

# Postgraduate Certificate Cooperation and Equality





## Postgraduate Certificate Cooperation and Equality

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

Website: [www.techtitute.com/us/education/postgraduate-certificate/cooperation-equality](http://www.techtitute.com/us/education/postgraduate-certificate/cooperation-equality)

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# 01

# Introduction

Equality is a controversial issue in which extremist currents emerge and divide public opinion, moving away from the true objective and concept of equality in the world. This makes it a major issue for organizations working in the field of cooperation. In this program, we give you the keys to increase your education and contribute your knowledge as a teacher to this cause.





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*At TECH, we provide you with the most complete educational program on Cooperation and Equality so that you can increase your skills and be able to help those most in need”*

Within international development cooperation, the work for equality has an important weight and is a field of vital importance for various international and national organizations that structure their main lines of work in this field. Although in developed countries equality may take on different nuances, we cannot forget that, for years, through various feminist movements, the only thing that has been sought is the guarantee of equal rights and opportunities for men and women, without distinction.

International cooperation for development has strategic lines of intervention in the fight for this fundamental right for men and women, who are subjected to rights violations, mutilations and non-humanitarian treatment simply because they are women.

Throughout the Postgraduate Certificate, students will approach the objectives and specific lines of work that the cooperation, within the master plan, has marked to carry out this fight for equality rights.

This program combines basic knowledge in international cooperation and development applied to the field of teaching, tools that allow the development worker to seek to improve the performance of their functions in those fields that people and communities demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation.

In addition, as this is a 100% online program, the teachers will be able to balance the study of this Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

This **Postgraduate Certificate in Cooperation and Equality** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in international cooperation of the peoples of the world
- ♦ 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
- ♦ New developments in Cooperation and Equality
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ 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



*A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"*

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*This Postgraduate Certificate is the best investment you can make in selecting a refresher program for two reasons: In addition to updating your knowledge in Cooperation and Equality, you will obtain a Postgraduate Certificate from TECH Technological University"*

It includes, in its faculty, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive educational experience designed to prepare students for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the teacher must try to solve the different professional practice situations that arise during the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Cooperation and Equality.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*We offer you the most complete Postgraduate Certificate with the best teaching methodology.*





02

# Objectives

The main objective of the program is the development of theoretical and practical learning, so that the teacher can master international cooperation in a practical and rigorous manner.







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*This Postgraduate Certificate will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and security to decision making"*



## General Objectives

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- ♦ Provide students with advanced specialization 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 student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ♦ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ♦ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law



*Get up to date with the latest news on Cooperation and Equality"*







## Specific Objectives

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- ♦ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ♦ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ♦ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- ♦ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action
- ♦ Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
- ♦ Know the role of feminist movements in the processes of social advancement and transformation
- ♦ Intervene under gender perspectives in international development cooperation



03

# Course Management

The program includes in its teaching staff experts of reference in Cooperation and Equality, who bring to this program the experience of their work. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.



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*Leading professionals in the field have come together to show you the latest developments in Cooperation and Equality”*



## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ 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
- ♦ Specialist in Knowledge Management

## Management



### Ms. Romero Mateos, María del Pilar

- ♦ Social Educator
- ♦ Postgraduate Diploma in International Development Cooperation
- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa



## Professors

### Ms. Sánchez Garrido, Araceli

- ♦ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- ♦ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ♦ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid
- ♦ Professor of the Master's Degree in Cultural Management at the Carlos III University of Madrid

### Mr. Cano Corcuera, Carlos

- ♦ Degree in Biology with a major in Zoology and a minor in Animal Ecology.
- ♦ Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- ♦ Specialization Courses in 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
- ♦ Work in different areas of international cooperation, mainly in Latin America

### Ms. Córdoba, Cristina

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

### Ms. Flórez Gómez, Mercedes

- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ♦ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ♦ Advanced Diploma in South Cooperation, Sur- FLACSO
- ♦ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ♦ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH

### Ms. Ramos Rollon, Marisa

- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Researcher focused on the areas of public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ♦ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ♦ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master's Degree in Latin American-EU Relations at the University of Alcalá

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.





