Postgraduate Diploma

Social Transformation through International Development Cooperation

tech global university

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Postgraduate Diploma
Social Transformation Through International Development Cooperation

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-social-transformation-through-international-development-cooperation

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01

Introduction

Humanitarian aid, technical assistance, technology transfer, knowledge sharing, etc. International Development Cooperation involves many elements, contributing to a decisive Social Transformation to address the causes of Poverty, Inequality or Social Exclusion. However, it is palpable how this transformative process encounters many obstacles in many regions, so this qualification is an unique opportunity to update the Humanities professional in the best strategies to make the change real. To this end, the role of social movements and the basic theories of development in cultural, political or economic matters will be examined. In addition, this program will be taken entirely online for the convenience of the student.

Update yourself in the tools that promote Social Transformation through International Development Cooperation"

Social Transformation is essential to promote Sustainable Development, the preservation of the Environment, the protection of Human Rights and Gender Equality, as well as the improvement of Education, Health and Infrastructure. However, in more and more countries, transformational processes are facing growing resistance of various kinds that hinder changes in an authoritarian manner and without respecting the freedoms of individuals.

That is why it is required that the action from the International Development Cooperation is carried out on the basis of advanced and specific strategies for each context, facilitating that the Social Transformation culminates successfully in the long term. And Humanities professionals can play a decisive role in this thanks to this program, with which they will learn about the actors involved in Cooperation projects and delve into key concepts in this area, such as Sustainable Development.

In addition, this Postgraduate Diploma will also focus on Social Communication as an actor of change, gaining an overview of the media landscape and the current situation of Press Freedom worldwide. At the same time, students will examine how feminist movements are fighting for Gender Equality in different developing countries, reviewing their historical evolution.

All this and more will be available to the student in 600 hours of innovative educational content, which will be distributed in the number and duration of study sessions that the student deems appropriate. .

This **Postgraduate Diploma in Social Transformation through International Development Cooperation** contains the Educational most complete and up-to-date scientific program on the market. Its most notable features are:

- The development of case studies presented by experts in Social Transformation through International Development Cooperation
- 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

Contribute to the empowerment of women through your actions in regions where Gender Inequality is manifest”

Lead the change in the communities targeted by the International Development Cooperation considering the specificities of each of their social realities"

Specialize from home or wherever you deem appropriate with 600 hours of innovative educational materials on Social Transformation through International Development Cooperation.

Test your skills in demanding case studies where you will have to incorporate the gender approach in development processes.

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

The objectives of the Postgraduate Diploma are to provide the student with the advanced competences needed to lead the processes of Social Transformation within the projects of International Development Cooperation. In this way, their mastery of the sociological theories of development or of the actors involved in these initiatives will allow them to design and implement strategies that end up promoting public policies that guarantee Human Rights.

Achieve TECH's objectives and develop yourself as a social communicator of reference in developing areas"

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 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 is the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of International Law

Establishes the appropriate cooperation instruments to break down the walls that prevent Social Transformation in different countries"

Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the actors involved in development, why and its consequences
- Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Familiarize the student with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc. to meet their goals and objectives
- Know the basic theories of development in its economic, social, cultural and political aspects

Module 2. International Development Cooperation

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

Module 3. Social and Transformative Communication

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

Module 4. Equality and Cooperation

- Internalize, analyze and understand what we mean when we talk about gender, development and women's rights.
- Know the role of feminist movements in the processes of social advancement and transformation
- Intervene under gender perspectives in international development cooperation

03

Course Management

One of the hallmarks of TECH in the design of its programs is to bet on experts with extensive experience in the area under study. And this is what they have done in this Postgraduate Diploma, incorporating eminent experts in International Development Cooperation who have worked in different agencies and organizations, promoting social change in vulnerable communities. All this background is included in the educational materials, from which the student will benefit enormously.

Give the impetus you are looking for in your career by drawing on the experience of experts in International Cooperation who have worked with different agencies and organizations in development projects"

Guest Director

Ms. Rodríguez Arteaga, Carmen

- Liaison Advisor for the 2030 Agenda at AECID
- 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

Mr. Cano Corcuera, Carlos

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

Ms. 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. 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. 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
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (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 Eurosocial 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 for International Relations of the University of Salamanca
- Relations and Cooperation at the Complutense University of Madrid
- Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor´s Degree in Political Science with a major in International Relations and Latin American Studies from UCM

04

Structure and Content

The frenetic pace of today's society and intense professional activity means that today's students demand more than ever before flexibility in educational programs. Since its creation, TECH has listened carefully to these concerns and has incorporated into its programs numerous facilities that make the educational cycle much more comfortable and versatile. In this sense, students will be able to develop this specialization in the study periods they deem appropriate and without going to an on-site center at any time. In fact, the resources on Social Transformation through International Development Cooperation will remain available 24 hours a day on the Virtual Campus for downloading.

