updated syllabus of the Management, Design and Evaluation of International Cooperation for Development Projects"

Enroll now to master all aspects of the development project management cycle.

Effectively lead the management of projects organized by NGOs, examining each and every area of their work.

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

The objectives of this program are to enable the student to face any scenario in the area of Management, Design and Evaluation of International Cooperation for Development Projects with the greatest guarantees, based on a global approach to the syllabus that positions the program in front of others thanks to the incorporation of the most updated vision on this subject. Starting from the basic theories of development, the students will master the management cycle of these initiatives to lead them based on criteria of effectiveness.

Boost your career with the latest work tools that facilitate the achievement of the goals proposed in development projects"

General Objectives

- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- 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 of adaptation and resolution to the problems of today's world through 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

Reach all your professional goals thanks to a comprehensive specialization that will give you a valuable global vision of the main problems in the regional and international spheres"

Specific Objectives

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 student with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc., 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. NGDOs 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

In order for the students to be able to replicate their success in designing International Cooperation for Development projects, the professors of the teaching team have prepared the academic materials in such a way that they incorporate all the keys that the students need. This faculty has extensive experience in the field of Cooperation, contributing to the social and economic growth of vulnerable regions in different countries.

Succeed with experts who have contributed to the social and economic growth of vulnerable regions thanks to their leadership skills in development projects"

Guest Director

Ms. Rodríguez Artega, 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
- Postgraduate Diploma in Educational Evaluation at OEI
- Postgraduate Diploma in Educational Indicators and Statistics at UNED
- Postgraduate Diploma 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

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 Professional Master's Degree 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. 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

Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Development Interventions
- 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
- Postgraduate 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, University Institute for Development and Cooperation, Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)

Dr. Ramos Rollon, Marisa

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

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

Throughout 600 hours, the students will delve into elements that will strengthen their leadership and project management skills, always based on the latest existing tools. In addition, thanks to the use of Relearning as a methodological substrate, the students will effectively internalize the ideas thanks to their presentation in the most dynamic educational resources. In this line, they have the opportunity to recapitulate what has been analyzed in a lesson through interactive summaries or to test their skills through case analyses.

Discover the benefits of specializing with TECH by testing your skills with case analyses or reinforcing your internalization of the topics through interactive outlines"

Module 1. People's Development: 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. CONGDE (Spanish Coordinator for NGO Development Activities)
  - 1.3.8.1. CONGDE Proposals
- 1.3.9. Corporate Social Responsibility
- 1.3.10. A Global Pact
- 1.13.11. Fair Trade
  - 1.3.11.1. International Definition
- 1.3.12. 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. NGDO Coordinator Spain
  - 1.10.5.1. Objective
  - 1.10.5.2. Strategic Plan
  - 1.10.5.3. Strategic Lines of Action
- 1.10.6. Automatic Coordinators
- 1.10.7. Social Action Groups
- 1.10.8. 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 Channelling 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. According to 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 of Multilateral Institutions
2.4.7.3. Non-Financial
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 Spanish Cooperation
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. AECID 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. Priority Equality Goals in International Development Cooperation

2.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
2.7.9. Gender Mainstreaming Guide
2.7.10. 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 that the Human Rights Approach Contributes to the International Development Cooperation
2.8.5.1. New Frame of Reference: International Human Rights Standards.
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 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. Assessment
- 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. Assessment
- 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. Project Design according to the Logical Framework Approach II: Practical Case
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. NGDOs 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 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. NGO Strategic Planning
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

Examine with this syllabus the strategic management of an NGO and how to get key partners to achieve any goal in development programs"

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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

