

# 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/humanities/postgraduate-certificate/international-cooperation-social-communication](http://www.techtute.com/us/humanities/postgraduate-certificate/international-cooperation-social-communication)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 24*

06

Certificate

---

*p. 32*

# 01

# Introduction

Social Communication plays a fundamental role in International Development Cooperation. However, it presents a series of challenges in this area, such as the lack of access to information or the digital divide in developing countries. That is why NGOs and different humanitarian projects require professionals who are up to date in the field of Communication, being this program an unique opportunity to update their knowledge. Through it, students will analyze in detail the actors involved in the development of impoverished regions and how to ensure the Right to Information or Freedom of Speech. All this through an online modality and with prestigious teachers at your disposal.







“

*Thanks to this Postgraduate Certificate you will contribute to ensure the Right to Information or Freedom of Speech in developing countries”*

Social Communication faces a significant challenge in developing countries: the need to adapt messages and communication channels to local specificities and cultures. In this sense, many initiatives are designed and implemented from a Western perspective, without taking into account the cultural and linguistic differences that exist in the recipient countries. This can lead to inappropriate messages or a lack of understanding by the local population, which in turn is likely to undermine the effectiveness of projects.

It is all the more necessary to have a qualification that meets the current requirements of specialization in Social Communication in view of the diversification and reevaluation of Communication. Therefore, this program is the opportunity that Humanities professionals were looking for to specialize in this area, with which they will work as social communicators facilitating the operation of primary organizations, government agencies or NGOs.

This will be achieved by starting from the basics of International Development Cooperation, examining the sociological theories on the subject or the work to consolidate a democracy. Then, students will explore the implications of communication in this cooperation, analyzing the role of social movements or the tensions between professional and activist journalism.

All this complete specialization will be within your reach without the need to attend a single day at an on-site center. Likewise, students will be able to manage their own academic deadlines so that they can combine the Postgraduate Certificate with their professional obligations.

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 practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*This qualification is a must if you intend to develop your professional activity in line with the Sustainable Development Goals and the Millennium Development Goals”*

“

*In this Postgraduate Certificate you will benefit from an online educational methodology to examine Communication and Cooperation in times of crisis with dynamic academic resources”*

*Do you want to have a good mastery of the types of communication carried out from NGDOs? With TECH you will do it in only 360 hours .*

*You will have expert precision in analyzing the structure and objectives of social movements.*

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.





# 02 Objectives

Thanks to the achievement of the objectives set by the postgraduate certificate, the students will have advanced competences that will allow them to develop as social communicators in the field of International Cooperation for Development. In this sense, they will have the skills to develop with solvency in specific contexts such as local cultures, promoting the rights related to Communication and Information. With all this, they will be able to design innovative Social Communication plans.







“

*The objective of TECH is to become the social communicator required by primary organizations, government agencies and NGOs”*



## General Objectives

- ♦ Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- ♦ 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 of adaptation and resolution to the problems of today's world through scientific research in cooperation and development processes
- ♦ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law



*You will obtain a valuable specialization that will provide you with the latest methodologies for the design of public policies, Social Communication or the promotion of political changes”*







## 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
- ♦ Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- ♦ Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- ♦ Understand the international cooperation system and the different members that make it up
- ♦ 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 teaching team of this Postgraduate Certificate is made up of excellent professors with extensive experience in International Development Cooperation. In this sense, they have worked in numerous international projects and provided training in humanitarian aid, in addition to having worked with mastery in the field of Social Communication.