Download with your PC or Tablet the most complete and up to date educational materials on Social Transformation through International Development Cooperation"

Module 1. The Development of Peoples: Introduction and Challenges

1.1 Development
- 1.1.1. Introduction
- 1.1.2. What Is Meant by Development?
- 1.1.3. Sociological Theories for Development
  - 1.1.3.1. Development through Modernization
  - 1.1.3.2. Development through Dependency
  - 1.1.3.3. Neoinstitutional Development Theory
  - 1.1.3.4. Development through Democracy
  - 1.1.3.5. Theory of Development through Cultural Identity
- 1.1.4. Stakeholders Involved in Development
  - 1.1.4.1. Depending on How It Is Channeled, teh Aid Can Be
  - 1.1.4.2. According to their Shape
- 1.1.5. Poor or Impoverished Countries
  - 1.1.5.1. What Is Meant by Impoverished?
- 1.1.6. Economic, Social and Sustainable Development
- 1.1.7. UNDP
- 1.1.8. Bibliography

1.2 Power, Dynamics and Stakeholders in the International Society
- 1.2.1. Introduction
- 1.2.2. Power Elements
- 1.2.3. The International Society
- 1.2.4. International Society Models
  - 1.2.4.1. Static
  - 1.2.4.2. Dynamic
  - 1.2.4.3. Global
- 1.2.5. Characteristics of the International Society
  - 1.2.5.1. It Is a Global Benchmark Company
  - 1.2.5.2. It Is Distinct from the Interstate Society
  - 1.2.5.3. International Society Requires a Relational Dimension
  - 1.2.5.4. International Society Enjoys a Common Order
- 1.2.6. Social Structure of the Society
- 1.2.7. Structure of the International Society
  - 1.2.7.1. Spatial Extension
  - 1.2.7.2. Structural Diversity
  - 1.2.7.3. The Cultural Dimension of International Society
- 1.2.8. Polarization of the International Society
  - 1.2.8.1. Concept
- 1.2.9. Degree of Institutionalization of the International Society
- 1.2.10. Bibliography

1.3 Free Trade
- 1.3.1. Introduction
- 1.3.2. Unequal Interdependence between Countries
- 1.3.3. Transnational Companies
  - 1.3.3.1. What are they?
- 1.3.4. Current Trade Situation
  - 1.3.4.1. Transnationals and Free Trade
- 1.3.5. The WTO
  - 1.3.5.1. Concept
  - 1.3.5.2. Brief History
  - 1.3.5.3. The WTO's Activities Are Built Around Three Pillars
- 1.3.6. Rounds, Conferences and Lobbying
- 1.3.7. Fair Trade Relations
- 1.3.8. CONGDE (Spanish Coordinator for NGO Development Activities)
  - 1.3.8.1. CONGDE Proposals
- 1.3.9. Corporate Social Responsibility
- 1.3.10 A Global Pact
- 1.3.11. Fair Trade
  - 1.3.11.1. International Definition
- 1.3.12. Bibliography

1.4 Sustainable Development and Education
- 1.4.1. Introduction
- 1.4.2. Education on Sustainable Development and Education for Sustainable Development
  - 1.4.2.1. Main Differences

1.4.3. Sustainability
1.4.3.1. Concept
1.4.4. Sustainable Development
1.4.4.1. Concept
1.4.5. Components of Sustainable Development
1.4.6. Principles of Sustainable Development
1.4.7. Education for Sustainable Development (ESD)
1.4.7.1. Definition
1.4.8. History of Education for Sustainable Development
1.4.8.1. Concept
1.4.9. Redirect Education
1.4.10. Guidelines for Sustainable Development
1.4.11. Bibliography

1.5 Sustainable Development Goals (SDGs)
1.5.1. Introduction
1.5.2. Millennium Development Goals
1.5.2.1. Background
1.5.3. Millennium Campaign
1.5.4. MDG Results
1.5.5. Sustainable Development Goals
1.5.5.1. Definition
1.5.5.2. Who Is Involved?
1.5.6. What Are the SDGs?
1.5.6.1. Features
1.5.7. Differences between the MDGs and the SDGs
1.5.8. Sustainable Development Agenda
1.5.8.1. The 2030 Agenda
1.5.8.2. Are the SDGs Legally Binding?
1.5.9. Monitoring the Achievement of the SDGs
1.5.10. Bibliography

1.6 Theories about Sustainable Development
1.6.1. Introduction
1.6.2. Development Participants
1.6.3. Issues in Education for Sustainable Development
1.6.3.1. Skills
1.6.4. The UN and Its Development Work
1.6.4.1. The History of the UN
1.6.4.2. The UN and Sustainability
1.6.5. Agenda 21: UN Agenda 21
1.6.5.1. Objectives of Agenda 21
1.6.6. UNDP
1.6.6.1. History of UNDP
1.6.6.2. UNDP Goals
1.6.7. Other Theories to Support Sustainable Development
1.6.7.1. Degrowth
1.6.8. Alternative Theories to Sustainable Development
1.6.8.1. Ecodevelopment
1.6.9. Bibliography

1.7 Civil Society, Social Movements and Transformation Processes
1.7.1. Introduction
1.7.2. Concept of Social Movement
1.7.3. Goals of Social Movements
1.7.4. Structure of Social Movements
1.7.5. Definitions of Leading Authors
1.7.6. Collective Challenge
1.7.7. The Search for a Common Goal
1.7.8. Evolution of Social Movements
1.7.9. Participation and Consolidation of Democracy
1.7.10. Most Important Social Movements in Recent Years in Europe
1.7.11. Bibliography

1.8 Participatory Community Development
1.8.1. Introduction
1.8.2. Community
1.8.2.1. On Whom Does the Success of a Community Depend?

