

Postgraduate Certificate International Cooperation and Social Communication





Postgraduate Certificate International Cooperation and Social Communication

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-certificate/international-cooperation-social-communication

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01

Introduction

More and more international organizations are working to help populations with fewer resources or that have suffered some kind of war or natural catastrophe and, as a result, are forced to seek outside help. Educational work in this field is fundamental and a highly demanded feature in this type of organizations. If you want to be prepared in this field, do not miss this high academic level specialization with us.





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Educational work in the field of international cooperation is essential to achieve effective community development"

The Postgraduate Certificate in International Cooperation and Social Communication offers students the opportunity to learn about the concepts, management methods, field of work, structural policies and existing types of international cooperation for development.

In this way, from an organized and structured vision, they will be able to learn first-hand, real information about how international development cooperation works, what are its objectives and goals to be achieved, the work ethics, etc., with real and truthful information, having the opportunity to get rid of false myths that circulate around this world and become professionals in the sector.

It is an open door to the world of international cooperation, a complex and necessary world for a fair, humanitarian and egalitarian evolution of the world for all citizens and countries of the world.

This program from 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 peoples demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation.

In addition, as it 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 International Cooperation and Social Communication** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in International Cooperation and Social Communication
- ♦ 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
- ♦ News on International Cooperation and Social Communication
- ♦ 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"

“ *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 International Cooperation and Social Communication, you will obtain a Postgraduate Certificate from TECH Global University”*

It includes, in its teaching staff, 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.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will deliver an immersive learning experience, programmed to prepare 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. It includes, in its teaching staff, 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.

Increase your confidence in decision making by updating your knowledge through this program.

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 program will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision-making"



General Objectives

- Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- 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 on the latest developments in international cooperation"





Specific Objectives

- ♦ 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
- ♦ Be 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
- ♦ 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

03

Course Management

The program includes in its teaching staff experts of reference in International Cooperation and Social Communication, 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 teach you the latest advances in international development cooperation”

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 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

