

Postgraduate Certificate

Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development





Postgraduate Certificate Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/nursing/postgraduate-certificate/design-monitoring-evaluation-international-cooperation-projects-nursing-development

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01

Introduction

In the development of socio-humanitarian projects, the Nursing professional plays an important role, since his or her work in the health field helps to improve the quality of life of people. Currently, there are many communities that still do not receive quality health services, or that face unfavorable conditions because they belong to the least favored groups. As a result, various organizations and international cooperation treaties have been created to work towards improving the living conditions of these groups. To this end, it is necessary to have personnel trained in Design, Monitoring and Evaluation of International Cooperation Projects for Development, which Nursing can contribute. This is how this exclusive TECH program arises, which offers a complete academic itinerary to specialize in the subject, it will be 100% online and has the most knowledgeable teachers.





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With this Postgraduate Certificate you will master the methodologies for the elaboration of projects and you will obtain technical skills for the management and monitoring of development cooperation projects from Nursing”

Carrying out international cooperation actions for development is a complex job, because it requires knowledge of project management of a social and humanistic nature. From Nursing, the professional can contribute all the fundamental ethical values learned in his or her career, but, in addition, he or she needs to master the techniques for designing and monitoring projects.

In this context, it is of utmost importance to have professionals who are capable of carrying out tasks of Design, Monitoring and Evaluation of International Cooperation Projects, since, without a good project, it is practically impossible to meet the objectives set. Precisely, nurses are important, since health is one of the most important aspects of humanitarian action processes and one of the sectors with the greatest need for care.

This Postgraduate Certificate has been designed for nurses who wish to broaden their background in humanitarian work and carry out international cooperation projects. For this reason, it contains the keys that guarantee the success of a project and the tools that allow the development worker to seek to improve the performance of his or her functions in those areas that people and nations demand.

During 12 weeks, the student will deepen the knowledge that will allow him/her to formulate and plan the project, going through all the phases, up to the evaluation phase, with a focus on the logical framework. Also visualizing the difficulties at the stage of analysis of participation and classification of the actors involved.

It will be an update on the current situation in terms of humanitarian aid and action, highlighting the differences between each of these terms, as well as the ethical and operational principles. A compendium of valuable topics that will allow a high quality learning, under a modern teaching dynamic. This program will be developed 100% online and with the guidance of the most experienced teachers.

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

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



If you want to be trained in Design, Monitoring and Evaluation of International Cooperation Projects for Development, from your area of Nursing, this Postgraduate Certificate is for you"

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Through this academic program you will gain the ability to gain an in-depth understanding of the context and nature of humanitarian aid actions”

You will understand the main problems of the different regional and international environments, thanks to the updated content that this program presents you with.

Advance progressively and naturally towards the goal, thanks to the 100% online study under the Relearning methodology.

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

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

This Postgraduate Certificate in Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development, will allow the professional to update the most important knowledge about the management cycle of a development project, techniques, trends and projects of International Cooperation for Development. In addition, to know the methodologies of project elaboration and to obtain the technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects.





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You will gain advanced knowledge about the different systems, modalities and basic actors of International Development Cooperation”



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
- ♦ To 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

- ♦ Know the management cycle of a development project
 - ♦ To 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
 - ♦ Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
 - ♦ Develop a global vision on the nature, perspective and objectives of development cooperation actions
 - ♦ Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
 - ♦ Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- ♦ Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
 - ♦ Understand in depth the context and nature of humanitarian aid actions
 - ♦ Evaluate the process and final result of the different development cooperation projects



You will have exclusive masterclasses designed especially for this program, by the international professors that make up the academic faculty”

03

Course Management

Due to the intervention of experts in International Cooperation and social projects, with a long professional trajectory, the quality of the content of this program will be palpable. Due to their experience and knowledge, they provide the most interesting exemplary cases and theoretical and practical material on humanitarian action and international cooperation for development, as well as for the Design, Monitoring and Evaluation of Medical Projects of International Cooperation for Development in Nursing. This is another value offered by this 100% online program.



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Teachers with extensive experience in the Design, Monitoring and Evaluation of International Cooperation Projects for Development have elaborated the content of this program oriented to the Nursing professional”

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
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OE) I

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. 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. Ramos Rollón, 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 Eurosocal program
- ♦ Full Professor of Political Science at UCM
- ♦ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ♦ Professor of Political Science at the University of Salamanca
- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ♦ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

04

Structure and Content

Thanks to the most advanced technology and effective study methodology, TECH has prepared an academic itinerary from the hands of outstanding teachers. Therefore, the keys to act effectively in the Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development will be shown. In a completely online mode, the graduate will witness the highest academic level in each case study presented and each study material available 24 hours a day, in the online campus, from a digital device of choice.