1.8.3. Concept of Participatory
1.8.4. Community Development Concept
1.8.5. Defining Features of Community Development
1.8.6. Processes to Achieve Community Development
1.8.6.1. Participatory Diagnosis
1.8.6.2. Development Plan
1.8.6.3. Participatory Planning
1.8.6.4. Community Development Plan
1.8.7. Twelve Lessons in Participatory Community Development
1.8.8. Key Stakeholders
1.8.9. Bibliography
1.9 Human Development Index
1.9.1. Introduction
1.9.2. Human Development Index
1.9.2.1. IDH Principles
1.9.2.2. HDI Goals
1.9.2.3. Limitations of a IDH
1.9.2.4. Types of Indicators
1.9.3. Human Development Features
1.9.4. Methodology for Calculating the HDI
1.9.5. Others Human Development Indexes
1.9.5.1. Inequality-Adjusted Human Development Index
1.9.5.2. Gender Inequality Index
1.9.5.3. Multidimensional Poverty Index (MPI)
1.9.6. UNDP - United Nations Development Program
1.9.7. Conclusions
1.9.8. Bibliography
1.10 Local Associations for Development
1.10.1. Introduction
1.10.2. What Is a NGDO?
1.10.3. State Development Movements
1.10.4. Zero Poverty
1.10.4.1. Objectives
1.10.4.2. Action Strategy
1.10.4.3. Member Organizations
1.10.5. NGDO Coordinator Spain
1.10.5.1. Objective
1.10.5.2. Strategic Plan
1.10.5.3. Strategic Lines of Action
1.10.6. Automatic Coordinators
1.10.7. Social Action Groups
1.10.8. Bibliography

Module 2. International Development Cooperation

2.1 International Development Cooperation
2.1.1. Introduction
2.1.2. What Is the International Development Cooperation?
2.1.3. Objectives and Purpose of International Development Cooperation
2.1.4. Goals of the Spanish International Development Cooperation
2.1.5. Evolution of the Spanish International Development Cooperation
2.1.6. Origins and Historical Evolution of International Cooperation
2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
2.1.8. The Processes of Decolonization in the Postwar Years
2.1.9. Crisis of the International Development Cooperation
2.1.10. Changes in the Conception of International Development Cooperation
2.1.11. Bibliography
2.2 Modalities and Instruments of International Development Cooperation
2.2.1. Introduction
2.2.2. Main Tools of International Development Cooperation
2.2.2.1. Development Cooperation
2.2.2.2. Development Education
2.2.2.3. Technical Assistance, Training and Research
2.2.2.4. Humanitarian Action

2.2.3. Other Cooperation Tools
2.2.3.1. Economic Cooperation
2.2.3.2. Financial Help
2.2.3.3. Scientific and Technological Cooperation
2.2.3.4. Food Aid
2.2.4. Modalities of the International Development Cooperation
2.2.5. Types of Modalities
2.2.5.1. Modality According to the Origin of the Funds
2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
2.2.6.1. Bilateral
2.2.6.2. Multilateral
2.2.6.3. Decentralized Cooperation
2.2.6.4. Non-Governmental Cooperation
2.2.6.5. Business Cooperation
2.2.7. According to the Geopolitical Situation and Level of Development of Donor And Receiver Countries
2.2.8. According to the Existence or Non-Existence of Limitations on the Application of Funds
2.2.9. Other Cooperation Tools Co-Development
2.2.9.1. Co-Development Interventions
2.2.10. Bibliography

2.3 Multilateral Organizations
2.3.1. The International Development Cooperation System
2.3.2. International Development Cooperation Stakeholders
2.3.3. Stakeholders in the Official Development Assistance System
2.3.4. Definitions of Relevant International Organizations (IOs)
2.3.5. Characteristics of International Organizations
2.3.5.1. Types of International Organisations
2.3.6. Advantages of Multilateral Cooperation
2.3.7. Contributions of International Organizations to the Multilateral System
2.3.8. Multilateral Financial Institutions (MFIs)
2.3.8.1. Characteristics of MFIs
2.3.8.2. Composition of MFIs
2.3.8.3. Types of MFIs
2.3.9. Bibliography