In addition, students will be able to ask them any questions about the syllabus through the Virtual Campus. through the Virtual Campus







“

*This teaching team will meet your highest expectations in the field of International Cooperation and Social Communication”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ Specialist in Knowledge Management
- ♦ Expert in Educational Evaluation at OEI
- ♦ Expert in Educational Indicators and Statistics at UNED
- ♦ Expert in Development Cooperation in Education at the University of Barcelona

## Management



### Ms. Romero Mateos, María del Pilar

- ♦ Social Educator Specialized in Child Empowerment
- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa
- ♦ Co-Author of the book: 'Principeso Cara de Beso'
- ♦ Postgraduate Diploma in International Development Cooperation

## Professors

### Ms. Cordoba, Cristina

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

### Ms. Sanchez Garrido, Araceli

- ♦ Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- ♦ Professor of the Master in Cultural Management at the Carlos III University of Madrid
- ♦ Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- ♦ Member of the Faculty of Museum Curators assigned to the Museo de América de Madrid

### Ms. Florez Gomez, Mercedes

- ♦ Specialist in International Cooperation in Iberoamerica
- ♦ Director of the CFCE in Montevideo
- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ Advanced Diploma in South Cooperation
- ♦ Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- ♦ MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- ♦ MSc in Information and Documentation from the Antonio de Nebrija University
- ♦ Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- ♦ Education, Science and Culture by the OEI

### Dr. Ramos Rollon, Marisa

- ♦ Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ♦ Coordinator of the department of Democratic Governance in the Eurosocietal program.
- ♦ Full Professor of Political Science at UCM
- ♦ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ♦ Professor of Political Science at the University of Salamanca
- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ♦ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

### Mr. Cano Corcuera, Carlos

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

# 04

## Structure and Content

Without having to adapt to strict schedules that make it difficult to make the program compatible with their professional activity, students will benefit from an innovative study plan that immerses them in an individualized educational plan. Therefore, the syllabus will provide the student with the most current and comprehensive vision of International Cooperation and Social Communication through contents designed by the teaching team. And, to strengthen your internalization of the concepts, TECH applies the Relearning methodology in the program, which is based on the reiteration of ideas through videos, case studies, reference guides or interactive summaries.







“

*You can access with your PC or Tablet to the syllabus with the most current and comprehensive vision of International Cooperation and Social Communication that you will find in the market”*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is the International Development Cooperation?
  - 1.1.3. Objectives and Purpose of International Development Cooperation
  - 1.1.4. Goals of the Spanish International Development Cooperation
  - 1.1.5. Evolution of the Spanish International Development Cooperation
  - 1.1.6. Origins and Historical Evolution of International Cooperation
  - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.8. The Processes of Decolonization in the Postwar Years
  - 1.1.9. Crisis of the International Development Cooperation
  - 1.1.10. Changes in the Conception of International Development Cooperation
  - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development Cooperation
    - 1.2.2.2. Development Education
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid
  - 1.2.4. Modalities of the International Development Cooperation
  - 1.2.5. Types of Modalities
    - 1.2.5.1. Modality According to the Origin of the Funds
  - 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
    - 1.2.6.1. Bilateral
    - 1.2.6.2. Multilateral
    - 1.2.6.3. Decentralized Cooperation
    - 1.2.6.4. Non-Governmental Cooperation
    - 1.2.6.5. Business Cooperation
  - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
  - 1.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds
  - 1.2.9. Other Cooperation Tools Co-Development
    - 1.2.9.1. Co-Development Interventions
  - 1.2.10. Bibliography
- 1.3. Multilateral Organizations
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. International Development Cooperation Stakeholders
  - 1.3.3. Stakeholders in the Official Development Assistance System
  - 1.3.4. Definitions of Relevant International Organizations (IOs)
  - 1.3.5. Characteristics of International Organizations
    - 1.3.5.1. Types of International Organisations
  - 1.3.6. Advantages of Multilateral Cooperation
  - 1.3.7. Contributions of International Organizations to the Multilateral System
  - 1.3.8. Multilateral Financial Institutions (MFIs)
    - 1.3.8.1. Characteristics of MFIs
    - 1.3.8.2. Composition of MFIs
    - 1.3.8.3. Types of MFIs
  - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
  - 1.4.1. Introduction
  - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 1.4.3. Multilateral Financial Institutions
  - 1.4.4. The International Monetary Fund
  - 1.4.5. United States Agency for International Development USAID
    - 1.4.5.1. Who are They?
    - 1.4.5.2. The History of USAID
    - 1.4.5.3. Intervention Sectors
  - 1.4.6. The European Union
    - 1.4.6.1. Objectives of the EU
    - 1.4.6.2. General Objectives of EU External Action

