

Postgraduate Certificate

Local, Regional and International
Cooperation and Solidarity



Postgraduate Certificate Local, Regional and International Cooperation and Solidarity

- » 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/local-regional-international-cooperation-solidarity

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01

Introduction

Development cooperation is an evolving phenomenon. More and more resources are being allocated to this cause and, therefore, the growth of the scope of action is expanding, requiring more professionals with the necessary skills to work in this field. To this end, we have created this specific program for teachers who wish to work in the field of International Cooperation, so that they can specialize in Local, Regional and International Solidarity.





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Teachers are a fundamental asset in international cooperation. That is why we have created this Postgraduate Certificate that aims to increase their skills so that they can develop professionally"

The Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity offers a higher specialization to these professionals so that they are able to increase their skills in this field and offer their help to people with greater needs.

To this end, it is important to know the sociological theories that revolve around development, for which arduous work is carried out in which many international and national actors have been involved for years, with very specific objectives and a line of action that is maintained over time, always under a close study and proposal for improvements.

It is also necessary to know the meaning of development, its mechanisms, functions, objectives and goals, in order to understand how the world in which we live functions and is structured. Therefore, this program aims to bring students closer to all of this knowledge.

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.

Moreover, as it is a 100% online program, the teachers will be able to combine the study of this very complete program 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 Local, Regional and International Cooperation and Solidarity** 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
- ♦ Latest news on local, regional and international cooperation and solidarity
- ♦ 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 the selection of a refresher program for two reasons: in addition to updating your knowledge in Local, Regional and International Cooperation and Solidarity, you will obtain a Postgraduate Certificate from TECH Global 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.

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. For this purpose, the specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in Local, Regional and International Cooperation and Solidarity.

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

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

03

Course Management

The program's teaching staff includes leading experts in Local, Regional and International Cooperation and Solidarity, who contribute their work experience to this program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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Leading professionals in the field have come together to teach you the latest advances in Local, Regional and International Cooperation and Solidarity”

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 Walles, 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 content 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
 - 1.1.4. Origins and Historical Evolution of International Cooperation
 - 1.1.5. Europe's Reconstruction Plans in the Bipolar Conflict
 - 1.1.6. The Processes of Decolonization in the Post-War Years
 - 1.1.7. Crisis of the International Development Cooperation
 - 1.1.8. Changes in the Conception of International Development Cooperation
 - 1.1.9. 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
- 1.5. Humanitarian Action
 - 1.5.1. Introduction
 - 1.5.2. Humanitarian Aid in the International Context
 - 1.5.3. Tendencies in Humanitarian Action
 - 1.5.4. Main Goals of Humanitarian Action
 - 1.5.5. The Financing of Humanitarian Action and Its Evolution
 - 1.5.6. Principles of International Human Rights Law and Humanitarian Action
 - 1.5.7. Summary
 - 1.5.8. Bibliography
- 1.6. Gender Approach in International Development Cooperation
 - 1.6.1. Introduction
 - 1.6.2. What Is the Gender Approach?
 - 1.6.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.6.4. Gender Approaches in International Development Cooperation
 - 1.6.5. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
 - 1.6.6. Gender Mainstreaming Guide
 - 1.6.7. Bibliography
- 1.7. Human Rights Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. Human Rights
 - 1.7.3. Human Rights Approach to Development Cooperation
 - 1.7.4. How the Human Rights Approach Emerged
 - 1.7.5. Elements of the Human Rights Approach to International Development Cooperation
 - 1.7.5.1. New Frame of Reference: International Human Rights Standards
 - 1.7.5.2. New Look at Capacity Building
 - 1.7.5.3. Participation in Public Policy
 - 1.7.5.4. Accountability
 - 1.7.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
 - 1.7.7. Challenges in Project Identification and Formulation
 - 1.7.8. Challenges in Project Execution
 - 1.7.9. Challenges in Project Monitoring and Assessment
 - 1.7.10. Bibliography
- 1.8. Human Mobility and Migration
 - 1.8.1. Introduction
 - 1.8.2. Migration
 - 1.8.2.1. First Human Movements
 - 1.8.2.2. Types of Migrations
 - 1.8.2.3. Causes of Migrations
 - 1.8.3. Migratory Processes in the Era of Globalization
 - 1.8.3.1. Improved Living Conditions
 - 1.8.3.2. Vulnerability and Migration
 - 1.8.4. Human Safety and Conflict
 - 1.8.5. Challenges of the International Asylum System
 - 1.8.6. The OHCHR
 - 1.8.7. Human Rights Based Migration Strategy
 - 1.8.8. Bibliography