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A comprehensive syllabus that will be easy to complete thanks to the most modern methodology on the current educational market”

Module 1. Design, Monitoring and Assessment of International Development Cooperation Projects

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




- 1.4. Project Identification According to LFA (II)
 - 1.4.1. Introduction
 - 1.4.2. Analysis of the Problems
 - 1.4.3. How the Problem Tree Arises
 - 1.4.4. Steps to Elaborate a Problem Tree
 - 1.4.5. Problems in the Elaboration of a Problem Tree
 - 1.4.6. Conclusions
 - 1.4.6.1. Analysis of objectives
 - 1.4.6.2. Problem Tree
 - 1.4.7. Bibliography
- 1.5. Project Identification According to LFA (III)
 - 1.5.1. Analysis of Alternatives
 - 1.5.2. How to Conduct the Analysis of Alternatives
 - 1.5.3. Criteria for Evaluating Alternatives
 - 1.5.4. Sequence for Conducting the Analysis of Alternatives
 - 1.5.5. Conclusions
 - 1.5.6. Bibliography
- 1.6. The Logical Framework Approach to Project Design
 - 1.6.1. Introduction
 - 1.6.2. Planning Matrix
 - 1.6.2.1. Vertical Logic
 - 1.6.2.2. Horizontal Logic
 - 1.6.5. Origin of the Planning Matrix
 - 1.6.6. Composition of the Planning Matrix
 - 1.6.7. Contents of the Planning Matrix
 - 1.6.8. Bibliography
- 1.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
 - 1.7.1. Introduction. Viability
 - 1.7.2. What Is Viability?
 - 1.7.3. Viability Factors
 - 1.7.4. Assessment
 - 1.7.5. Types of evaluations
 - 1.7.6. Assessment Criteria
 - 1.7.7. Design of Assessment
 - 1.7.8. Assessment Indicators
 - 1.7.9. Data Collection and Analysis Tools
 - 1.7.10. Collection of Information
 - 1.7.11. Bibliography
- 1.8. The Logical Framework Approach to Project DesignII: Case Study
 - 1.8.1. Introduction
 - 1.8.2. Case Study Presentation
 - 1.8.2.1. Diseases in the Montecito Community
 - 1.8.3. Annexes
 - 1.8.4. Bibliography

Module 2. Humanitarian Action and International Development Cooperation

- 2.1. Humanitarian Action
 - 2.1.1. Introduction
 - 2.1.2. What Is Humanitarian Action
 - 2.1.2.1. Concepts/Definition
 - 2.1.3. Definition of Humanitarian
 - 2.1.4. What Humanitarian Aid Is for
 - 2.1.5. Goals of Humanitarian Action
 - 2.1.6. Beneficiaries of Humanitarian Action
 - 2.1.7. The Concept of Aid