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



## Module 1. Human Rights (HR) and International Humanitarian Law (IHL)

- 1.1. Human Rights and International Humanitarian Law
  - 1.1.1. Introduction
  - 1.1.2. Concept and Definition of Human Rights
  - 1.1.3. Universal Declaration of Human Rights
    - 1.1.3.1. What Is the Universal Declaration of Human Rights?
    - 1.1.3.2. Authors of the Universal Declaration of Human Rights
    - 1.1.3.3. Preamble of the Universal Declaration of Human Rights
    - 1.1.3.4. Articles of the Universal Declaration of Human Rights
  - 1.1.4. Bibliography
- 1.2. International Humanitarian Law (IHL)
  - 1.2.1. What Is International Humanitarian Law? (IHL)
  - 1.2.2. Branches of IHL
  - 1.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
  - 1.2.4. Scope of International Human Rights Law
    - 1.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
    - 1.2.4.2. Specific Prohibitions and Restrictions
  - 1.2.5. When Does IHL Apply?
  - 1.2.6. Who Does IHL Protect and How?
  - 1.2.7. Bibliography
- 1.3. The UN and Human Rights
  - 1.3.1. The UN (United Nations)
    - 1.3.1.1. What Is It?
    - 1.3.1.2. The History of the UN
    - 1.3.1.3. The ONU and Human Rights
  - 1.3.2. How Does the UN Promote and Protect Human Rights?
    - 1.3.2.1. High Commissioner for Human Rights
    - 1.3.2.2. Human Rights Council
    - 1.3.2.3. UNDG-HRM
    - 1.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
  - 1.3.3. Conclusions
  - 1.3.4. Bibliography
- 1.4. UN Human Rights Protection Tools
  - 1.4.1. Introduction
  - 1.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
    - 1.4.2.1. The International Bill of Human Rights
    - 1.4.2.2. Democracy
    - 1.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
  - 1.4.3. Several Agencies Dealing with Different Issues
  - 1.4.4. General Secretary
  - 1.4.5. United Nations Peace Operations
  - 1.4.6. Commission on the Status of Women (CSW)
  - 1.4.7. Bibliography
- 1.5. International Human Rights Law
  - 1.5.1. Introduction
  - 1.5.2. What Is International Human Rights Law?
    - 1.5.2.1. Characteristics of International Human Rights Law
  - 1.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
  - 1.5.4. Crimes against Humanity
    - 1.5.4.1. Crimes against Humanity throughout History
  - 1.5.5. Bibliography

- 1.6. Non-Governmental Organizations and Human Rights
  - 1.6.1. Introduction
    - 1.6.1.1. What Is a NGDO?
  - 1.6.2. NGOs and Human Rights
  - 1.6.3. Categories of Human Rights NGOs
  - 1.6.4. Main Characteristics of Human Rights NGOs
  - 1.6.5. Bibliography
- 1.7. Human Rights Violations in the World
  - 1.7.1. Introduction
  - 1.7.2. Cases of Human Rights Violations by Articles
    - 1.7.2.1. Article 3: Right to Live in Freedom
    - 1.7.2.2. Article 4: No Slavery
    - 1.7.2.3. Article 5: No Torture
    - 1.7.2.4. Article 13: Freedom of Movement
    - 1.7.2.5. Article 18: Freedom of Thought
    - 1.7.2.6. Article 19: Freedom of Expression
    - 1.7.2.7. Article 21: Right to Democracy
  - 1.7.3. Bibliography
- 1.8. Environmental Human Rights
  - 1.8.1. Environmental Protection as a Human Right
  - 1.8.2. Does the Environment Have Rights?
  - 1.8.3. Evolution of Human Rights in the Face of No Rights Cases
  - 1.8.4. Rights of Nature Evolution
    - 1.8.4.1. Statement of Intent Special Rapporteur
  - 1.8.5. Environmental Law
    - 1.8.5.1. PNUMA(United Nations Environment Program)
  - 1.8.6. Bibliography
- 1.9. Human Rights NGOs
  - 1.9.1. Introduction