Module 2. NGOs and Local, Regional and International Solidarity

- 2.1. NGOs
 - 2.1.1. Introduction
 - 2.1.2. Meaning of the Acronym NGO
 - 2.1.3. What Is an NGO?
 - 2.1.3.1. Definition and concept
 - 2.1.4. NGO Conditions
 - 2.1.5. History and Evolution of NGOs
 - 2.1.5.1. When and How Are they Born?
 - 2.1.6. Functions of NGOs
 - 2.1.7. NGO Financing
 - 2.1.7.1. Public Funds
 - 2.1.7.2. Private Funds
 - 2.1.8. Types of NGO
 - 2.1.9. Operation of an NGO
 - 2.1.10. The Work of NGOs
- 2.2. Types of NGO
 - 2.2.1. Introduction
 - 2.2.2. Ranking of NGOs Worldwide
 - 2.2.2.1. Types of Classification
 - 2.2.3 Types of NGOs According to Their Orientation
 - 2.2.3.1. How Many Types According to Their Orientation Are There?
 - 2.2.4. Charitable NGOs
 - 2.2.5. Service NGOs
 - 2.2.6. Participatory NGOs
 - 2.2.7. Advocacy NGOs
 - 2.2.8. Types of NGOs According to Their Field of Action
 - 2.2.8.1. Fields
 - 2.2.9. Community-Based NGOs
 - 2.2.10. Citizen NGOs
 - 2.2.11. National NGOs
 - 2.2.12. International NGOs
- 2.3. NGOs: Development and Solidarity
 - 2.3.1. Introduction
 - 2.3.2. Changes in International Development Cooperation of Peoples and Its Relationship with NGOs
 - 2.3.2.1. Main Lines
 - 2.3.3. The "Third World" and NGOs
 - 2.3.4. The Humanitarian Era From Intervention to the Global Village
 - 2.3.4.1. Doctors Without Borders, Doctors of the World, etc.
 - 2.3.5. Movements against the Third World
 - 2.3.6. NGOs and Science
 - 2.3.6.1. Scientific Research
 - 2.3.7. The NGO Workforce
 - 2.3.8. Ideological Biases of NGOs
 - 2.3.9. Conclusions
- 2.4. NGO Legislation
 - 2.4.1. What Type of Legislation is Applicable for NGOs?
 - 2.4.1.1. Introduction
 - 2.4.2. Specific Laws
 - 2.4.3. Generic Laws
 - 2.4.4. State Regulations
 - 2.4.4.1. Types of Laws and Decrees
 - 2.4.5. Autonomous Community Standards
 - 2.4.5.1. Introduction
 - 2.4.6. Andalusian Autonomous Regulation
 - 2.4.7. Canary Islands Autonomous Regulation
 - 2.4.8. Catalonia Autonomous Regulation
 - 2.4.9. Basque Country Autonomous Regulations
 - 2.4.10. Obligations of the Associations

- 2.5. Types of Existing Associations
 - 2.5.1. Introduction
 - 2.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
 - 2.5.3. Youth Associations
 - 2.5.3.1. Definition and concept
 - 2.5.4. Legislation of Youth Associations
 - 2.5.5. Main Characteristics of Youth Associations
 - 2.5.6. Coordinators
 - 2.5.6.1. Definition and concept
 - 2.5.6.2. Objectives
 - 2.5.7. Characteristics of Coordinators
 - 2.5.8. Federations
 - 2.5.8.1. Definition and concept
 - 2.5.9. Characteristics and Objectives of the Federations
 - 2.5.10. Types of Federations
- 2.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
 - 2.6.1. Introduction
 - 2.6.2. Spanish Agency for International Development Cooperation (AECID)
 - 2.6.2.1. Meaning of the Acronym
 - 2.6.3. Definition and concept
 - 2.6.4. Objectives
 - 2.6.5. Mission
 - 2.6.5.1. Vision of the Agency
 - 2.6.6. Structure
 - 2.6.7. AECID Technical Offices
 - 2.6.8. Cooperation Modalities and Tools
 - 2.6.9. Development Promotion Fund
 - 2.6.10. Conclusions

- 2.7. AECID Cooperation Sectors
 - 2.7.1. Introduction
 - 2.7.2. Water and Sanitation
 - 2.7.2.1. How Do They Work?
 - 2.7.3. Economic Growth
 - 2.7.3.1. How Do They Work?
 - 2.7.4. Culture and Science
 - 2.7.4.1. How do they work?
 - 2.7.5. Gender
 - 2.7.5.1. How Do They Work?
 - 2.7.6. Educational
 - 2.7.6.1. How Do They Work?
 - 2.7.7. Rural Development, Food Security and Nutrition
 - 2.7.7.1. How Do They Work?
 - 2.7.8. Democratic Governance
 - 2.7.8.1. How Do They Work?
 - 2.7.9. Environment and Climate Change
 - 2.7.9.1. How Do They Work?
 - 2.7.10. Health
 - 2.7.10.1. How Do They Work?
- 2.8. Countries Where AECID Cooperates
 - 2.8.1. Introduction
 - 2.8.2. Geographic Priorities
 - 2.8.2.1. What are they?
 - 2.8.3. Countries and Territories of Association
 - 2.8.3.1. Present and Future
 - 2.8.4. Latin America
 - 2.8.4.1. 12 Projects
 - 2.8.5. Caribbean

