

# Postgraduate Diploma

## Cooperation Project Management and NGOs for Development for Nursing



## Postgraduate Diploma Cooperation Project Management and NGOs for Development for Nursing

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

Website: [www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-cooperation-project-management-ngos-development-nursing](http://www.techtitute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-cooperation-project-management-ngos-development-nursing)

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# 01

# Introduction

Today's society requires the integration of public and private forces to provide precise and global solutions. The involvement of International Cooperation has been increasingly raised in recent years, due to crises in different parts of the world. In this sense, the Nurse must be up-to-date with the most up-to-date advances and methodologies when managing a project for development and therefore apply the instruments and precise communication to each objective. In this sense, TECH, at the forefront of university education, has developed this 100% online academic program , which offers the most specialized content for professional knowledge and evolution as Management of Cooperation Projects and NGOs for the Development of Nursing.





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*With this Postgraduate Diploma you will be updated on the most effective methods to work on cooperation projects and NGOs for development from Nursing”*

In a world in constant transformation it is essential to continue acting through the same methods of project management. Building the capacity to work in development cooperation programs is an advantage for the nursing professional who wants to be part of this type of activity. In this sense, the study and updating are sources of the necessary knowledge for the evolved professional.

In that sense, this Postgraduate Diploma in Cooperation Project Management and NGOs for Development for Nursing contains the strategic lines of work on the gender approach in International Cooperation for Development and the new frame of reference, in accordance with International Human Rights Standards.

It also includes the fundamental knowledge for the design of International Cooperation for Development projects, and thanks to the study of the 4 modules for this course, the graduate will have the criteria to evaluate the different alternatives in terms of human security and conflicts, Human Mobility and Migration, among other situations that require the attention of cooperative programs.

Therefore, in a span of 6 months, the Nurse will be able to understand the design of projects according to the Logical Framework Approach, the operation of an NGO, will have greater tools of social communication and transformation, through the study of the most complete topics and theoretical and practical material that arise in this program.

It will be a great opportunity for today's nursing professional to update their knowledge and update on the most important cooperative processes, which will allow them to expand their horizons in the work and personal framework. Through the 100% online study of the entire curriculum chosen by a team of expert teachers, you will reach the goal easily, comfortably and safely.

This **Postgraduate Diploma in Cooperation Project Management and NGOs for Development 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, provide 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



*After completing this program, you will work with the main vulnerable subjects involved in Development Cooperation actions and programs, in an innovative way”*



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*You will delve into the system and policies of Development Cooperation in an agile and dynamic way thanks to the methodology of Relearning”*

The program’s teaching staff includes professionals from the industry who contribute their work experience to this 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.

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 students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*TECH, with the use of the latest educational technology, facilitates your updating of the most specialized content 100% online.*

*This Postgraduate Diploma is designed to help you expand your knowledge in International Cooperation, contributing with quality and confidence in the decision-making process.*



# 02 Objectives

This Postgraduate Diploma in Cooperation Project Management and NGOs for Development for Nursing has been proposed with several objectives that will allow the professional to serve in a comprehensive way to its environment. It will develop competences and skills through the acquisition of new knowledge, about the different methods that influence public policies and the involvement of non-governmental organizations in the development of projects.







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*You will develop capacities for cooperation and development of projects, intervening successfully from the nurse practice"*



## General Objectives

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- 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 development processes
- Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law





## Specific Objectives

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### Module 1. International Development Cooperation

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

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

- ♦ Know the management cycle of a development project
- ♦ Know the techniques, trends and projects of international 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 3. Social and Transformative Communication

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

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

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



*TECH has the most advanced professional team for you to obtain high level knowledge in relation to Cooperation projects"*



# 03

# Course Management

With the objective of offering an elite education for everyone, TECH counts on renowned professionals so that the student acquires a solid knowledge in the specialty of Management of Cooperation Projects and NGOs for the Development of Nursing. This is how this University Expert has a teaching staff of high academic, human, and professional level that pours the qualification that the graduate will require in their daily life. A guarantee of the most updated knowledge and new experienced optics that address the most specific topics.