- 1.4.7. Non-Financial Multilateral Institutions
  - 1.4.7.1. List of Non-Financial Multilateral Institutions
  - 1.4.7.2. Actions of Multilateral Institutions
  - 1.4.7.3. Non-Financial
- 1.4.8. United Nations Organization
- 1.4.9. Bibliography
- 1.5. Spanish Cooperation Master Plan 2018-2021
  - 1.5.1. Introduction
  - 1.5.2. Action and Management Challenges for Spanish Cooperation
  - 1.5.3. What Is a Master Plan?
    - 1.5.3.1. Spanish Cooperation Master Plan
    - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
  - 1.5.4. Goals of the Master Plan
    - 1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
  - 1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
  - 1.5.6. The 2030 Agenda
    - 1.5.6.1. What Is Agenda 2030?
    - 1.5.6.2. Development of Agenda 2030
    - 1.5.6.3. General Specifications
    - 1.5.6.4. Implementation of Agenda 2030
  - 1.5.7. Bibliography
- 1.6. Humanitarian Action
  - 1.6.1. Introduction
  - 1.6.2. Humanitarian Aid in the International Context
  - 1.6.3. Tendencies in Humanitarian Action
  - 1.6.4. Main Goals of Humanitarian Action
  - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
  - 1.6.6. AECID and Humanitarian Action
  - 1.6.7. The Financing of Humanitarian Action and Its Evolution
  - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
  - 1.6.9. Summary
  - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
  - 1.7.1. Introduction
  - 1.7.2. What Is the Gender Approach?
  - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
  - 1.7.4. Gender Approaches in International Development Cooperation
  - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
  - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
  - 1.7.7. Priority Equality Goals in International Development Cooperation
  - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
  - 1.7.9. Gender Mainstreaming Guide
  - 1.7.10. Bibliography
- 1.8 Focus on Human Rights 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 that the Human Rights Approach Contributes to the 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
  - 2.2.2. Fake News, Control and Leaks
  - 2.2.3. Publicly Owned Media
  - 2.2.4. Commercial Media
    - 2.2.4.1. Large Conglomerates in Europe
    - 2.2.4.2. Large Conglomerates in Latin America
    - 2.2.4.3. Other Conglomerates
  - 2.2.5. Alternative Media
    - 2.2.5.1. Evolution of the Alternative Media in the Spanish State
    - 2.2.5.2. Current Trends
    - 2.2.5.3. The Problem of Financing
    - 2.2.5.4. Professional Journalism/Activist Journalism
  - 2.2.6. Initiatives for the Democratization of Communication
    - 2.2.6.1. Examples in Europe
    - 2.2.6.2. Examples in Latin America
  - 2.2.7. 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



*A very complete syllabus with which you will delve into the Communication plans within the framework of International Cooperation”*

05

# Methodology

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

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





“

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

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.



## 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.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.





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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