2.4 Sources of International Development Cooperation
2.4.1. Introduction
2.4.2. Difference between Governmental and Non-Governmental Cooperation
2.4.3. Multilateral Financial Institutions
2.4.4. The International Monetary Fund
2.4.5. United States Agency for International Development USAID
2.4.5.1. Who are They?
2.4.5.2. The History of USAID
2.4.5.3. Intervention Sectors
2.4.6. The European Union
2.4.6.1. Objectives of the EU
2.4.6.2. General Objectives of EU External Action
2.4.7. Non-Financial Multilateral Institutions
2.4.7.1. List of Non-Financial Multilateral Institutions
2.4.7.2. Actions of Multilateral Institutions
2.4.7.3. Non-Financial
2.4.8. United Nations Organization
2.4.9. Bibliography

2.5 Spanish Cooperation Master Plan 2018-2021
2.5.1. Introduction
2.5.2. Action and Management Challenges for Spanish Cooperation
2.5.3. What Is a Master Plan?
2.5.3.1. Spanish Cooperation Master Plan
2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
2.5.4. Goals of the Master Plan
2.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
2.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation

2.5.6. The 2030 Agenda
2.5.6.1. What Is Agenda 2030?
2.5.6.2. Development of Agenda 2030
2.5.6.3. General Specifications
2.5.6.4. Implementation of Agenda 2030
2.5.7. Bibliography
2.6 Humanitarian Action
2.6.1. Introduction
2.6.2. Humanitarian Aid in the International Context
2.6.3. Tendencies in Humanitarian Action
2.6.4. Main Goals of Humanitarian Action
2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
2.6.6. AECID and Humanitarian Action
2.6.7. The Financing of Humanitarian Action and Its Evolution
2.6.8. Principles of International Human Rights Law and Humanitarian Action
2.6.9. Summary
2.6.10. Bibliography
2.7 Gender Approach in International Development Cooperation
2.7.1. Introduction
2.7.2. What Is the Gender Approach?
2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
2.7.4. Gender Approaches in International Development Cooperation
2.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
2.7.7. Priority Equality Goals in International Development Cooperation
2.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
2.7.9. Gender Mainstreaming Guide
2.7.10. Bibliography
2.8 Focus on Human Rights In International Development Cooperation
2.8.1. Introduction
2.8.2. Human Rights
2.8.3. Human Rights Approach to Development Cooperation
2.8.4. How the Human Rights Approach Emerged
2.8.5. Elements that the Human Rights Approach Contributes to the International Development Cooperation
2.8.5.1. New Frame of Reference: International Human Rights Standards.
2.8.5.2. New Look at Capacity Building
2.8.5.3. Participation in Public Policy
2.8.5.4. Accountability
2.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
2.8.7. Challenges in Project Identification and Formulation
2.8.8. Challenges in Project Execution
2.8.9. Challenges in Project Monitoring and Assessment
2.8.10. Bibliography
2.9 Human Mobility and Migration
2.9.1. Introduction
2.9.2. Migration
2.9.2.1. First Human Movements
2.9.2.2. Types of Migrations
2.9.2.3. Causes of Migrations
2.9.3. Migratory Processes in the Era of Globalization
2.9.3.1. Improved Living Conditions
2.9.3.2. Vulnerability and Migration
2.9.4. Human Safety and Conflict
2.9.5. Challenges of the International Asylum System
2.9.6. The OHCHR
2.9.7. Human Rights Based Migration Strategy
2.9.8. Bibliography

Module 3. Social and Transformative Communication

3.1 Fundamentals of Communication
- 3.1.1. Introduction
- 3.1.2. What Is Communication?
  - 3.1.2.1. Concept and Definition
- 3.1.3. Objectives, Audiences and Messages
- 3.1.4. Right to Information and Communication
  - 3.1.4.1. Freedom of Speech
- 3.1.5. Access and Participation
- 3.1.6. Brief Overview of the Media According to Typology
  - 3.1.6.1. Written Press
  - 3.1.6.2. Radio
  - 3.1.6.3. Television
  - 3.1.6.4. Internet and Social Networks
- 3.1.7. Conclusions

3.2 Communication and Power in the Digital Age
- 3.2. 1 What Is Power?
  - 3.2.1.1. Power in the Global Era
- 3.2.2. Fake News, Control and Leaks
- 3.2.3. Publicly Owned Media
- 3.2.4. Commercial Media
  - 3.2.4.1. Large Conglomerates in Europe
  - 3.2.4.2. Large Conglomerates in Latin America
  - 3.2.4.3. Other Conglomerates
- 3.2.5. Alternative Media
  - 3.2.5.1. Evolution of the Alternative Media in the Spanish State
  - 3.2.5.2. Current Trends
  - 3.2.5.3. The Problem of Financing
  - 3.2.5.4. Professional Journalism/Activist Journalism
- 3.2.6. Initiatives for the Democratization of Communication
  - 3.2.6.1. Examples in Europe
  - 3.2.6.2. Examples in Latin America
- 3.2.7. Conclusions