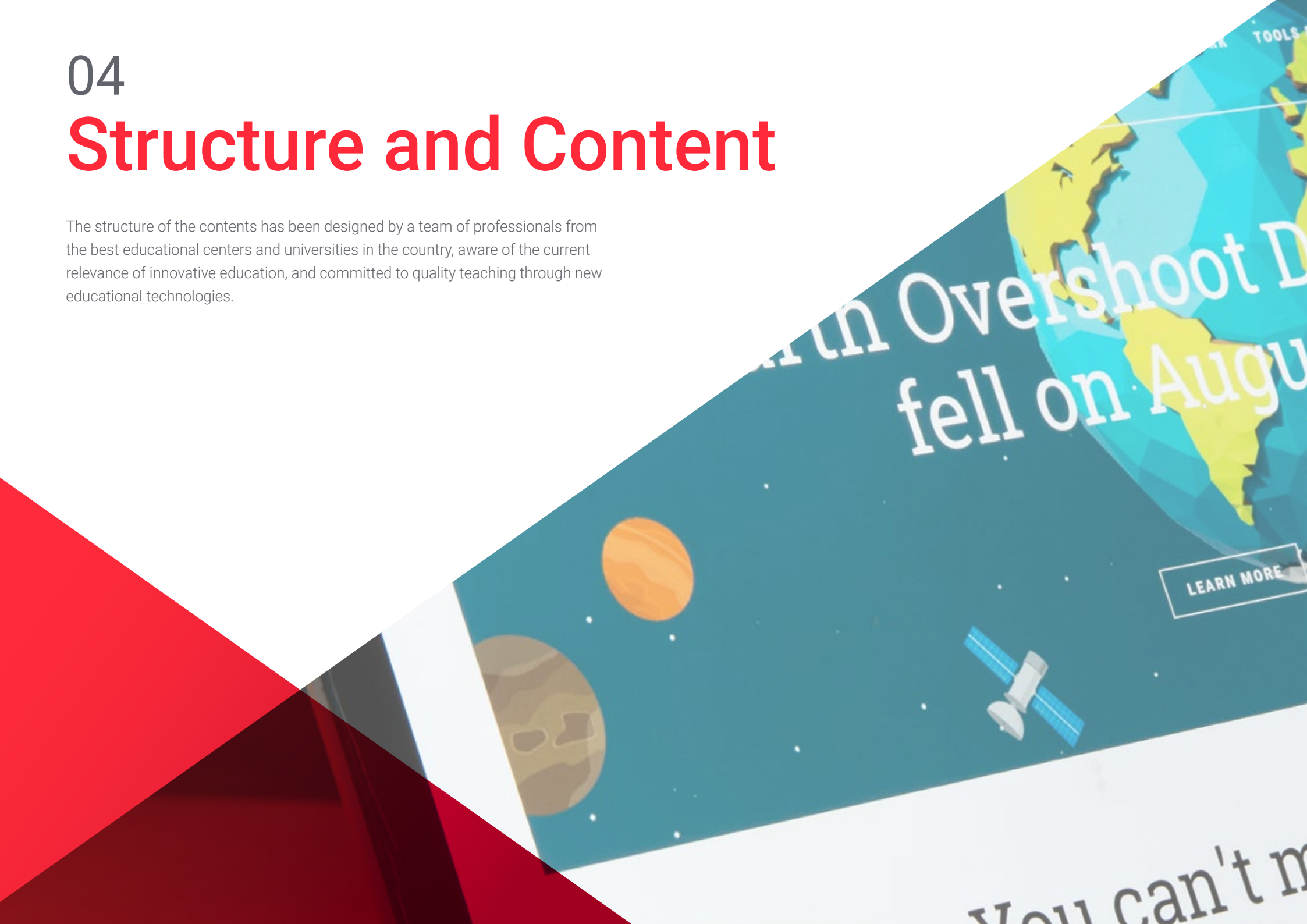
Ms. Ramos Rollon, Marisa

- ♦ 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. International Development Cooperation

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is International Development Cooperation??
 - 1.1.3. Objectives and Purpose of 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 Post-War 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 co-operation
 - 1.2.2.2. Education for Development
 - 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. Depending on 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. Actors of the International Development Cooperation
 - 1.3.3. Stakeholders in the Official Development Aid 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 the 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
 - 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
- 1.6. 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
 - 1.6.7. 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 Approaches in International Development Cooperation
 - 1.7.5. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
 - 1.7.9. Gender Mainstreaming Guide
 - 1.7.10. Bibliography
- 1.8. Human Rights Approach 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 of the Human Rights Approach to International Development Cooperation
 - 1.8.5.1. New Frame of Reference: International Human Rights Standards
 - 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. Social and Transformative Communication

- 2.1. Fundamentals of Communication
 - 2.1.1. Introduction
 - 2.1.2. What Is Communication?
 - 2.1.2.1. Concept and Definition
 - 2.1.3. Objectives, Audiences and Messages
 - 2.1.4. Right to Information and Communication
 - 2.1.4.1. Freedom of Speech
 - 2.1.5. Access and Participation
 - 2.1.6. Brief Overview of the Media According to Typology
 - 2.1.6.1. Written Press
 - 2.1.6.2. Radio
 - 2.1.6.3. Television
 - 2.1.6.4. Internet and Social Networks
 - 2.1.7. Conclusions
 - 2.2. Communication and Power in the Digital Age
 - 2.2.1. What is Power?
 - 2.2.1.1. Power in the Global Era
 - 2.2.3. Fake News, Control and Leaks
 - 2.2.4. Publicly Owned Media
 - 2.2.5. Commercial Media
 - 2.2.5.1. Large Conglomerates in Europe
 - 2.2.5.2. Large Conglomerates in Latin America
 - 2.2.5.3. Other Conglomerates
 - 2.2.6. Alternative Media
 - 2.2.6.1. Current Trends
 - 2.2.6.2. The Problem of Financing
 - 2.2.6.3. Professional Journalism/Activist Journalism
 - 2.2.7. Initiatives for the Democratization of Communication
 - 2.2.7.1. Examples in Europe
 - 2.2.7.2. Examples in Latin America
 - 2.2.8. Conclusions
- 2.3. Communication and International Cooperation
 - 2.3.1. Social Communication
 - 2.3.1.1. Concept
 - 2.3.1.2. Themes
 - 2.3.2. Stakeholders: Associations and Research Centers
 - 2.3.2.1. Social Movements
 - 2.3.3. Collaboration and Exchange Networks
 - 2.3.4. Cooperation, Education for Social Transformation and Communication
 - 2.3.4.1. Types of Communication from NGOs
 - 2.3.5. Code of Conduct
 - 2.3.5.1. Social Marketing
 - 2.3.6. Educommunication
 - 2.3.7. Working with Alternative Media
 - 2.3.8. Working with Publicly Owned Media and Commercial Media
 - 2.3.9. Communication and Cooperation in Times of Crisis
 - 2.3.9.1. Technical and Labor Impacts
 - 2.3.9.2. Impacts on Social Movements
 - 2.3.10. Tensions between Professional Journalism and Activist Journalism
- 2.4. Communication and Gender Equality
 - 2.4.1. Introduction
 - 2.4.2. Key Concepts
 - 2.4.3. Women in the Media
 - 2.4.3.1. Representation and Visibility
 - 2.4.4. Media Production and Decision Making
 - 2.4.5. The Beijing Platform for Action (Chapter J)