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*By the hand of the most expert teachers  
in Cooperation Project Management you  
will advance in the academic journey”*

## 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
- ◆ Teacher of training for employment Gender Equality Agent Author and collaborator in Educational projects in Abile Educativa Co-author of the book 'Kiss Face' University Expert in International Cooperation for Development





## 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 (OEI)

**Ms. Córdoba, Cristina**

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

**Ms. Sánchez Garrido, Arceli**

- ♦ 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 Curators of Museums, assigned to the Museum of America in Madrid

**Ms. 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 Eurosocietal 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

The academic itinerary of this Postgraduate Diploma condenses the most complete and detailed information about Cooperation Project Management and about NGOs, aimed at the work that can be offered from Nursing. It will be 6 months of study, with the help of the most specialized teachers and with advanced multimedia resources that will facilitate the learning process in a practical, modern and safe way. Detailed videos, interactive summaries, complementary readings, quick acting guides, among others, will be available from the Virtual Platform 24 hours a day to tailor the learning schedules.





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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is the International Development Cooperation?
  - 1.1.3. Objectives and Purpose of International Development Cooperation
  - 1.1.4. Goals of the Spanish International Development Cooperation
  - 1.1.5. Evolution of the Spanish International Development Cooperation
  - 1.1.6. Origins and Historical Evolution of International Cooperation
  - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.8. The Processes of Decolonization in the Postwar Years
  - 1.1.9. Crisis of the International Development Cooperation
  - 1.1.10. Changes in the Conception of International Development Cooperation
  - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development Cooperation
    - 1.2.2.2. Development Education
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid
  - 1.2.4. Modalities of the International Development Cooperation
  - 1.2.5. Types of Modalities
    - 1.2.5.1. Modality According to the Origin of the Funds
  - 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
    - 1.2.6.1. Bilateral
    - 1.2.6.2. Multilateral
    - 1.2.6.3. Decentralized Cooperation
    - 1.2.6.4. Non-Governmental Cooperation
    - 1.2.6.5. Business Cooperation
  - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
  - 1.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds
  - 1.2.9. Other Cooperation Tools. Co-Development
    - 1.2.9.1. Co-Development Interventions
  - 1.2.10. Bibliography



- 1.3. Multilateral Organizations
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. International Development Cooperation Stakeholders
  - 1.3.3. Stakeholders in the Official Development Assistance System
  - 1.3.4. Definitions of Relevant International Organizations (IOs)
  - 1.3.5. Characteristics of International Organizations
    - 1.3.5.1. Types of International Organisations
  - 1.3.6. Advantages of Multilateral Cooperation
  - 1.3.7. Contributions of International Organizations to the Multilateral System
  - 1.3.8. Multilateral Financial Institutions (MFIs)
    - 1.3.8.1. Characteristics of MFIs
    - 1.3.8.2. Composition of MFIs
    - 1.3.8.3. Types of MFIs
  - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
  - 1.4.1. Introduction
  - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 1.4.3. Multilateral Financial Institutions
  - 1.4.4. The International Monetary Fund
  - 1.4.5. United States Agency for International Development USAID
    - 1.4.5.1. Who are They?
    - 1.4.5.2. The History of USAID
    - 1.4.5.3. Intervention Sectors
  - 1.4.6. The European Union
    - 1.4.6.1. Objectives of the EU
    - 1.4.6.2. General Objectives of EU External Action
  - 1.4.7. Non-Financial Multilateral Institutions
    - 1.4.7.1. List of Non-Financial Multilateral Institutions
    - 1.4.7.2. Actions of Multilateral Institutions
    - 1.4.7.3. Non-Financial
  - 1.4.8. United Nations Organization
  - 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
  - 1.5.1. Introduction
  - 1.5.2. Action and Management Challenges for Spanish Cooperation
  - 1.5.3. What Is a Master Plan?
    - 1.5.3.1. Spanish Cooperation Master Plan
    - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
  - 1.5.4. Goals of the Master Plan
    - 1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
  - 1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
  - 1.5.6. The 2030 Agenda
    - 1.5.6.1. What Is Agenda 2030?
    - 1.5.6.2. Development of Agenda 2030
    - 1.5.6.3. General Specifications
    - 1.5.6.4. Implementation of Agenda 2030
  - 1.5.7. Bibliography
- 1.6. Humanitarian Action
  - 1.6.1. Introduction
  - 1.6.2. Humanitarian Aid in the International Context
  - 1.6.3. Tendencies in Humanitarian Action
  - 1.6.4. Main Goals of Humanitarian Action
  - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
  - 1.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
  - 1.6.7. The Financing of Humanitarian Action and Its Evolution
  - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
  - 1.6.9. Summary
  - 1.6.10. Bibliography