3.3 Communication and International Cooperation
- 3.3.1. Social Communication
  - 3.3.1.1. Concept
  - 3.3.1.2. Themes
- 3.3.2. Stakeholders: Associations and Research Centers
  - 3.3.2.1. Social Movements
- 3.3.3. Collaboration and Exchange Networks
- 3.3.4. Cooperation, Education for Social Transformation and Communication
  - 3.3.4.1. Types of Communication from NGDOs
- 3.3.5. Code of Conduct
  - 3.3.5.1. Social Marketing
- 3.3.6. Educommunication
- 3.3.7. Working with Alternative Media
- 3.3.8. Working with Publicly Owned Media and Commercial Media
- 3.3.9. Communication and Cooperation in Times of Crisis
  - 3.3.9.1. Technical and Labor Impacts
  - 3.3.9.2. Impacts on Social Movements
- 3.3.10. Tensions between Professional Journalism and Activist Journalism

3.4 Communication and Gender Equality
- 3.4.1. Introduction
- 3.4.2. Key Concepts
- 3.4.3. Women in the Media
  - 3.4.3.1. Representation and Visibility
- 3.4.4. Media Production and Decision Making
- 3.4.5. The Beijing Platform for Action (Chapter J)
- 3.4.6. Feminist Communication and Inclusive Language
  - 3.4.6.1. Basic Concepts
- 3.4.7. How to Identify and Avoid Stereotypes
- 3.4.8. Guidelines, Best Practices
- 3.4.9. Examples of Initiatives
- 3.4.10. Conclusions

3.5 Communication and Sustainable Development
- 3.5.1. The Sustainable Development Goals (SDGs)
  - 3.5.1.1. Proposal and Limits

3.5.2. The Anthropocene
3.5.2.1. Climate Change and Human Development
3.5.3. Communication about "Natural Disasters" from NGDOs
3.5.3.1. Regular Coverage in the Mass Media
3.5.4. Advocacy Possibilities from NGDOs
3.5.5. Environmental Defenders in Latin America
3.5.5.1. The Data: Threats and Deaths
3.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders?

3.6 Communication and Migrations
3.6.1. Introduction
3.6.2. Key Concepts and Data
3.6.3. Hate Speech and Its Foundations
3.6.3.1. Dehumanization and Victimization
3.6.4. Necropolitics
3.6.5. Regular Coverage in the Mass Media
3.6.6. Social Networks, WhatsApp and Hoaxes
3.6.7. Advocacy Possibilities from NGDOs
3.6.7.1. How to Recognize Prejudice
3.6.7.2. Overcoming Eurocentrism
3.6.8. Best Practices and Guidelines on Communication and Migration
3.6.9. Conclusions

3.7 Communication and Peace Building
3.7.1. Introduction
3.7.2. Peace Journalism vs. War Journalism
3.7.2.1. Features
3.7.3. Brief Historical Review of Warmongering
3.7.4. Communication on Armed Conflicts and Peace Processes
3.7.5. Journalists in Armed Conflicts
3.7.6. Possibilities for NGDOs
3.7.6.1. Shifting Our Focus to the Solution
3.7.7. Research and Guidelines

3.8 Educommunication for Walking
3.8.1. Introduction
3.8.2. Pedagogy and Popular Education
3.8.3. Media Literacy
3.8.4. Educommunication Projects
3.8.4.1. Features
3.8.4.2. Agents
3.8.5. Mainstreaming Communication for Social Change
3.8.5.1. The Communication Component in Other Projects
3.8.6. The Importance of Internal Communication in NGDOs
3.8.7. Communication to Members and Collaborators
3.8.8. Conclusions

3.9 Digital Culture and Development NGOs
3.9.1. Introduction
3.9.2. Paradigm Shifts and New Spaces
3.9.2.1. Characteristics and Main Agents and Networks
3.9.3. The Tyranny of the Click
3.9.4. The Imposition of Brevity
3.9.5. Citizen Participation in Digital Society
3.9.5.1. Changes in Solidarity and Activism in the Digital Culture
3.9.6. Promote the Participation of NGDOs in Digital Spaces
3.9.7. Indicators of Communication 2.0 in NGDOs
3.9.8. Conclusions

3.10 In Practice
3.10.1. Introduction
3.10.2. Elaboration of Organizational Communication Plans
3.10.2.1. Communication Plan Introduction
3.10.3. Project and Action Communication Plans
3.10.4. Basic Contents and Common Errors in Web Pages
3.10.5. Social Media Publishing Plans
3.10.6. Crisis Management and Unplanned Aspects in Social Networks
3.10.7. Subject, Verb and Predicate
3.10.7.1. Recalling Notions
3.10.8. Conclusions

Module 4. Equality and Cooperation

4.1 Gender and Cooperation
- 4.1.1. Introduction
- 4.1.2. Key Concepts
  - 4.1.2.1. Gender Considerations
- 4.1.3. Empowerment
  - 4.1.3.1. Introduction
  - 4.1.3.2. Concept of Empowerment
  - 4.1.3.3. What Is Empowerment?
  - 4.1.3.4. Brief Historical Reference of Empowerment
- 4.1.4. The Feminist Movement in the World
  - 4.1.4.1. Concept
  - 4.1.4.2. Brief History of Feminism in the World
- 4.1.5. Bibliography