- 1.9.2. List of Human Rights NGOs
  - 1.9.2.1. 1 Kilo of Aid
  - 1.9.2.2. B. Soleil d'Afrique
  - 1.9.2.3. Aasara
  - 1.9.2.4. Andean Action
  - 1.9.2.5. Global Solidarity Action
  - 1.9.2.6. Verapaz Action
  - 1.9.2.7. ADANE: Amics per al Desenvolupament a l'Àfrica Negra (Friends for African Development)
- 1.9.3. Bibliography

## Module 2. Equality and Cooperation

- 2.1. Gender and Cooperation
  - 2.1.1. Introduction
  - 2.1.2. Key Concepts
    - 2.1.2.1. Gender Considerations
  - 2.1.3. Empowerment
    - 2.1.3.1. Introduction
    - 2.1.3.2. Concept of Empowerment
    - 2.1.3.3. What Is Empowerment?
    - 2.1.3.4. Brief Historical Reference of Empowerment
  - 2.1.4. The Feminist Movement in the World
    - 2.1.4.1. Concept
    - 2.1.4.2. Brief History of Feminism in the World
  - 2.1.5. Bibliography
- 2.2. Historical Evolution of Feminist Movements Main Currents
  - 2.2.1. Introduction
  - 2.2.2. The Forerunners of the Feminist Movement
  - 2.2.3. Suffragettes in the United States and Europe
  - 2.2.4. Suffragism in Latin America
  - 2.2.5. Feminism as a Social Movement or New Feminism

- 2.2.6. Contemporary Feminism
  - 2.2.6.1. Feminisms of the 21st Century
  - 2.2.6.2. Evolution of Prominent Feminist Movements
- 2.2.7. Bibliography
- 2.3. Regional Patriarchies and Women's Movements
  - 2.3.1. Patriarchy
    - 2.3.1.1. Introduction
    - 2.3.1.2. Concept of Patriarchy
    - 2.3.1.3. Concept of Matriarchy
    - 2.3.1.4. Main Characteristics of Patriarchy in the World
  - 2.3.2. Influential Historical Movements of Women in the World
    - 2.3.2.1. Evolution of Women's Rights
      - 2.3.2.1.1. First Convention for Women's Rights
      - 2.3.2.1.2. International Women's Day: A Day for Women
      - 2.3.2.1.3. Medicine against Female Genital Mutilation
      - 2.3.2.1.4. Women's Revolt in Aba
      - 2.3.2.1.5. The Ever-Changing World of Work
      - 2.3.2.1.6. On the Job and on Strike, with Strength
      - 2.3.2.1.7. The United Nations Is Born
      - 2.3.2.1.8. To the Women of the World
      - 2.3.2.1.9. Unforgettable Butterflies
      - 2.3.2.1.10. Activists, Unite
      - 2.3.2.1.11. CEDAW
      - 2.3.2.1.12. Declaration on the Elimination of Violence against Women
      - 2.3.2.1.13. CIPD Program of Action
      - 2.3.2.1.14. Beijing Declaration and Platform for Action
      - 2.3.2.1.15. Security Council Resolution 1325
      - 2.3.2.1.16. United Nations Millennium Declaration
      - 2.3.2.1.17. Collective Action for Peace
      - 2.3.2.1.18. The Gulabi Gang: Justice for Women
      - 2.3.2.1.19. Challenging the Status Quo
  - 2.3.3. Bibliography
- 2.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
  - 2.4.1. Introduction
  - 2.4.2. Sexual Division of Labor
    - 2.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
    - 2.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
    - 2.4.2.3. Masculinities and Paid Work
  - 2.4.3. Division of Labor between Men and Women
  - 2.4.4. Feminization of Poverty
  - 2.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
    - 2.4.5.1. Indicators
    - 2.4.5.2. Employed by Branch of Activity
    - 2.4.5.3. Employed by Type of Occupation
    - 2.4.5.4. Employed by Professional Status
    - 2.4.5.5. Employed by Type of Position
  - 2.4.6. Bibliography
- 2.5. Care Policies and Economy
  - 2.5.1. Life Care
  - 2.5.2. Effects on Women's Lives
    - 2.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
    - 2.5.2.2. Concept of Conciliation
    - 2.5.2.3. Approved Measures to Achieve Conciliation
  - 2.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
    - 2.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
    - 2.5.3.3. Persons Aged 16 and over Caring for Dependents (by Age and Sex)
  - 2.5.4. New Masculinities
  - 2.5.5. Bibliography





