

# Postgraduate Diploma

## Social Transformation Through International Development Cooperation





## Postgraduate Diploma Social Transformation Through of International DevelopmentCooperation

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

Website: [www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-social-transformation-international-development-cooperation](http://www.techtute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-social-transformation-international-development-cooperation)

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# 01

# Introduction

Achieving social transformation in developing countries is a long-term task that requires professionals from different areas who are capable of designing projects that favor the lifestyle of the most disadvantaged populations. To this end, this program will offer the opportunity to specialize physicians in this field. For this reason, TECH, in its commitment to promote the academic and professional career of its students, has developed a curriculum with professionals with extensive experience in this field, thus providing the necessary tools to the student to achieve their academic and professional goals.



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*Contribute your expertise as a physician to the people who need it most. It will be a boost for those who do not have the necessary resources, but also for your personal and professional development"*

International Cooperation in less developed countries requires the intervention of public and private institutions, as well as NGOs that work to achieve social transformation in countries with fewer resources. In this area, the work of physicians is essential, as they are indispensable for improving the health of people with few resources and transmitting their knowledge to these populations so that they are capable of self-managing and achieving effective and real development.

In order to increase the qualification of doctors who wish to specialize in this field, TECH has designed this very complete Postgraduate Diploma, with which professionals will be able to acquire the necessary skills to work in all types of functions within national and international, public and private organizations.

In this way, the physician will be able to learn about all the work that organizations can do in the neediest environments, so that they can develop the necessary skills to work in these contexts. And, above all, to learn how to manage projects to achieve the social transformation that these people need.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Diploma with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Diploma in Social Transformation Through International Development Cooperation** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Practical cases presented by experts in International Development Cooperation
- ♦ 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 information on Social Transformation Through International Development Cooperation
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in International Development 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



*Achieve professional success with this TECH Postgraduate Diploma program and advance your career with the elite"*

“ *This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Social Transformation through International Development Cooperation, you will obtain a qualification from an online university in Spanish: TECH”*

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

*Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training 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 training programmed to train in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different situations of professional practice that are presented throughout the educational program.



# 02 Objectives

The design of the program of this Postgraduate Diploma will allow the student to acquire the necessary skills so that as a physician they can update their knowledge and focus it towards social transformation through International Cooperation for development, betting on their vocation. To achieve this, it relies on the knowledge that professionals with extensive experience in this field have poured into the development of the subjects of the curriculum, promoting the professional from a global perspective, with full education for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.







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*This Postgraduate Diploma is designed to help you expand your knowledge in International Development Cooperation with the use of the latest educational technology, to contribute with quality and confidence in decision-making"*



## General Objectives

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- ♦ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that 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 and reach your professional goal as soon as possible"*





## Specific Objectives

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### 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
- ♦ Know the current system of international relations and the different actors, both official and unofficial, that comprise it

### 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
- ♦ Know the system and policies of International Development Cooperation
- ♦ Understand the causes, dynamics and consequences of human mobility and migration
- ♦ 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 compose it

### Module 3. Social and Transformative Communication

- ♦ Meet the current requirements of training in social communication in view of the diversification and reevaluation of communication
- ♦ Prepare social communicators who can apply their knowledge at the following levels
- ♦ Facilitate the functioning of primary organizations, acting, for example, in the field of family or youth
- ♦ Be part of government agencies and non-governmental organizations that work for the population in general or for certain sectors of it. For example, in health, education, leisure activities, community development, social integration, among others, like in campaigns to prevent drug use; or to combat racism and intolerance
- ♦ 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
- ♦ Reflect on the practical application areas of the Sevillian society that can be shared and extrapolated to other realities
- ♦ Promote work in professional teams, taking advantage of its benefits as a space for reflection, orientation of the practice of development cooperation and as an instrument for the analysis of situations and the design of work and intervention alternatives
- ♦ Intervene under gender perspectives in international development cooperation

# 03

# Course Management

In order to offer an elite education for all, TECH counts on renowned professionals so that the student acquires a solid knowledge in Social Transformation Through International Development Cooperation. Therefore, this program has a highly qualified team with extensive experience in the sector, which will offer the best tools for students to develop their skills during the program. In this way, it has the guarantees it requires to specialize internationally in a sector that needs professionals with a vocation.





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*The best teachers are at the best university, don't think twice and join the TECH alumni community”*

## International Guest Director

Piotr Sasin is an international expert with experience in non-profit management, specializing in humanitarian assistance, resilience and international cooperation for the development of peoples. Indeed, he has worked in complex and challenging environments, helping communities affected by conflict, displacement and humanitarian crises. In addition, his focus on social innovations and participatory planning has allowed him to implement long-term solutions in vulnerable areas, significantly improving living conditions.