- 1.7. Gender Approach in International Development Cooperation
  - 1.7.1. Introduction
  - 1.7.2. What Is the Gender Approach?
  - 1.7.3. Why is it Important to Incorporate the Gender Approach in Development Processes?
  - 1.7.4. Gender Approach in International Development Cooperation
  - 1.7.5. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
  - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
  - 1.7.7. Priority Equality Goals in International Development Cooperation
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8. Focus on DD HH . In International Development Cooperation
  - 1.8.1. Introduction
  - 1.8.2. Human rights
  - 1.8.3. Human Rights Approach to Development Cooperation
  - 1.8.4. How the Human Rights Approach Emerged
  - 1.8.5. Elements Provided by the Human Rights Approach HH. to International Development Cooperation
    - 1.8.5.1. New Frame of Reference: International Human Rights Standards. Resources
    - 1.8.5.2. New Look at Capacity Building
    - 1.8.5.3. Participation in Public Policy
    - 1.8.5.4. Accountability
  - 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
  - 1.8.7. Challenges in Project Identification and Formulation
  - 1.8.8. Challenges in Project Execution
  - 1.8.9. Challenges in Project Monitoring and Assessment
  - 1.8.10. Bibliography

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

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

- 2.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
  - 2.1.1. Introduction
  - 2.1.2. Meaning of the Project
  - 2.1.3. Types of Projects
  - 2.1.4. The Project Cycle
  - 2.1.5. Steps to Elaborate a Project
  - 2.1.6. Identification
  - 2.1.7. Design
  - 2.1.8. Execution and Follow-Up
  - 2.1.9. Assessment
  - 2.1.10. Bibliography