- 2.8.6. North Africa and the Middle East
 - 2.8.6.1. 4 Projects
- 2.8.7. West Sub-Saharan Africa
 - 2.8.7.1. Three Projects
- 2.8.8. Central, Eastern, and Southern Africa
 - 2.8.8.1. Three Projects
- 2.8.9. Asia
 - 2.8.9.1. One Project
- 2.9. NGO Strategy and Management
 - 2.9.1. Introduction
 - 2.9.2. Manage an NGO
 - 2.9.3. Strategic Planning of an NGO
 - 2.9.3.1. What Is It?
 - 2.9.3.2. How Is It Done?
 - 2.9.4. Managing the Quality of the NGO
 - 2.9.4.1. Quality and Commitment
 - 2.9.5. Stakeholders
 - 2.9.5.1. Stakeholder Relationship
 - 2.9.6. NGO Social Responsibility
 - 2.9.7. Third-Party Ethical Risk
 - 2.9.8. Relationship between NGOs and the Private Sector
 - 2.9.9. Transparency and Accountability
 - 2.9.10. Conclusions
- 2.10. National and International NGOs
 - 2.10.1. National NGOs
 - 2.10.1.1. Main Projects
 - 2.10.2. International NGOs
 - 2.10.2.1. Main Projects
 - 2.10.3. UNHCR
 - 2.10.3.1. History
 - 2.10.3.2. Objectives
 - 2.10.3.3. Main Work Areas
 - 2.10.4. Mercy Corps
 - 2.10.4.1. Who are They?
 - 2.10.4.2. Objectives
 - 2.10.4.3. Work Areas
 - 2.10.5. International Plan
 - 2.10.5.1. Who are They?
 - 2.10.5.2. Objectives
 - 2.10.5.3. Main Areas of Work
 - 2.10.6. Doctors without Borders
 - 2.10.6.1. Who are They?
 - 2.10.6.2. Objectives
 - 2.10.6.3. Work Areas
 - 2.10.7. Ceres
 - 2.10.7.1. Who are They?
 - 2.10.7.2. Objectives
 - 2.10.7.3. Main Areas of Work
 - 2.10.8. Oxfam
 - 2.10.9. UNICEF
 - 2.10.10. Save the children