He has also held key roles as Director of Refugee Crisis Response at CARE, where he has led humanitarian initiatives to support displaced people in various regions. He has also worked as Country Director at People in Need, where he was responsible for coordinating community development and rapid emergency response programs. In turn, his role as Country Representative at the Terre des Hommes Foundation has allowed him to manage projects focused on child protection.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of international development cooperation, collaborating with governments, NGOs and multilateral agencies in various regions. Likewise, his leadership has been instrumental in promoting resilience in communities affected by disasters, fostering local empowerment through urban planning and sustainable development. In this way, he has been praised for his focus on conflict mitigation and his ability to build strategic partnerships.

Ultimately, Piotr Sasin has a strong academic background, with a Master's degree in Urban Planning and Regional Development, as well as a Bachelor's degree in Ethnology and Anthropological Culture, both degrees from the University of Warsaw in Poland. Thereby, his research has focused on international cooperation and sustainable planning in humanitarian crisis contexts.



## Mr. Sasin, Piotr

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- Director of Refugee Crisis Response at CARE, Warsaw, Poland
- Country Director at People in Need
- Country Representative at Fondation Terre des Hommes
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- B.A. in Ethnology and Anthropological Culture, University of Warsaw

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*Thanks to TECH, you will be able to learn with the best professionals in the world”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ◆ 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
- ◆ Career Civil Servant

## Co-Direction



### 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

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ 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 Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

### Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design 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. Flórez Gómez, Mercedes**

- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ♦ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ♦ Advanced Diploma in South Cooperation, Sur- FLACSO
- ♦ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ♦ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ♦ Director of the Spanish Cooperation Training Centers in Uruguay
- ♦ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

**Ms. Cristina Córdoba**

- ♦ 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. Ramos Rollon, Marisa**

- ♦ Professor of Political Science and Administration at the Complutense University of Madrid
- ♦ 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 topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ♦ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems.
- ♦ 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 in Latin American-EU Relations at the University of Alcalá
- ♦ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

# 04

## Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of medicine applied to Social Transformation through International Development Cooperation, following the guidelines proposed by the teaching team that has poured their knowledge and experience into it. Thus, a curriculum has been established whose modules offer a broad perspective of the profession from a global point of view for the sake of its application at an international level, incorporating all the fields of work involved in the development of its functions. A challenge that will lead students to excellence in their work.





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*Efficient and fast learning,  
compatible with your personal  
and professional life"*

## Module 1. The Development of Peoples: Introduction and Challenges

- 1.1. Development
  - 1.1.1. Introduction
  - 1.1.2. What Is Development?
  - 1.1.3. Development, What for?
  - 1.1.4. Development, for Who?
    - 1.1.4.1. Sociological Theories for Development
  - 1.1.5. Official Development Assistance (ODA) Official Development Assistance
  - 1.1.6. Types of ODA
  - 1.1.7. Stakeholders Involved in Development
    - 1.1.7.1. Developed and Developing Countries
  - 1.1.8. Poor or Impoverished Countries
    - 1.1.8.1. The Example of Latin America
  - 1.1.9. Types of Development
    - 1.1.9.1. Medical History
    - 1.1.9.2. Guidelines
  - 1.1.10. UNDP United Nations Development Programme
- 1.2. Power, Dynamics and Stakeholders in the International Society
  - 1.2.1. Introduction
  - 1.2.2. Power Elements
    - 1.2.2.1. Concept
  - 1.2.3. The International Society
    - 1.2.3.1. Concept
  - 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. Social Structure
  - 1.2.6. Structure of the International Society
    - 1.2.6.1. Substructures
    - 1.2.6.2. Involved Stakeholders
  - 1.2.7. Power and Structures of International Society
    - 1.2.7.1. Explanation and Dynamics
  - 1.2.8. Polarization of the International Society
    - 1.2.8.1. Concept
  - 1.2.9. Degree of Institutionalization of the International Society
    - 1.2.9.1. Armed Conflict and War
- 1.3. Free Trade
  - 1.3.1. Introduction
  - 1.3.2. Unequal Interdependence between Countries
    - 1.3.2.1. Concept
  - 1.3.3. Transnational Companies
    - 1.3.3.1. What Are They?
    - 1.3.3.2. Features
  - 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. Activity
  - 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. Concept
    - 1.3.8.2. History
    - 1.3.8.3. Proposals
  - 1.3.9. Corporate Social Responsibility
    - 1.3.9.1. Definition
  - 1.3.10. A Global Pact
    - 1.3.10.1. Global Pact
  - 1.3.11. Fair Trade
    - 1.3.11.1. International Definition
- 1.4. Sustainable Development, Sustainability and Education
  - 1.4.1. Introduction
  - 1.4.2. Education on Sustainable Development and Education for Sustainable Development
    - 1.4.2.1. Differences