- 2.2. The Logical Framework Approach
  - 2.2.1. Introduction
  - 2.2.2. What Is the Logical Framework Approach?
  - 2.2.3. Approaches to the Method
  - 2.2.4. Definitions of the Method
  - 2.2.5. Steps of the Method
  - 2.2.6. Conclusions
  - 2.2.7. Bibliography
- 2.3. Project Identification According to LFA I
  - 2.3.1. Introduction
  - 2.3.2. Participation Analysis
  - 2.3.3. Criteria for the Selection of Project Beneficiaries
  - 2.3.4. Outline of the Results of the Participation Analysis
  - 2.3.5. Difficulties in Participation Analysis
  - 2.3.6. Golden Rule of Participation Analysis
  - 2.3.7. Case Study
    - 2.3.7.1. Diseases in the Montecito Community
    - 2.3.7.2. Participation Analysis
  - 2.3.8. Bibliography
- 2.4. Project Identification According to LFA II
  - 2.4.1. Introduction
  - 2.4.2. Analysis of the Problems
  - 2.4.3. How the Problem Tree Arises
  - 2.4.4. Steps to Elaborate a Problem Tree
  - 2.4.5. Problems in the Elaboration of a Problem Tree
  - 2.4.6. Conclusions
    - 2.4.6.1. Analysis of objectives
    - 2.4.6.2. Problem Tree
  - 2.4.7. Bibliography
- 2.5. Project Identification According to LFA III
  - 2.5.1. Analysis of Alternatives
  - 2.5.2. How to Conduct the Analysis of Alternatives
  - 2.5.3. Criteria for Evaluating Alternatives
  - 2.5.4. Sequence for Conducting the Analysis of Alternatives
  - 2.5.5. Conclusions
  - 2.5.6. Bibliography
- 2.6. The Logical Framework Approach to Project Design
  - 2.6.1. Introduction
  - 2.6.2. Planning Matrix
    - 2.6.2.1. Vertical Logic
    - 2.6.2.2. Horizontal Logic
  - 2.6.3. Origin of the Planning Matrix
  - 2.6.4. Composition of the Planning Matrix
  - 2.6.5. Contents of the Planning Matrix
  - 2.6.6. Bibliography
- 2.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
  - 2.7.1. Introduction
  - 2.7.2. What Is Viability?
  - 2.7.3. Feasibility Factors
  - 2.7.4. Assessment
  - 2.7.5. Types of Evaluations
  - 2.7.6. Assessment Criteria
  - 2.7.7. Design of Assessment
  - 2.7.8. Assessment Indicators
  - 2.7.9. Data Collection and Analysis Tools
  - 2.7.10. Collection of Information
  - 2.7.11. Bibliography
- 2.8. Project Design according to the Logical Framework Approach II: Practical Cases
  - 2.8.1. Introduction
  - 2.8.2. Case Study Presentation
    - 2.8.2.1. Diseases in the Montecito Community
  - 2.8.3. Annexes
  - 2.8.4. Bibliography



### Module 3. Social and Transformative Communication

- 3.1. Fundamentals of Communication
  - 3.1.1. Introduction
  - 3.1.2. What Is Communication?
    - 3.1.2.1. Concept and Definition
  - 3.1.3. Objectives, Audiences and Messages
  - 3.1.4. Right to Information and Communication
    - 3.1.4.1. Freedom of Speech
  - 3.1.5. Access and Participation
  - 3.1.6. Brief Overview of the Media According to Typology
    - 3.1.6.1. Written Press
    - 3.1.6.2. Radio
    - 3.1.6.3. Television
    - 3.1.6.4. Internet and Social Networks
  - 3.1.7. Conclusions
- 3.2. Communication and Power in the Digital Age
  - 3.2.1. What is Power?
    - 3.2.1.1. Power in the Global Era
  - 3.2.2. Fake News, Control and Leaks
  - 3.2.3. Publicly Owned Media
  - 3.2.4. Commercial Media
    - 3.2.4.1. Large Conglomerates in Europe
    - 3.2.4.2. Large Conglomerates in Latin America
    - 3.2.4.3. Other Conglomerates
  - 3.2.5. Alternative Media
    - 3.2.5.1. Evolution of the Alternative Media in the Spanish State
    - 3.2.5.2. Current Trends
    - 3.2.5.3. The Problem of Financing
    - 3.2.5.4. Professional Journalism/Activist Journalism
  - 3.2.6. Initiatives for the Democratization of Communication
    - 3.2.6.1. Examples in Europe
    - 3.2.6.2. Examples in Latin America
  - 3.2.7. Conclusions
- 3.3. Communication and International Cooperation
  - 3.3.1. Social Communication
    - 3.3.1.1. Concept
    - 3.3.1.2. Themes
  - 3.3.2. Stakeholders: Associations and Research Centers
    - 3.3.2.1. Social Movements
  - 3.3.3. Collaboration and Exchange Networks
  - 3.3.4. Cooperation, Education for Social Transformation and Communication
    - 3.3.4.1. Types of Communication from NGOs
  - 3.3.5. Code of Conduct
    - 3.3.5.1. Social Marketing
  - 3.3.6. Educommunication
  - 3.3.7. Working with Alternative Media
  - 3.3.8. Working with Publicly Owned Media and Commercial Media
  - 3.3.9. Communication and Cooperation in Times of Crisis
    - 3.3.9.1. Technical and Labor Impacts
    - 3.3.9.2. Impacts on Social Movements
  - 3.3.10. Tensions between Professional Journalism and Activist Journalism
- 3.4. Communication and Gender Equality
  - 3.4.1. Introduction
  - 3.4.2. Key Concepts
  - 3.4.3. Women in the Media
    - 3.4.3.1. Representation and Visibility
  - 3.4.4. Media Production and Decision Making
  - 3.4.5. The Beijing Platform for Action (Chapter J)
  - 3.4.6. Feminist Communication and Inclusive Language
    - 3.4.6.1. Basic Concepts
  - 3.4.7. How to Identify and Avoid Stereotypes
  - 3.4.8. Guidelines, Best Practices
  - 3.4.9. Examples of Initiatives
  - 3.4.10. Conclusions