- 2.1.8. Emergency Aid
 - 2.1.8.1. Lines of Action for Emergency Aid
- 2.1.9. Humanitarian Aid
 - 2.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
- 2.1.10. Conclusions
- 2.1.11. Bibliography
- 2.2. Humanitarian Action and International Development Cooperation
 - 2.2.1. Introduction
 - 2.2.2. History of Humanitarian Action
 - 2.2.2.1. Modern Humanitarianism
 - 2.2.2.2. Evolution
 - 2.2.3. Ethical and Operational Principles of Humanitarian Action
 - 2.2.4. Humanitarian Principles
 - 2.2.4.1. Dilemmas that Contribute
 - 2.2.5. Humanity
 - 2.2.5.1. Definitions and Dilemmas
 - 2.2.6. Impartiality
 - 2.2.6.1. Definitions and Dilemmas
 - 2.2.7. Neutrality
 - 2.2.7.1. Definitions and Dilemmas
 - 2.2.8. Independence
 - 2.2.8.1. Definitions and Dilemmas
 - 2.2.9. Universality
 - 2.2.9.1. Definitions and Dilemmas
 - 2.2.10. Conclusions
 - 2.2.11. Bibliography
- 2.3. Contents and Specific Objectives of Humanitarian Action (I)
 - 2.3.1. Introduction
 - 2.3.2. Humanitarian Action and Development Cooperation
 - 2.3.2.1. Classical Humanitarianism and New Humanitarianism
 - 2.3.2.2. Linking Emergency and Development
 - 2.3.3. LRRD Approach
 - 2.3.3.1. Concept of Continuum and Contiguuum
 - 2.3.4. Humanitarian Action and LRRD
 - 2.3.5. Preparedness, Mitigation and Prevention
 - 2.3.6. Reducing Vulnerabilities and Strengthening Capacities
 - 2.3.7. Bibliography
- 2.4. Contents and Specific Objectives of Humanitarian Action (II)
 - 2.4.1. Victim Protection
 - 2.4.1.1. The Right to Asylum and Refuge
 - 2.4.1.2. Humanitarian Interference
 - 2.4.2. International Supervision/Monitoring of Compliance
 - 2.4.3. Witnessing and Reporting Human Rights Violations
 - 2.4.4. Lobbying of NGOs
 - 2.4.4.1. International Accompaniment and Presence
 - 2.4.5. High-Level Political Action
 - 2.4.6. Code of Conduct
 - 2.4.7. ESFERA Project
 - 2.4.7.1. The Humanitarian Charter
 - 2.4.7.2. Minimum Standards
 - 2.4.7.3. The Essential Humanitarian Standard
 - 2.4.7.4. Assessment of Humanitarian Action
 - 2.4.7.5. Why Assess Humanitarian Action?
 - 2.4.8. Bibliography
- 2.5. Stakeholders in Humanitarian Action
 - 2.5.1. Introduction
 - 2.5.2. What Are the Stakeholders in Humanitarian Action?
 - 2.5.3. The Affected Population
 - 2.5.4. The Affected Governments
 - 2.5.5. NGOs
 - 2.5.6. The International Red Cross and Red Crescent Movement
 - 2.5.7. Donor Governments
 - 2.5.8. UN Humanitarian Agencies
 - 2.5.9. The European Union

- 2.5.10. Other Stakeholders:
 - 2.5.10.1. Private Sector Entities
 - 2.5.10.2. Media
 - 2.5.10.3. Military Forces
- 2.5.11. Bibliography
- 2.6. Main Challenges for Stakeholders and Humanitarian Action
 - 2.6.1. Introduction
 - 2.6.2. The World Humanitarian Summit
 - 2.6.2.1. The Agenda for Humanity
 - 2.6.3. The Main Reasons to Look to the Future
 - 2.6.4. Increase the Weight and Capacity of Local Stakeholders
 - 2.6.4.1. Charter for Change
 - 2.6.5. Organizational Challenges for NGOs at the International Level
 - 2.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
 - 2.6.7. Bibliography
- 2.7. OCHA The Office for the Coordination of Humanitarian Affairs
 - 2.7.1. Objectives
 - 2.7.2. United Nations
 - 2.7.3. The UN and Humanitarian Action
 - 2.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
 - 2.7.4.1. The Origin of the OCHA
 - 2.7.4.2. The Evolution of OCHA
 - 2.7.4.3. The 2005 Humanitarian Reform
 - 2.7.4.4. The Cluster Approach
 - 2.7.4.5. OCHA's Coordination Tools
 - 2.7.4.6. The Mission of OCHA
 - 2.7.4.7. OCHA Strategic Plan 2018-2021
 - 2.7.5. Bibliography
- 2.8. Humanitarian Action La the Spanish Development Cooperation
 - 2.8.1. AECID and the Office for Humanitarian Action (OHA)
 - 2.8.2. The Office for Humanitarian Action (OHA)
 - 2.8.3. The Objectives and Functions of OHA
 - 2.8.4.1. OHA Financing
 - 2.8.5. Bibliography
- 2.9. Comparative of Humanitarian Action Strategies for Development
 - 2.9.1. Objectives
 - 2.9.2. Introduction
 - 2.9.3. Spain's Participation in the World Humanitarian Summit
 - 2.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
 - 2.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
 - 2.9.5. Conclusions
 - 2.9.6. Bibliography

 *Take advantage of this exclusive opportunity to update your knowledge and skills with this 100% online TECH Postgraduate Certificate. You will get everything you need to reach your goal*

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 Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine case studies 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 nurse 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).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is really 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.



Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



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 Certificate in Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development** contains the most complete and up-to-date scientific on the market.

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

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

Title: **Postgraduate Certificate in Design, Monitoring and Evaluation of International Cooperation Projects for Nursing Development**

Official N° of Hours: **300 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 commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech technological
university

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