

Postgraduate Diploma

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



Postgraduate Diploma Management, Design and Evaluation of International Development Cooperation Projects for Nursing

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

Website: www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-management-design-evaluation-international-development-cooperation-projects-nursing

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01

Introduction

Nursing professionals are increasingly aware of the importance of their work in the social field. Solidarity, commitment and Cooperation are fundamental values that make their work a valuable piece in the development of International Cooperation Projects, hand in hand with institutions such as NGOs. Therefore, being trained in the Management, Design and Evaluation of International Cooperation Projects for Development is an important task that every Nurse must fulfill. In this sense, TECH has developed this exclusive program from the hands of seasoned experts, with a complete and up to date teaching load on the subject, which can be done 100% online and in just 6 months.





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This Postgraduate Diploma is an update of knowledge in the field of Management, Design and Evaluation of International Cooperation for Development Projects for Nurses”

The main mission of the nursing professional is to help those in need, representing the doctor and the health system of the world an essential support in providing the best care to patients. Therefore, contributing to the formation of moral and ethical values, providing tools and up to date knowledge in terms of international cooperation and development of peoples towards a more sustainable life, is what this Postgraduate Diploma aims to achieve.

A program that will allow you to delve into the fundamental concepts for the design and evaluation of social projects, on economic and social development today and the intervention of the various actors involved. In addition, students will study the structure of the International Society and the Millennium Campaign, as well as the 2030 Agenda.

The student will also delve into the theories of anti-Third World movements and the work forces of NGOs. They will review the legal and indispensable aspects to know in order to work with migrant groups and other collectives.

This academic journey will allow you to awaken a new vision of the world around you and to forge your own personal and professional value system under the guidance of expert teachers who will guide you throughout the process.

Being online, the professional will be able to organize the study agenda according to their needs without sacrificing any of the current activities. The 100% online system will give you the freedom and comfort you desire, with a series of multimedia resources that will streamline the process.

This **Postgraduate Diploma in Management, Design and Evaluation of International Development Cooperation Projects for Nursing** 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, compile scientific and 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



You will analyze the indicators and evaluation of International Cooperation Projects for the Development of Peoples in an accessible and agile way in this program”

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You will be able to design, evaluate and follow up on International Cooperation for Development Projects”

After completing this program you will be able to develop your work in the field of International Cooperation, since you will have extensive knowledge in project management and evaluation.

Without presential classes or pre-established schedules, you will reach your goal in a progressive and natural way.

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 throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

Nursing professionals play an important role in the conformation of International Cooperation Projects, their work is fundamental within the social objective that is proposed. Possessing valuable knowledge for the design of projects, in this sense, will add to your background new skills and abilities to work in a society in constant transformation. Therefore, this Postgraduate Diploma will help you to achieve the goal of obtaining the necessary skills to work in socio-community areas, NGOs and various teams that promote sustainable and general development of the people.





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*Delve into the different systems, modalities
and basic actors of International
Development Cooperation for the People”*