- 3.5. Communication and Sustainable Development
  - 3.5.1. The Sustainable Development Goals (SDGs)
    - 3.5.1.1. Proposal and Limits
  - 3.5.2. The Anthropocene
    - 3.5.2.1. Climate Change and Human Development
  - 3.5.3. Communication about "Natural Disasters" from NGOs
    - 3.5.3.1. Regular Coverage in the Mass Media
  - 3.5.4. Advocacy Possibilities from NGOs
  - 3.5.5. Environmental Defenders in Latin America
    - 3.5.5.1. The Data: Threats and Deaths
  - 3.5.6. How Can NGOs Communicate the Work of Human Rights Defenders?
- 3.6. Communication and Migrations
  - 3.6.1. Introduction
  - 3.6.2. Key Concepts and Data
  - 3.6.3. Hate Speech and Its Foundations
    - 3.6.3.1. Dehumanization and Victimization
  - 3.6.4. Necropolitics
  - 3.6.5. Regular Coverage in the Mass Media
  - 3.6.6. Social Networks, WhatsApp and Hoaxes
  - 3.6.7. Advocacy Possibilities from NGOs
    - 3.6.7.1. How to Recognize Prejudice
    - 3.6.7.2. Overcoming Eurocentrism
  - 3.6.8. Best Practices and Guidelines on Communication and Migration
  - 3.6.9. Conclusions
- 3.7. Communication and Peace Building
  - 3.7.1. Introduction
  - 3.7.2. Peace Journalism vs. War Journalism
    - 3.7.2.1. Features
  - 3.7.3. Brief Historical Review of Warmongering
  - 3.7.4. Communication on Armed Conflicts and Peace Processes
  - 3.7.5. Journalists in Armed Conflicts
  - 3.7.6. Possibilities for NGOs
    - 3.7.6.1. Shifting Our Focus to the Solution
  - 3.7.7. Research and Guidelines
- 3.8. Educommunication for Walking
  - 3.8.1. Introduction
  - 3.8.2. Pedagogy and Popular Education
  - 3.8.3. Media Literacy
  - 3.8.4. Educommunication Projects
    - 3.8.4.1. Features
    - 3.8.4.2. Agents
  - 3.8.5. Mainstreaming Communication for Social Change
    - 3.8.5.1. The Communication Component in Other Projects
  - 3.8.6. The Importance of Internal Communication in NGOs
  - 3.8.7. Communication to Members and Collaborators
  - 3.8.8. Conclusions
- 3.9. Digital Culture and Development NGOs
  - 3.9.1. Introduction
  - 3.9.2. Paradigm Shifts and New Spaces
    - 3.9.2.1. Characteristics and Main Agents and Networks
  - 3.9.3. The Tyranny of the Click
  - 3.9.4. The Imposition of Brevity
  - 3.9.5. Citizen Participation in Digital Society
    - 3.9.5.1. Changes in Solidarity and Activism in the Digital Culture
  - 3.9.6. Promote the Participation of NGOs in Digital Spaces
  - 3.9.7. Indicators of Communication 2.0 in NGOs
  - 3.9.8. Conclusions
- 3.10. In Practice
  - 3.10.1. Introduction
  - 3.10.2. Elaboration of Organizational Communication Plans
    - 3.10.2.1. Communication Plan Introduction
  - 3.10.3. Project and Action Communication Plans
  - 3.10.4. Basic Contents and Common Errors in Web Pages
  - 3.10.5. Social Media Publishing Plans
  - 3.10.6. Crisis Management and Unplanned Aspects in Social Networks
  - 3.10.7. Subject, Verb and Predicate
    - 3.10.7.1. Recalling Notions
  - 3.10.8. Conclusions