### 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.



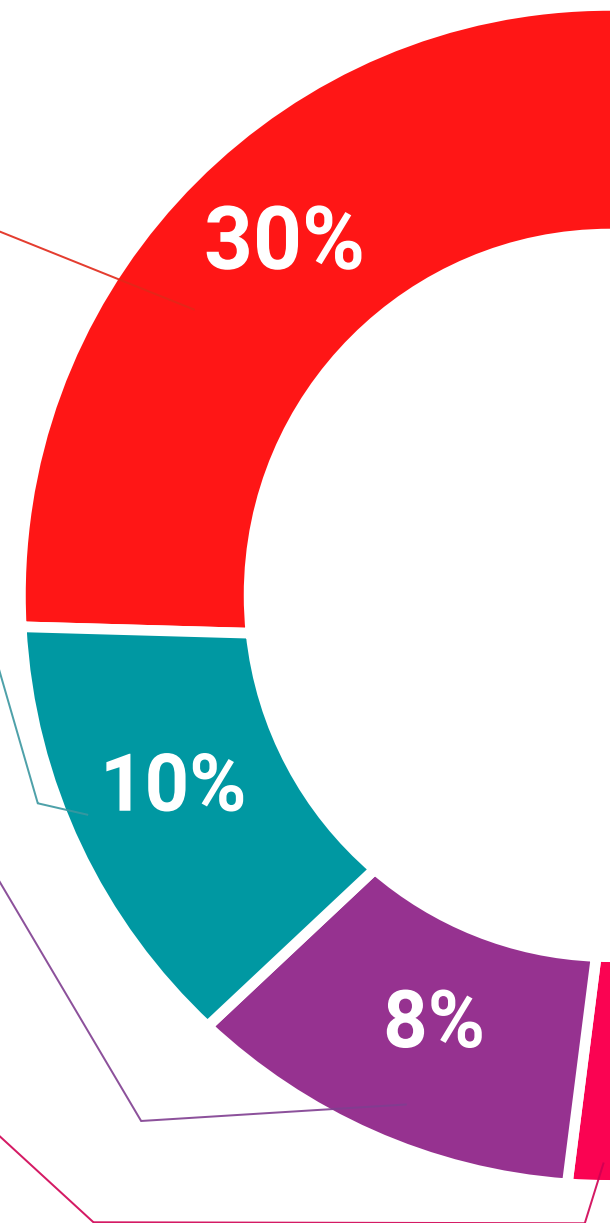
### Practising Skills and Abilities

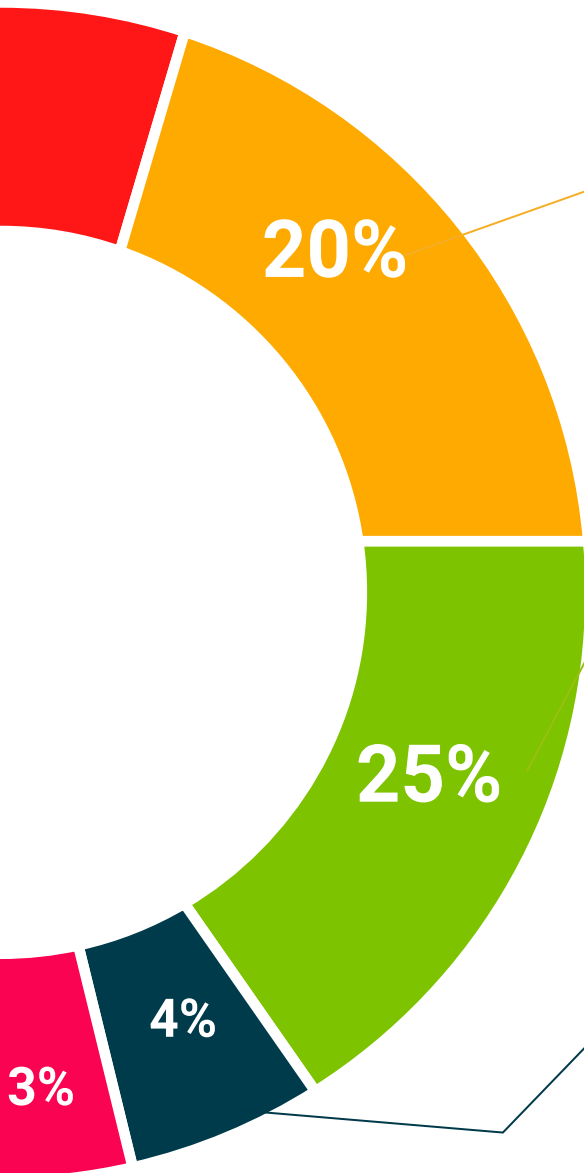
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



### 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.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### 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".



#### 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.





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 qualification 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 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**



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
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