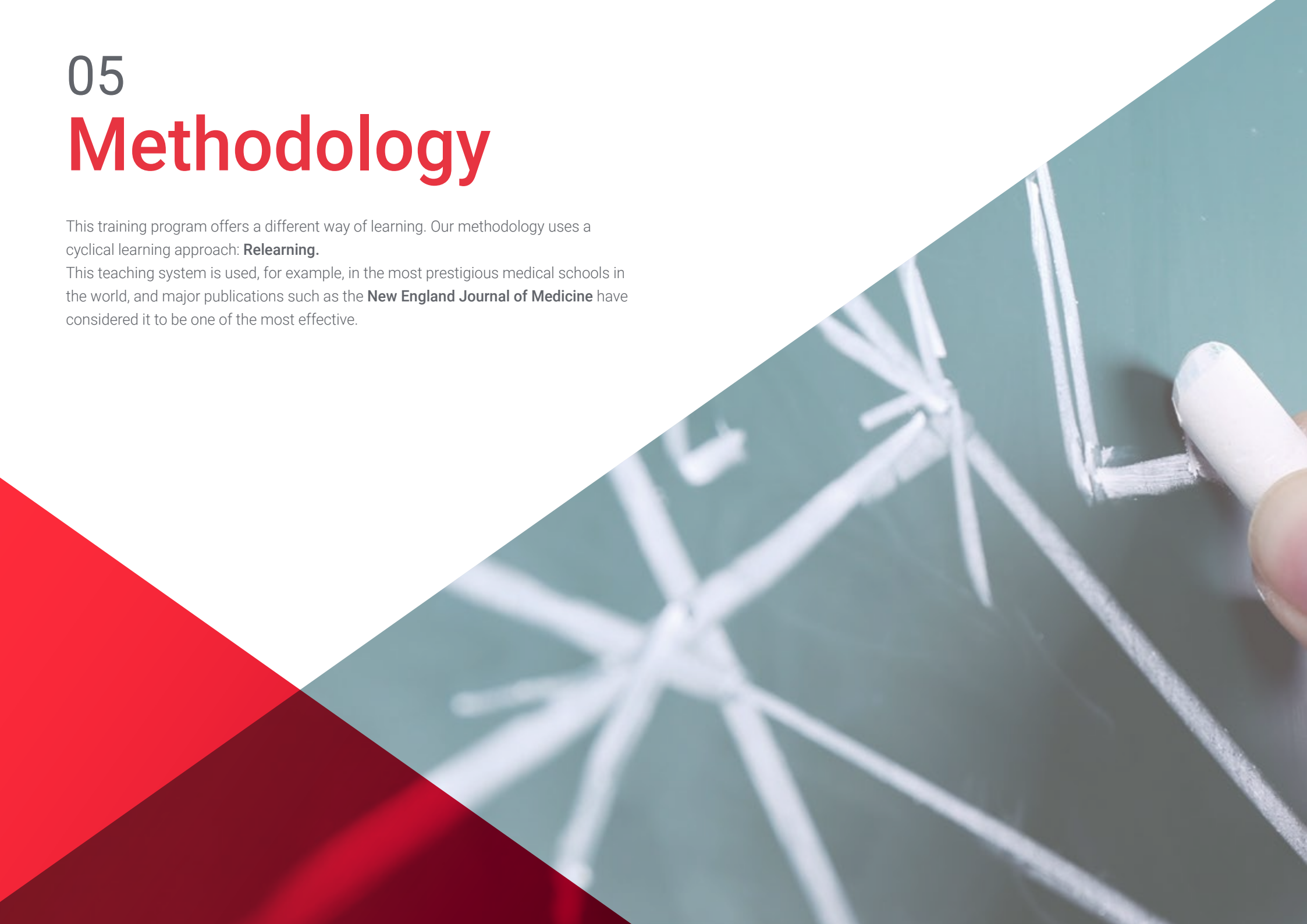
A unique, key, and decisive educational experience to boost your professional development

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.





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

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

Our 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 represent a real revolution with respect to simply studying and analyzing cases.



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 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.



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, you can watch them as many times as you want.



Interactive Summaries

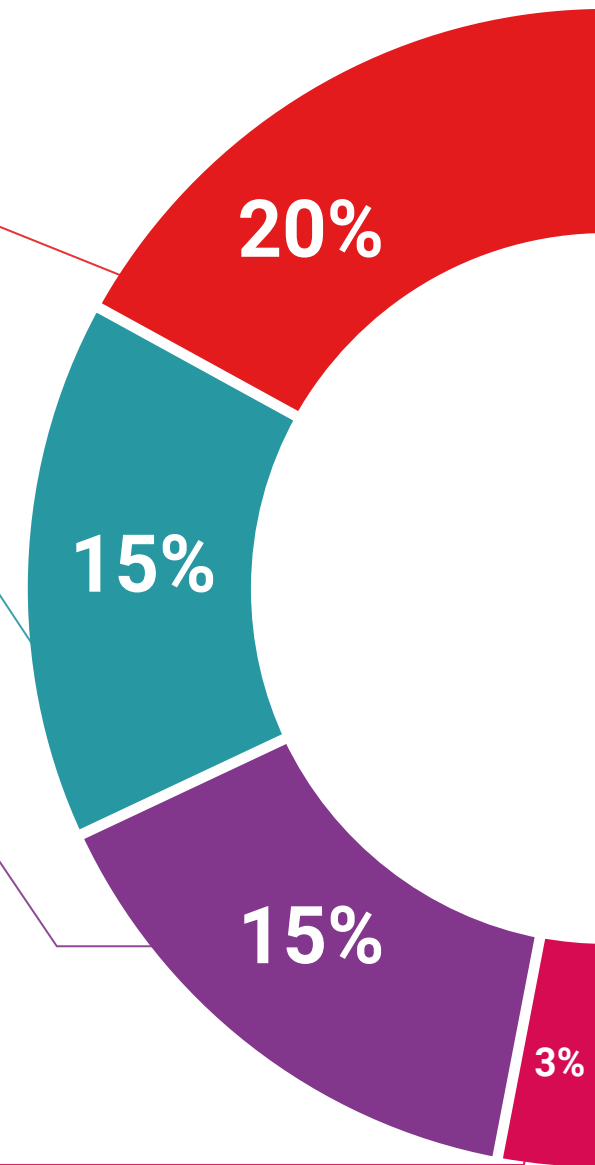
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system 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 your 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 Local, Regional and International Cooperation and Solidarity guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



“

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 Local, Regional and International Cooperation and Solidarity** endorsed by **TECH Global University**, the world's largest online university.

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Title: **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**





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