## 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 Do They Work?
  - 4.7.6. Educational
    - 4.7.6.1. How Do They Work?
  - 4.7.7. Rural Development, Food Security and Nutrition
    - 4.7.7.1. How Do They Work?
  - 4.7.8. Democratic Governance
    - 4.7.8.1. How Do They Work?
  - 4.7.9. Environment and Climate Change
    - 4.7.9.1. How Do They Work?
  - 4.7.10. Health
    - 4.7.10.1. How Do They Work?

- 4.8. Countries Where AECID Cooperates
  - 4.8.1. Introduction
  - 4.8.2. Geographic Priorities
    - 4.8.2.1. What are they?
  - 4.8.3. Countries and Territories of Association
    - 4.8.3.1. Present and Future
  - 4.8.4. Latin America
    - 4.8.4.1. Projects
  - 4.8.5. Caribbean
  - 4.8.6. North Africa and the Middle East
    - 4.8.6.1. Projects
  - 4.8.7. West Sub-Saharan Africa
    - 4.8.7.1. Projects
  - 4.8.8. Central, Eastern and Southern Africa
    - 4.8.8.1. Projects
  - 4.8.9. Asia
    - 4.8.9.1. Project
- 4.9. NGO Strategy and Management
  - 4.9.1. Introduction
  - 4.9.2. Manage an NGO
  - 4.9.3. Strategic Planning of an NGO
    - 4.9.3.1. What Is It?
    - 4.9.3.2. How Is It Done?
  - 4.9.4. Managing the Quality of the NGO
    - 4.9.4.1. Quality and Commitment
  - 4.9.5. Stakeholders
    - 4.9.5.1. Stakeholder Relationship
  - 4.9.6. NGO Social Responsibility
  - 4.9.7. Third-Party Ethical Risk
  - 4.9.8. Relationship between NGOs and the Private Sector
  - 4.9.9. Transparency and Accountability
  - 4.9.10. Conclusions







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



# 05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





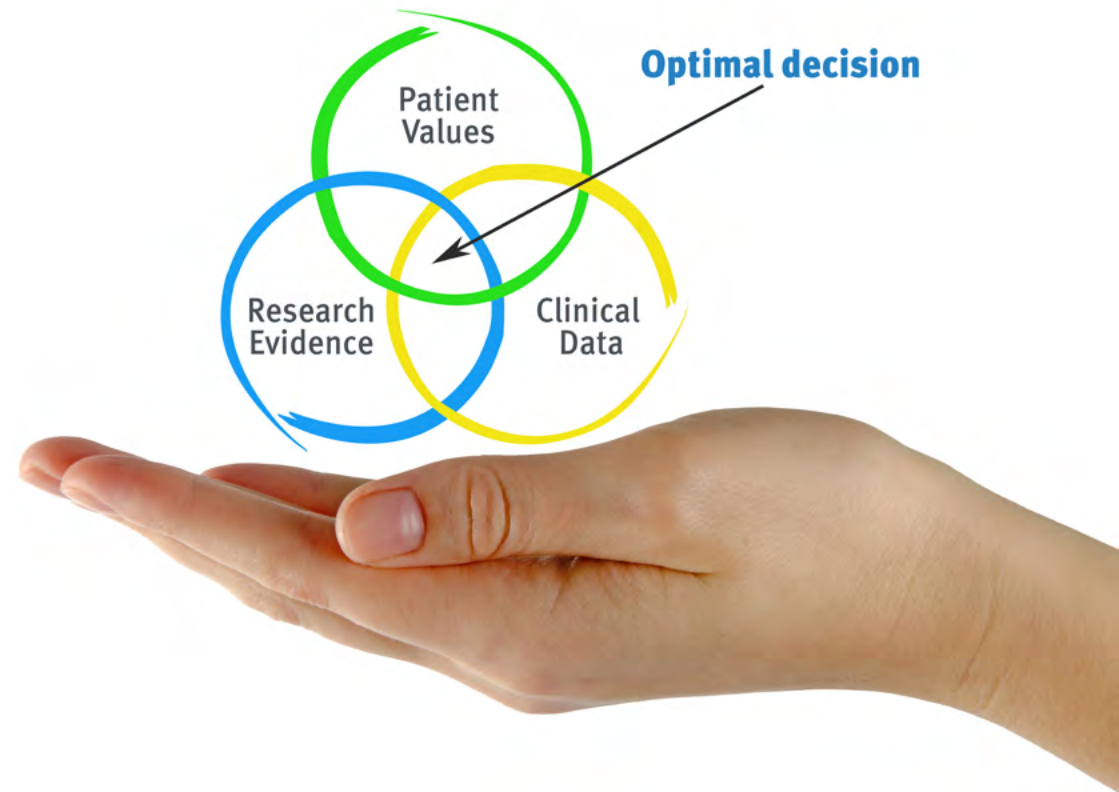
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## 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. Gervas, 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 Diploma in Cooperation Project Management and NGOs for Development for Nursing 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”*