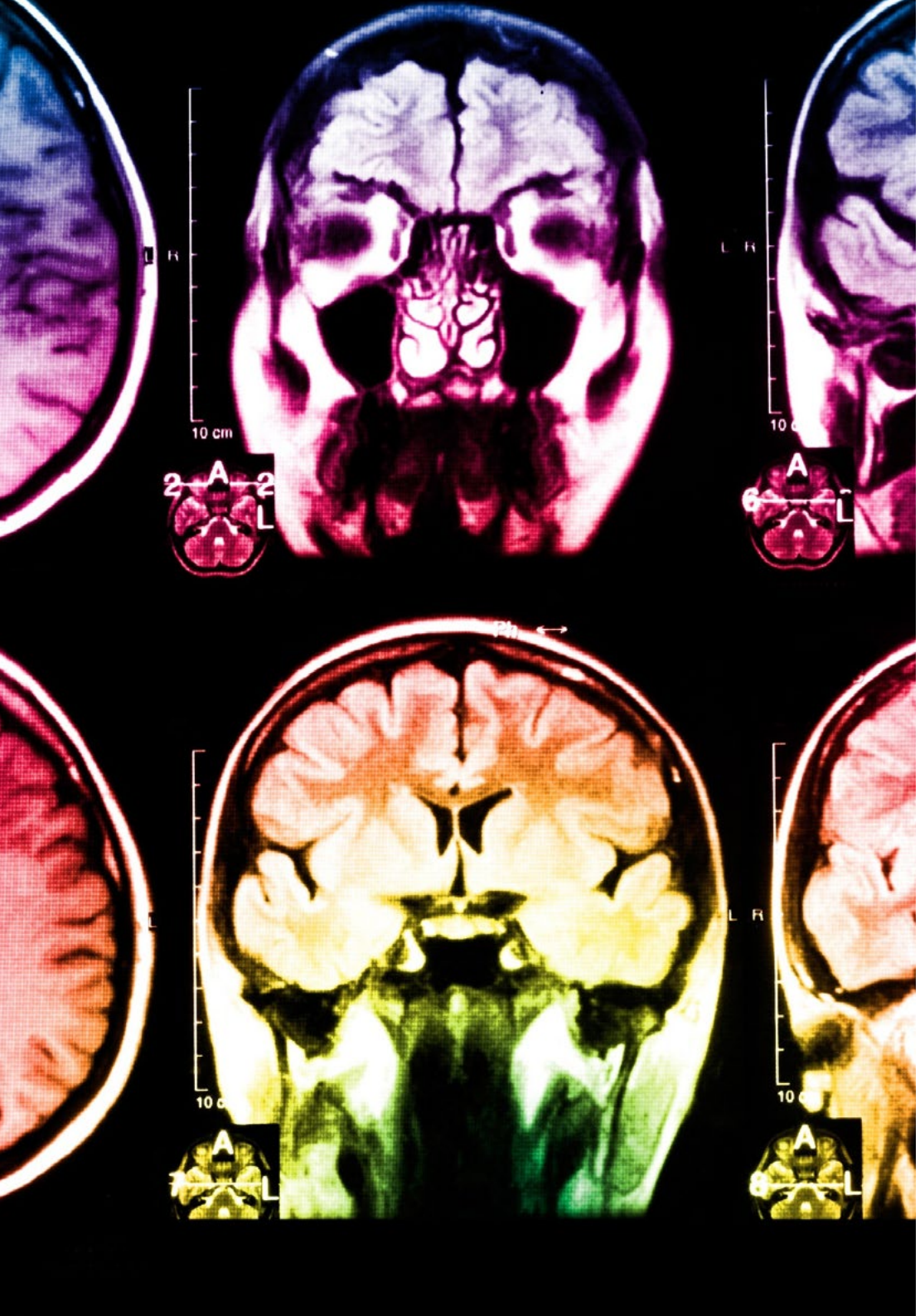
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

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.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