4.2 Historical Evolution of Feminist Movements Main Currents
- 4.2.1. Introduction
  - 4.2.1.1. Historical Background
- 4.2.2. The Forerunners of the Feminist Movement
- 4.2.3. Suffragettes in the United States and Europe
- 4.2.4. Suffragism in Latin America
- 4.2.5. Feminism as a Social Movement or New Feminism
- 4.2.6. Contemporary Feminism
  - 4.2.6.1. Feminisms of the 21st Century
  - 4.2.6.2. Evolution of Prominent Feminist Movements
- 4.2.7. Bibliography

4.3 Regional Patriarchies and Women's Movements
- 4.3.1. Patriarchy
  - 4.3.1.1. Introduction
  - 4.3.1.2. Concept of Patriarchy
  - 4.3.1.3. Concept of Matriarchy
  - 4.3.1.4. Main Characteristics of Patriarchy in the World
- 4.3.2. Influential Historical Movements of Women in the World
  - 4.3.2.1. Evolution of Women's Rights
    - 4.3.2.1.1. First Convention for Women's Rights
    - 4.3.2.1.2. International Women's Day: A Day for Women
    - 4.3.2.1.3. Medicine against Female Genital Mutilation
    - 4.3.2.1.4. Women's Revolt in Aba
    - 4.3.2.1.5. The Ever-Changing World of Work
    - 4.3.2.1.6. On the Job and on Strike, with Strength
    - 4.3.2.1.7. The United Nations Is Born
    - 4.3.2.1.8. To the Women of the World
    - 4.3.2.1.9. Unforgettable Butterflies
    - 4.3.2.1.10. Activists, Unite
    - 4.3.2.1.11. CEDAW
    - 4.3.2.1.12. Declaration on the Elimination of Violence against Women
    - 4.3.2.1.13. CIPD Program of Action
    - 4.3.2.1.14. Beijing Declaration and Platform for Action
    - 4.3.2.1.15. Security Council Resolution 1325
    - 4.3.2.1.16. United Nations Millennium Declaration
    - 4.3.2.1.17. Collective Action for Peace
    - 4.3.2.1.18. The Gulabi Gang: Justice for Women
    - 4.3.2.1.19. Challenging the Status Quo
- 4.3.3. Bibliography

4.4 Division of Labor: Traditional Arrangements and Contemporary Dynamics
- 4.4.1. Introduction
- 4.4.2. Sexual Division of Labor
  - 4.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
  - 4.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
  - 4.4.2.3. Masculinities and Paid Work
- 4.4.3. Division of Labor between Men and Women
- 4.4.4. Feminization of Poverty
- 4.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
  - 4.4.5.1. Indicators
  - 4.4.5.2. Employed by Branch of Activity

4.4.5.3. Employed by Type of Occupation
4.4.5.4. Employed by Professional Status
4.4.5.5. Employed by Type of Position
4.4.6. Bibliography
4.5 Care Policies and Economy
4.5.1. Life Care
4.5.2. Effects on Women's Lives
4.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
4.5.2.2. Concept of Conciliation
4.5.2.3. Approved Measures to Achieve Conciliation
4.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
4.5.3.1. Weekly Frequency of Care Activities and Household Chores Spain and EU-28
4.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
4.5.3.3. Persons Aged 16 and over Caring for Dependents (by Age and Sex)
4.5.4. New Masculinities
4.5.5. Bibliography
4.6 Gender and Migrations
4.6.1. Causes and Global Situation of Migration
4.6.2. Historical Evolution of Migration
4.6.3. Phenomenon of Feminization of Migrations
4.6.4. Characteristics of Migratory Flows from a Gender Perspective
4.6.5. Effects of Migratory Processes on Women
4.6.6. Conclusions
4.6.7. Migration Strategy with a Gender Perspective
4.6.8. Bibliography
4.7 The International System of Development Cooperation from a Gender Perspective
4.7.1. Introduction
4.7.2. The International Development Cooperation System
4.7.2.1. Objectives of International Cooperation for Spanish Development
4.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
4.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
4.7.3. Gender and Advocacy
4.7.4. Gender and Development
4.7.5. Gender-Sensitive Planning
4.7.5.1. Guidelines for Planning Processes
4.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
4.7.7. Guidelines for Mainstreaming
4.7.7.1. Checklist
4.7.7.2. Phase 1 Checklist Stage 0
4.7.8. Bibliography
4.8 Public Policies with a Gender Perspective
4.8.1. Introduction
4.8.2. Development Economics
4.8.2.1. Economic Bases of Development
4.8.2.2. Definition of Development Economics
4.8.2.3. Evolution of Development Economics
4.8.3. Gender Economics
4.8.4. Public Policies with a Gender Perspective
4.8.5. Gender Budgeting Methodology
4.8.6. Human Development Indexes with Respect to Gender
4.8.6.1. Concept
4.8.6.2. Human Development Index Parameters
4.8.7. Bibliography
4.9 The Gender Perspective in International Development Cooperation
4.9.1. Gender in International Cooperation Evolution Over Time
4.9.2. Basic Concepts
4.9.2.1. Gender Equality
4.9.2.2. Gender Equity
4.9.2.3. Gender Identity
4.9.2.4. Masculinities