- 2.4.6. Feminist Communication and Inclusive Language
 - 2.4.6.1. Basic Concepts
- 2.4.7. How to Identify and Avoid Stereotypes
- 2.4.8. Guidelines, Best Practices
- 2.4.9. Examples of Initiatives
- 2.4.10. Conclusions
- 2.5. Communication and Sustainable Development
 - 2.5.1. The Sustainable Development Goals (SDGs)
 - 2.5.1.1. Proposal and Limits
 - 2.5.2. The Anthropocene
 - 2.5.2.1. Climate Change and Human Development
 - 2.5.3. Communication about “Natural Disasters” from NGOs
 - 2.5.3.1. Regular Coverage in the Mass Media
 - 2.5.4. Advocacy Possibilities from NGOs
 - 2.5.5. Environmental Defenders in Latin America
 - 2.5.5.1. The Data: Threats and Deaths
 - 2.5.6. How Can NGOs Communicate the Work of Human Rights Defenders
- 2.6. Communication and Migrations
 - 2.6.1. Introduction
 - 2.6.2. Key Concepts and Data
 - 2.6.3. Hate Speech and Its Foundations
 - 2.6.3.1. Dehumanization and Victimization
 - 2.6.4. Necropolitics
 - 2.6.5. Regular Coverage in the Mass Media
 - 2.6.6. Social Networks, WhatsApp and Hoaxes
 - 2.6.7. Advocacy Possibilities from NGOs
 - 2.6.7.1. How to Recognize Prejudice
 - 2.6.7.2. Overcoming Eurocentrism
 - 2.6.8. Best Practices and Guidelines on Communication and Migration
 - 2.6.9. Conclusions

- 2.7. Communication and Peace Building
 - 2.7.1. Introduction
 - 2.7.2. Peace Journalism vs. War Journalism
 - 2.7.2.1. Features
 - 2.7.3. Brief Historical Review of Warmongering
 - 2.7.4. Communication on Armed Conflicts and Peace Processes
 - 2.7.5. Journalists in Armed Conflicts
 - 2.7.6. Possibilities for NGOs
 - 2.7.6.1. Shifting Our Focus to the Solution
 - 2.7.7. Research and Guidelines
- 2.8. Educommunication for Walking
 - 2.8.1. Introduction
 - 2.8.2. Pedagogy and Popular Education
 - 2.8.3. Media Literacy
 - 2.8.4. Educommunication Projects
 - 2.8.4.1. Features
 - 2.8.4.2. Agents
 - 2.8.5. Mainstreaming Communication for Social Change
 - 2.8.5.1. The Communication Component in Other Projects
 - 2.8.6. The Importance of Internal Communication in NGOs
 - 2.8.7. Communication to Members and Collaborators





- 2.8.8. Conclusions
- 2.9. Digital Culture and Development NGOs
 - 2.9.1. Introduction
 - 2.9.2. Paradigm Shifts and New Spaces
 - 2.9.2.1. Characteristics and Main Agents and Networks
 - 2.9.3. The Tyranny of the Click
 - 2.9.4. The Imposition of Brevity
 - 2.9.5. Citizen Participation in Digital Society
 - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
 - 2.9.6. Promote the Participation of NGOs in Digital Spaces
 - 2.9.7. Indicators of Communication 2.0 in NGOs
 - 2.9.8. Conclusions
- 2.10. In Practice
 - 2.10.1. Introduction
 - 2.10.2. Elaboration of Organizational Communication Plans
 - 2.10.2.1. Communication Plan Introduction
 - 2.10.3. Project and Action Communication Plans
 - 2.10.4. Basic Contents and Common Errors in Web Pages
 - 2.10.5. Social Media Publishing Plans
 - 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
 - 2.10.7. Subject, Verb and Predicate
 - 2.10.7.1. Recalling Notions
 - 2.10.8. Conclusions

04

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.