- 1.4.2.2. Objective of Each Concept
- 1.4.3. Sustainability
  - 1.4.3.1. Concept
- 1.4.4. Sustainable Development
  - 1.4.4.1. Concept
  - 1.4.4.2. Purpose:
- 1.4.5. Components of Sustainable Development
- 1.4.6. Principles of Sustainable Development
  - 1.4.6.1. Declaration of Rio de Janeiro
- 1.4.7. Education for Sustainable Development (ESD)
  - 1.4.7.1. What Is It?
  - 1.4.7.2. Purpose:
  - 1.4.7.3. Chapter 36 of Program 21
- 1.4.8. History of Education for Sustainable Development
- 1.4.9. Redirect Education
- 1.4.10. Guidelines for Sustainable Development
  - 1.4.10.1. Relevant Authors
- 1.5. Development Goals
  - 1.5.1. Introduction
  - 1.5.2. Millennium Development Goals
    - 1.5.2.1. Medical History
  - 1.5.3. Objectives and Goals
  - 1.5.4. Millennium Campaign
    - 1.5.4.1. What Is It?
  - 1.5.5. Sustainable Development Goals
    - 1.5.5.1. What Are They?
    - 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. What Is It?
  - 1.5.9. Are the SDGs Legally Binding?
    - 1.5.9.1. Commitments
  - 1.5.10. Monitoring the Achievement of the SDGs
- 1.6. Theories about Sustainable Development
  - 1.6.1. Introduction
  - 1.6.2. Development Participants
  - 1.6.3. Issues in Development Education
    - 1.6.3.1. Skills
  - 1.6.4. Global and International Bodies Working for Sustainable Development
  - 1.6.5. The UN
    - 1.6.5.1. What Is It?
    - 1.6.5.2. History
  - 1.6.6. The UN and Sustainability
  - 1.6.7. Agenda 21 Agenda 21
    - 1.6.7.1. What Is It?
    - 1.6.7.2. Why Was It Created?
    - 1.6.7.3. Objectives of Agenda 21
  - 1.6.8. UNDP
    - 1.6.8.1. What Is It?
    - 1.6.8.2. History
    - 1.6.8.3. Objectives
  - 1.6.9. Degrowth
    - 1.6.9.1. What Is It?
  - 1.6.10. Other Alternative Theories
    - 1.6.10.1. Eco-Development
- 1.7. Civil Society, Social Movements and Transformation Processes
  - 1.7.1. Introduction
  - 1.7.2. Social Movements
    - 1.7.2.1. Concept
    - 1.7.2.2. Objectives
  - 1.7.3. Definitions of Leading Authors
  - 1.7.4. Structure of Social Movements
  - 1.7.5. Collective Challenge
    - 1.7.5.1. What Is It?
  - 1.7.6. Common Goals of Social Movements

- 1.7.6.1. Definition and Description
  - 1.7.7. Evolution of Social Movements
  - 1.7.8. Mobilization Structures
  - 1.7.9. Participation and Consolidation of Democracy
    - 1.7.9.1. What Does Democracy Have to Do with Social Movements?
  - 1.7.10. Most Important Social Movements in Recent Years
    - 1.7.10.1. Spain and Europe
    - 1.7.10.2. In the World
- 1.8. Participatory Community Development
  - 1.8.1. Introduction
  - 1.8.2. Community
    - 1.8.2.1. Concepts
      - 1.8.2.1.1. Concept of Community
  - 1.8.3. On Whom Does the Success of the Community Depend?
    - 1.8.3.1. Objectives
  - 1.8.4. Participatory
    - 1.8.4.1. Concept
  - 1.8.5. Community Development
    - 1.8.5.1. Concept
  - 1.8.6. Defining Features of Community Development
  - 1.8.7. Processes to Achieve Community Development
    - 1.8.7.1. Participatory Development
    - 1.8.7.2. Development Plan
    - 1.8.7.3. Participatory Planning
    - 1.8.7.4. Community Development Plan
  - 1.8.8. Twelve Lessons in Participatory Community Development
  - 1.8.9. Key Players in Community Development
- 1.9. Human Development Index
  - 1.9.1. Introduction
  - 1.9.2. Human Development Index
    - 1.9.2.1. Principles
      - 1.9.2.2. Objectives
  - 1.9.3. Limitations of an HDI
  - 1.9.4. Types of Indicators
  - 1.9.5. Human Development:
    - 1.9.5.1. Concept
  - 1.9.6. Methodology for Calculating the HDI
    - 1.9.6.1. Formula
  - 1.9.7. Others Human Development Indexes
    - 1.9.7.1. Adjusted for Inequality
    - 1.9.7.2. Gender Inequality
    - 1.9.7.3. Multidimensional Poverty Index (MPI)
  - 1.9.8. UNDP
    - 1.9.8.1. What Is It?
    - 1.9.8.2. Objective
    - 1.9.8.3. Functions
    - 1.9.8.4. Composition
  - 1.9.9. Inequality-adjusted Human Development Index (IHDI)
  - 1.9.10. Conclusions
- 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
  - 1.10.5. Member Organizations
  - 1.10.6. NGDO Coordinator-Spain
    - 1.10.6.1. History
    - 1.10.6.2. Strategic Plan
    - 1.10.6.3. Strategic Lines of Action
  - 1.10.7. Autonomous Coordinators
  - 1.10.8. Local Action Groups
    - 1.10.8.1. What Are They?
    - 1.10.8.2. Objectives