4.9.2.5. Patriarchy
4.9.2.6. Sexual Division of Labor
4.9.2.7. Gender Roles
4.9.2.8. Sectorial Approach
4.9.2.9. Transversal Approach
4.9.2.10. Practical Needs
4.9.2.11. Strategic Gender Interests
4.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
4.9.4. Decalogue for Mainstreaming a Gender Approach
4.9.5. Gender Indicators
4.9.5.1. Concept
4.9.5.2. Areas to Which Indicators May Be Addressed
4.9.5.3. Characteristics of the Gender Indicators
4.9.5.4. Purpose of Gender Indicators
4.9.6. Bibliography

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

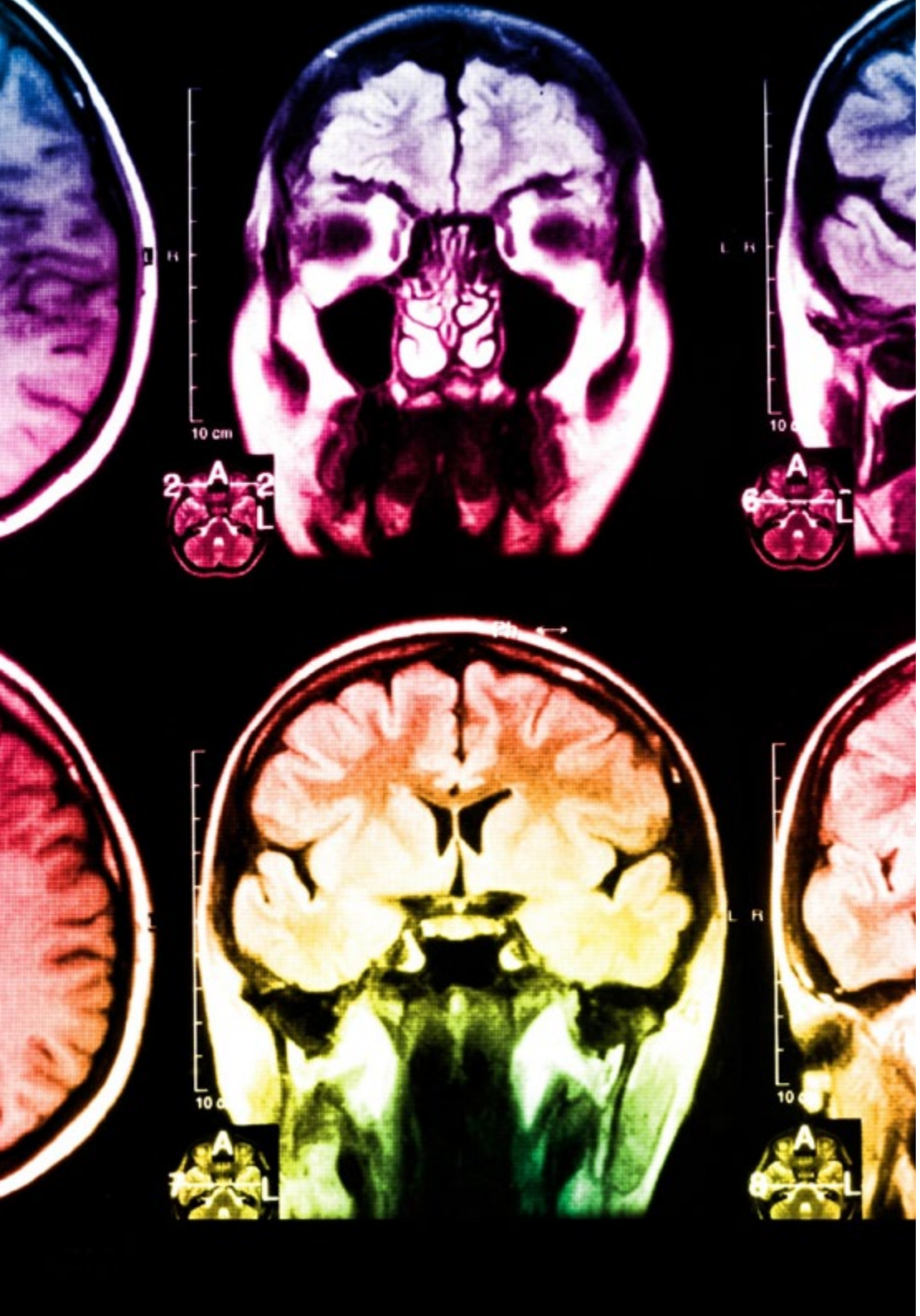
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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.