“

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

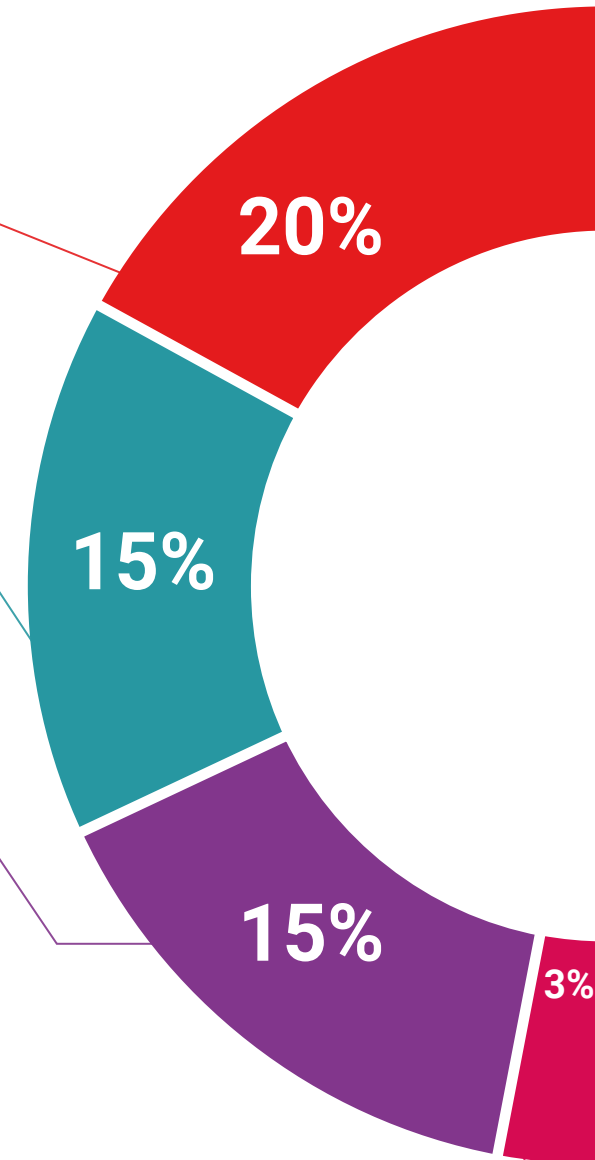
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

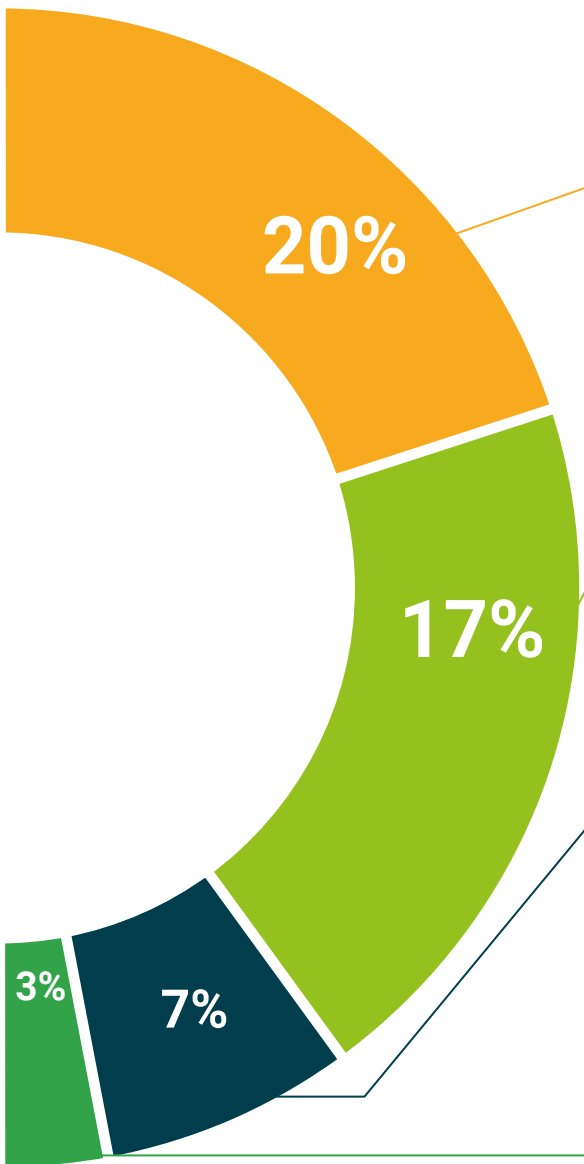
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 International Cooperation and Social Communication guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower-left section and a red upper-right section by a diagonal line.

“

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 Certificate in International Cooperation and Social Communication** 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 Certificate in International Cooperation and Social Communication**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 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
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development languages
virtual classroom



Postgraduate Certificate
International Cooperation
and Social Communication

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate International Cooperation and Social Communication