## Module 2. International Development Cooperation

- 2.1. International Development Cooperation
  - 2.1.1. Introduction
  - 2.1.2. What Is the International Development Cooperation?
    - 2.1.2.1. Definition and Concept
  - 2.1.3. What Is International Development Cooperation for?
    - 2.1.3.1. Goals/Purpose
  - 2.1.4. Goals of the Spanish International Development Cooperation
  - 2.1.5. Evolution of the Spanish International Development Cooperation
  - 2.1.6. International Cooperation Systems
    - 2.1.6.1. Origin and Historical Evolution
  - 2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
  - 2.1.8. The Processes of Decolonization in the Postwar Years
    - 2.1.8.1. Sources
  - 2.1.9. Crisis of the International Development Cooperation
    - 2.1.9.1. Factors
  - 2.1.10. Changes in the Conception of International Development Cooperation
- 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 co-operation
    - 2.2.2.2. Education for Development
    - 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
    - 2.2.4.1. According to the Stakeholders Channelling the Funds
  - 2.2.5. Types of Modalities
    - 2.2.5.1. Depending on the Funds and Type of Financing
    - 2.2.5.2. Origin of the Funds
  - 2.2.6. Types of Aid According to Stakeholders
    - 2.2.6.1. Bilateral
    - 2.2.6.2. Multilateral
    - 2.2.6.3. Decentralized Cooperation
    - 2.2.6.4. Non-Governmental Cooperation
  - 2.2.7. According to the Geopolitical Situation and Level of Development
  - 2.2.8. Depending on the Existence or Non-Existence of Limitations of the Funds
    - 2.2.8.1. Tied Aid
    - 2.2.8.2. Untied Aid
  - 2.2.9. Other Tools
    - 2.2.9.1. Co-Development
  - 2.2.10. Co-Development Interventions
- 2.3. Multilateral Organizations
  - 2.3.1. The International Development Cooperation System
  - 2.3.2. International Development Cooperation Stakeholders
    - 2.3.2.1. Donors and Recipients
    - 2.3.2.2. Public and Private
  - 2.3.3. Stakeholders in the Official Development Aid System
    - 2.3.3.1. International Organizations
    - 2.3.3.2. The States
    - 2.3.3.3. Non-Governmental Stakeholders
  - 2.3.4. Definitions of International Organization
  - 2.3.5. Characteristics of International Organizations
    - 2.3.5.1. Types of International Organisations
      - 2.3.5.1.1. Governmental and Non-Governmental
  - 2.3.6. Advantages of Multilateral Cooperation
  - 2.3.7. Contributions of I.O.'s to the Multilateral System
  - 2.3.8. Multilateral Financial Institutions (MFIs)
    - 2.3.8.1. Objectives
  - 2.3.9. Characteristics of MFIs
  - 2.3.10. Composition of MFIs
    - 2.3.10.1. Multilateral Financial Institutions