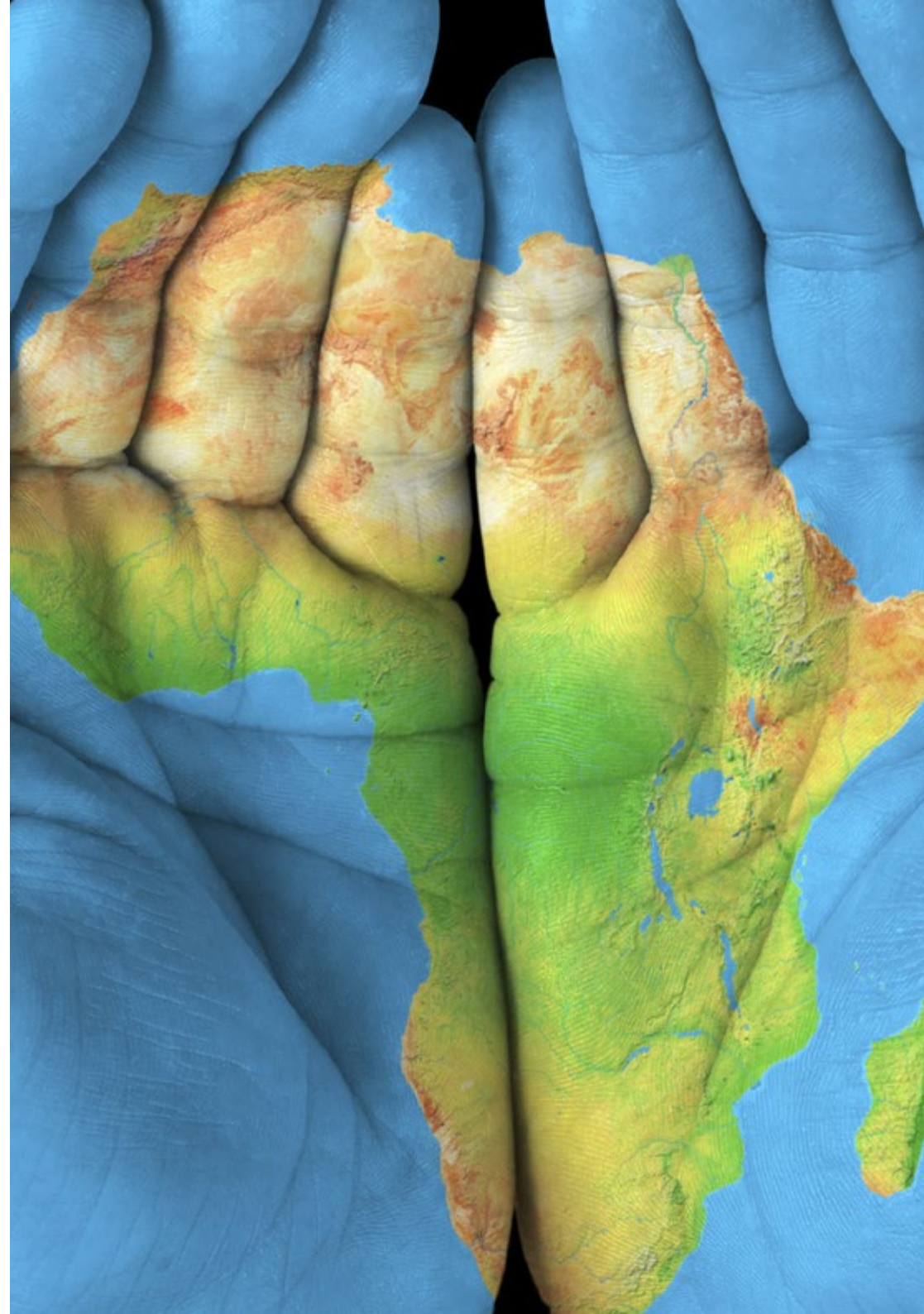


General Objectives

- Provide students with advanced program in international cooperation, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a qualification as a professional in international cooperation
- Provide the students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on 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 developmental 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



In only 6 months and with the guidance of the most experienced teachers you will advance towards a new academic degree that will complete your CV"





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. 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
- ♦ 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

A team of experts in International Cooperation and Development of Social Projects has been chosen by TECH to form the teaching staff of this academic program. Thanks to their proven track record, they provide a wide guarantee to this degree. In addition, together with their intellect is the human quality they possess, which gives unique values to this educational program of cooperative nature.





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*This program has been developed by experts
in International Cooperation for your learning”*

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

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

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 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