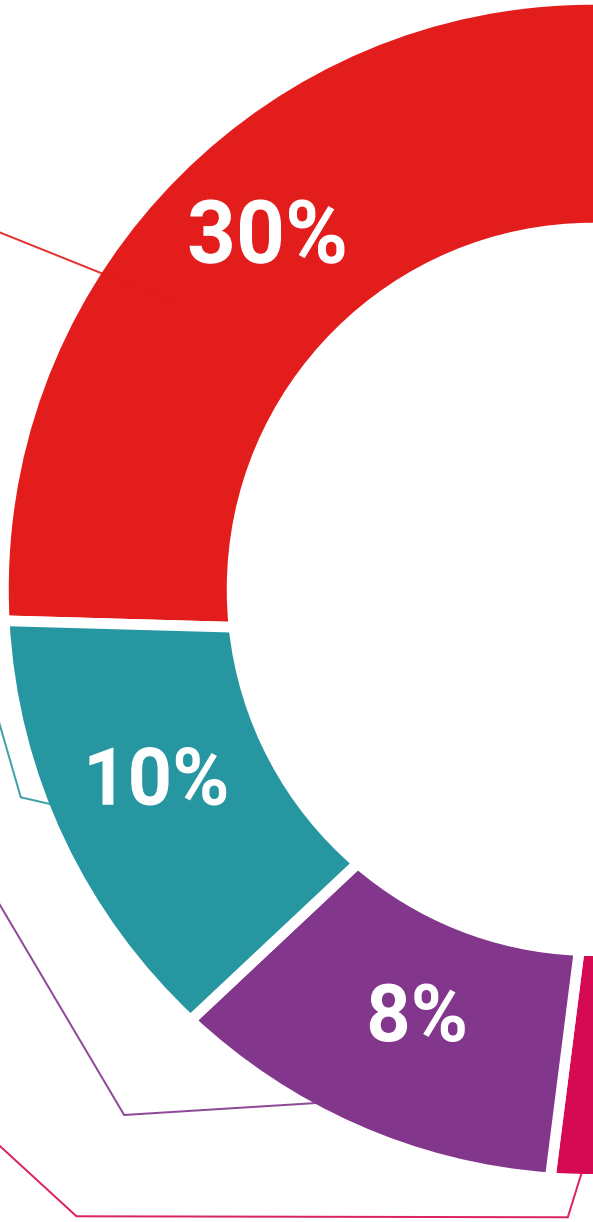
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

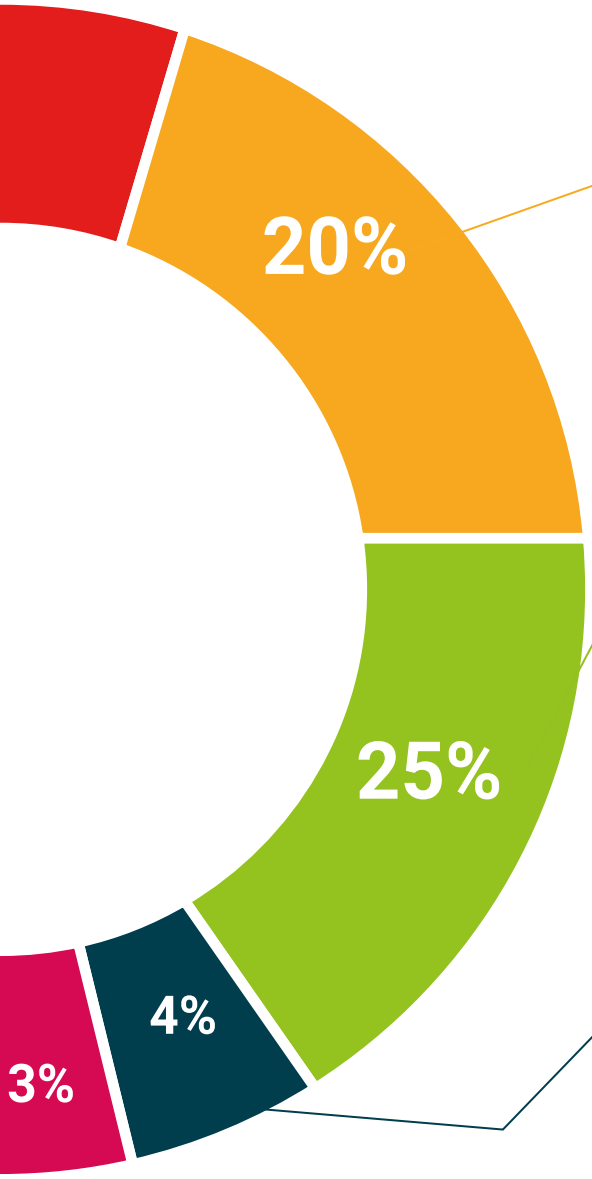
Practising Skills and Abilities

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 Diploma in Social Transformation through International Development Cooperation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Social Transformation through International Development Cooperation** 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 Diploma in Social Transformation through International Development Cooperation**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Social Transformation through International Development Cooperation

This is a program of 600 hours of duration equivalent to 24 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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Postgraduate Diploma
Social Transformation Through International Development Cooperation

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Social Transformation through International Development Cooperation

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