- 2.6. Gender and Migrations
  - 2.6.1. Causes and Global Situation of Migration
  - 2.6.2. Historical Evolution of Migration
  - 2.6.3. Phenomenon of Feminization of Migrations
  - 2.6.4. Characteristics of Migratory Flows from a Gender Perspective
  - 2.6.5. Effects of Migratory Processes on Women
  - 2.6.6. Conclusions
  - 2.6.7. Migration Strategy with a Gender Perspective
  - 2.6.8. Bibliography
- 2.7. The International System of Development Cooperation from a Gender Perspective
  - 2.7.1. Introduction
  - 2.7.2. The International Development Cooperation System
    - 2.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
    - 2.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
  - 2.7.3. Gender and Advocacy
  - 2.7.4. Gender and Development
  - 2.7.5. Gender-Sensitive Planning
    - 2.7.5.1. Guidelines for Planning Processes
  - 2.7.7. Guidelines for Mainstreaming
    - 2.7.7.1. Checklist
    - 2.7.7.2. Phase 1 Checklist Stage 0
  - 2.7.8. Bibliography



- 2.8. Public Policies with a Gender Perspective
  - 2.8.1. Introduction
  - 2.8.2. Development Economics
    - 2.8.2.1. Economic Bases of Development
    - 2.8.2.2. Definition of Development Economics
    - 2.8.2.3. Evolution of Development Economics
  - 2.8.3. Gender Economics
  - 2.8.4. Public Policies with a Gender Perspective
  - 2.8.5. Gender Budgeting Methodology
  - 2.8.6. Human Development Indexes with Respect to Gender
    - 2.8.6.1. Concept
    - 2.8.6.2. Human Development Index Parameters
  - 2.8.7. Bibliography
- 2.9. The Gender Perspective in International Development Cooperation
  - 2.9.1. Gender in International Cooperation Evolution Over Time
  - 2.9.2. Basic Concepts
    - 2.9.2.1. Gender Equality
    - 2.9.2.2. Gender Equity
    - 2.9.2.3. Gender Identity
    - 2.9.2.4. Masculinities
    - 2.9.2.5. Patriarchy
    - 2.9.2.6. Sexual Division of Labor
    - 2.9.2.7. Gender Roles
    - 2.9.2.8. Sectorial Approach
    - 2.9.2.9. Transversal Approach
    - 2.9.2.10. Practical Needs
    - 2.9.2.11. Strategic Gender Interests
  - 2.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?



- 2.9.4. Decalogue for Mainstreaming a Gender Approach
- 2.9.5. Gender Indicators
  - 2.9.5.1. Concept
  - 2.9.5.2. Areas to Which Indicators May Be Addressed
  - 2.9.5.3. Characteristics of the Gender Indicators
  - 2.9.5.4. Purpose of Gender Indicators
- 2.9.6. Bibliography

“*A unique, key, and decisive educational experience to boost your professional development”*





05

# Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*



“

*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. Educators 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 is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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

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

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



*Educators 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 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your 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 our learning system is 8.01, according to the highest international standards.



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



### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in 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.



### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.