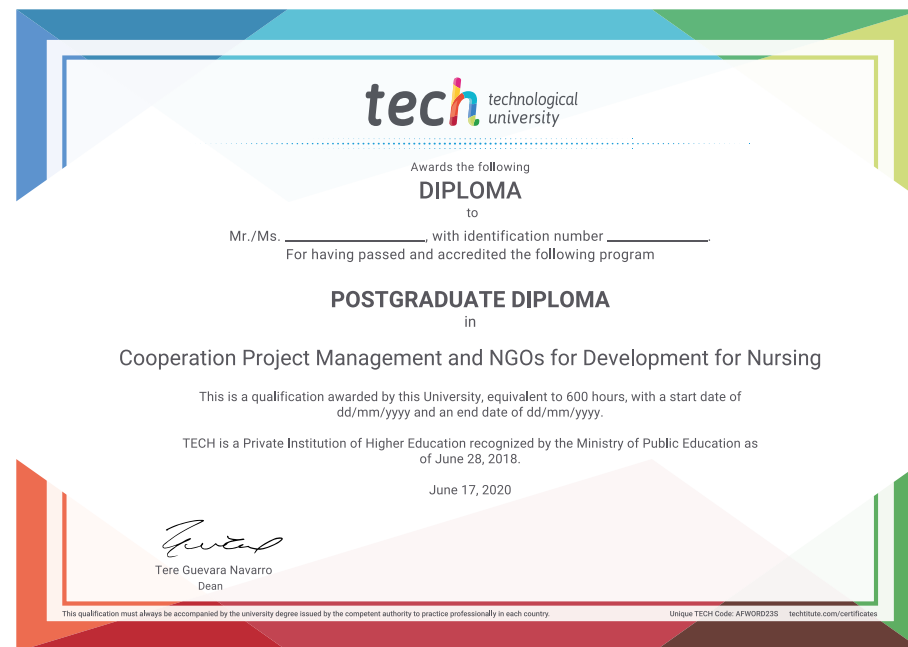
This **Postgraduate Diploma in Cooperation Project Management and NGOs for Development for Nursing** contains the most complete and up-to-date scientific program on the market.

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

The diploma 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 Cooperation Project Management and NGOs for Development for Nursing**

Official Number of Hours: **600 h.**



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

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



**Postgraduate Diploma**  
Cooperation Project  
Management and NGOs  
for Development for Nursing

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



# Postgraduate Diploma

## Cooperation Project Management and NGOs for Development for Nursing