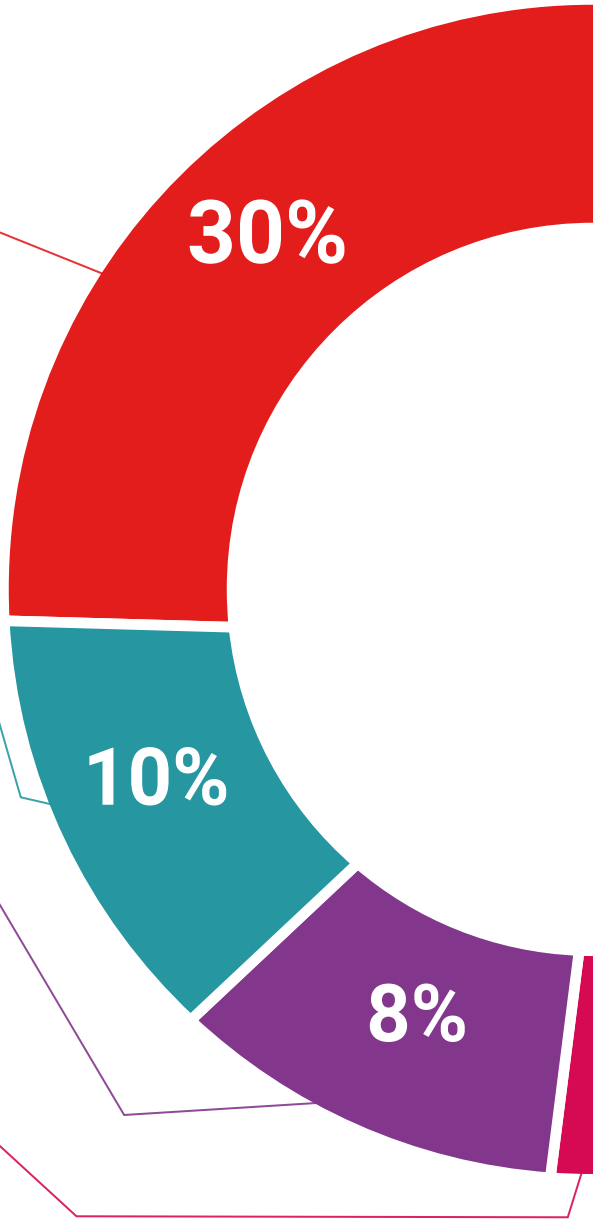
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

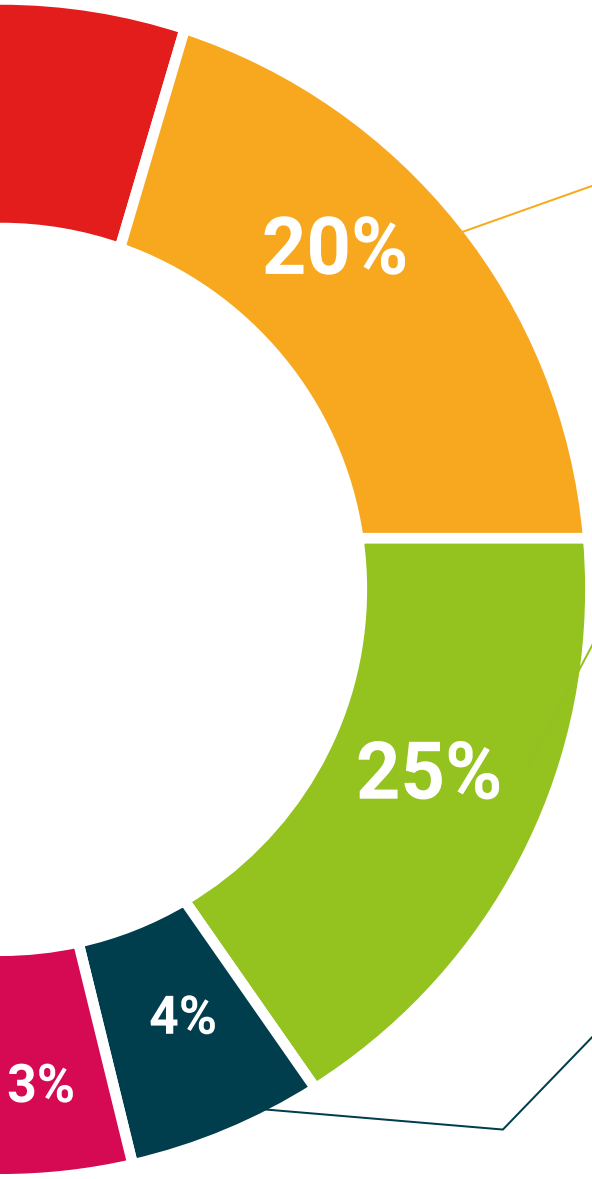
Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

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".

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.

06

Certificate

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

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 Evaluation of International Cooperation for Development 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 Evaluation of International Cooperation for Development Projects**

Official Nº of Hours: **600 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Management, Design and Evaluation of International Cooperation for Development Projects

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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Postgraduate Diploma

Management, Design and Evaluation of International Cooperation for Development 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 Evaluation of International Cooperation for Development Projects

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