### Interactive Summaries

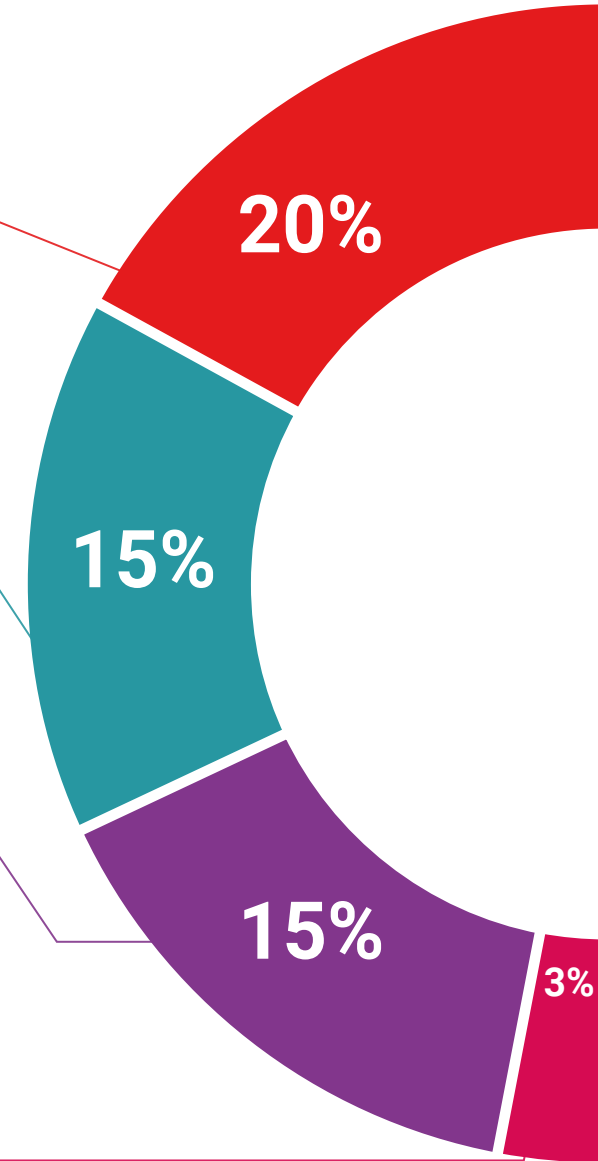
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

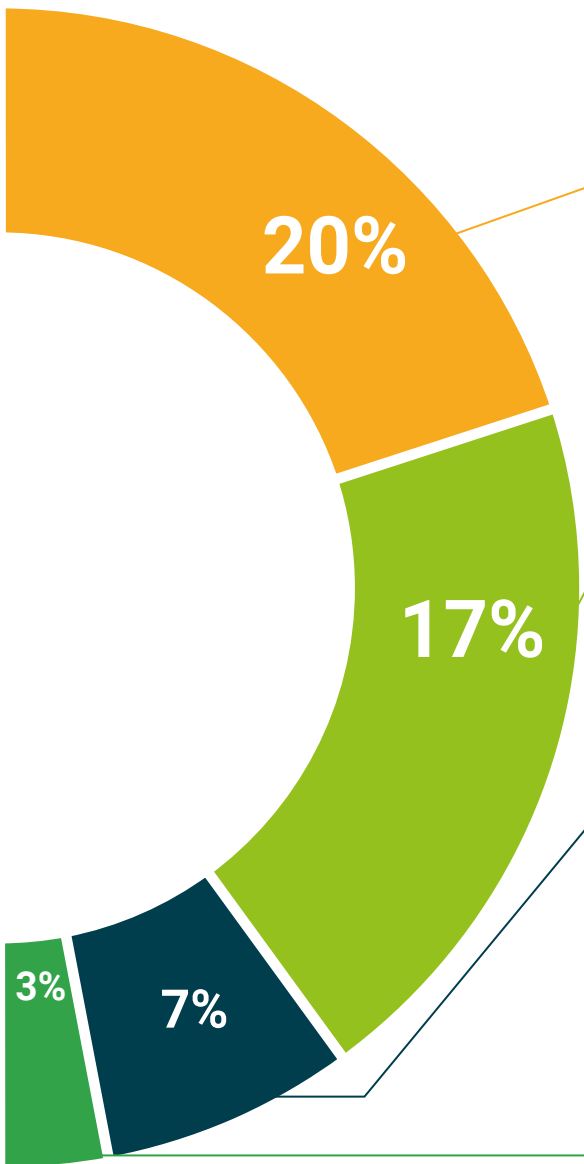
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 Cooperation and Equality 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 Cooperation and Equality** 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 Certificate** issued by **TECH Technological University** via tracked delivery\*.

The diploma 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 Cooperation and Equality**

Official N° of Hours: **300 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.

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

## Postgraduate Certificate Cooperation and Equality

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



# Postgraduate Certificate Cooperation and Equality