Mr. Cano Corcuera, Carlos

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

Ms. Córdoba, Cristina

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

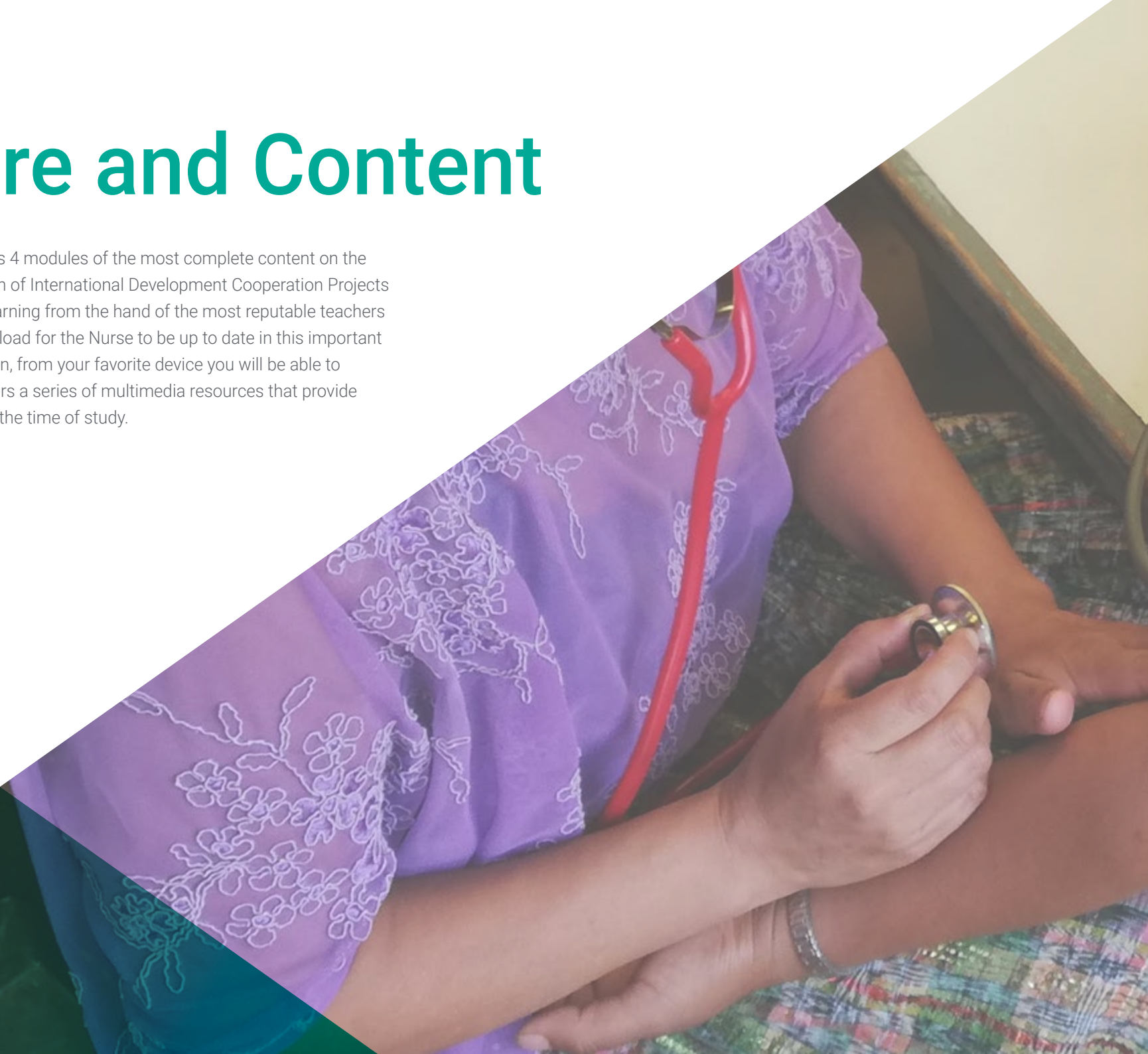
Ms. Sánchez Garrido, Araceli

- ◆ 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

04

Structure and Content

This Postgraduate Diploma contains 4 modules of the most complete content on the Management, Design and Evaluation of International Development Cooperation Projects for Nurses. It will be 6 months of learning from the hand of the most reputable teachers who have chosen an ideal teaching load for the Nurse to be up to date in this important area. Through an Internet connection, from your favorite device you will be able to access the virtual platform that offers a series of multimedia resources that provide dynamism, security and comfort at the time of study.





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This syllabus will allow you acquiring the Fundamental Knowledge for the Design of International Development Cooperation Projects”

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. The International Society Requires a Relational Dimension
 - 1.2.5.4. The International Society Has 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
 - 1.3.11. 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. Problems of 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. HDI Principles
 - 1.9.2.2. HDI Goals
 - 1.9.2.3. Limitations of HDI
 - 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 NGO?
 - 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 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. 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 Organisations
 - 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. 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. 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 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 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. Viability 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 Cases
 - 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 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 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.





“

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.

“

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



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

This program will allow you to obtain your **Postgraduate Diploma in Management, Design and Evaluation of International Development Cooperation Projects for Nursing** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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

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



Postgraduate Diploma
Management, Design and
Evaluation of International
Development Cooperation
Projects for Nursing

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

Postgraduate Diploma

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