- 2.4. Sources of International Development Cooperation
  - 2.4.1. What Are the Sources of International Development Cooperation?
    - 2.4.1.1. Introduction
  - 2.4.2. Sources and Typology of International Cooperation
    - 2.4.2.1. General Outline
  - 2.4.3. Difference between Governmental and Non-Governmental Cooperation
  - 2.4.4. Multilateral Financial Institutions
    - 2.4.4.1. Main Institutions
  - 2.4.5. The International Monetary Fund
    - 2.4.5.1. General Characteristics
  - 2.4.6. United States Agency for Development USAID
    - 2.4.6.1. Who Are They?
    - 2.4.6.2. Brief History
    - 2.4.6.3. Intervention Sectors
  - 2.4.7. The European Union
    - 2.4.7.1. The EU and Cooperation
    - 2.4.7.2. Objectives of the EU
    - 2.4.7.3. General Objectives of EU External Action
  - 2.4.8. Non-Financial Multilateral Institutions
    - 2.4.8.1. List of Non-Financial Multilateral Institutions
  - 2.4.9. Actions by Non-Financial Multilateral Institutions
    - 2.4.9.1. Main Lines
  - 2.4.10. United Nations Organization
    - 2.4.10.1. Main Data
    - 2.4.10.2. Purposes
- 2.5. Spanish Cooperation Master Plan 2018-2021
  - 2.5.1. Introduction
  - 2.5.2. Action and Management Challenges for Spanish Cooperation
    - 2.5.2.1. Main Challenges
  - 2.5.3. Master Plan
    - 2.5.3.1. What Is a Master Plan?
    - 2.5.3.2. Main Features
  - 2.5.4. Spanish Cooperation Master Plan
    - 2.5.4.1. Guidelines
  - 2.5.5. Areas Composing the Fifth Spanish Cooperation Master Plan
    - 2.5.5.1. Contexts and Challenges
    - 2.5.5.2. Strategic Framework and Lines of Action
    - 2.5.5.3. Stakeholders and Alliances
    - 2.5.5.4. Differential Strategy
    - 2.5.5.5. Regional Strategies
    - 2.5.5.6. Sectorial Strategies
    - 2.5.5.7. Resources and Capabilities
    - 2.5.5.8. Communication, Monitoring and Assessment
  - 2.5.6. Goals of the Master Plan
    - 2.5.6.1. General Objectives
  - 2.5.7. Geographic Priorities
  - 2.5.8. The 2030 Agenda
    - 2.5.8.1. What Is It?
  - 2.5.9. Development of Agenda 2030
    - 2.5.9.1. Distinguishing Features
    - 2.5.9.2. Implementation
- 2.6. Humanitarian Action
  - 2.6.1. Introduction
  - 2.6.2. Humanitarian Aid in the International Context
    - 2.6.2.1. Data of Interest
  - 2.6.3. Tendencies in Humanitarian Action
    - 2.6.3.1. Natural Disasters
    - 2.6.3.2. Armed Conflicts
    - 2.6.3.3. Conclusion
  - 2.6.4. Main Goals of Humanitarian Action
  - 2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
    - 2.6.5.1. Principles
  - 2.6.6. The AECID and Humanitarian Action
    - 2.6.6.1. Areas of Intervention
  - 2.6.7. Humanitarian Action Financing and Its Evolution
  - 2.6.8. Principles of International Human Rights Law and Humanitarian Action
    - 2.6.8.1. Instruments
  - 2.6.9. Summary. Conclusion

- 2.7. Gender Approach in International Development Cooperation
  - 2.7.1. Introduction
  - 2.7.2. Gender Approach
    - 2.7.2.1. Clarifying Concepts
    - 2.7.2.2. MAEC 2004
  - 2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
    - 2.7.3.1. Justification
  - 2.7.4. Gender Approach in International Development Cooperation 2.7.4.1. International Commitments
  - 2.7.5. Strategic Lines of Work in the Mainstreaming of Equality in International Development Cooperation
    - 2.7.5.1. Seven Main Lines of Work
    - 2.7.5.2. Lines of Special Attention
  - 2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
    - 2.7.6.1. Fifth Master Plan
    - 2.7.6.2. The European Union
  - 2.7.7. Priority Goals for Equality in International Cooperation for Development
    - 2.7.7.1. Sustainable Development Goals
  - 2.7.8. Gender Sector Strategy in Spanish Development Cooperation
  - 2.7.9. Gender Mainstreaming Guide
    - 2.7.9.1. Spanish Agency for International Development Cooperation (AECID)
- 2.8. Human Rights Approach in International Development Cooperation
  - 2.8.1. Introduction
  - 2.8.2. Human Rights
    - 2.8.2.1. Concept
  - 2.8.3. Human Rights Approach in International Development Cooperation
    - 2.8.3.1. What Is It?
  - 2.8.4. Why a Human Rights Approach Is Necessary
  - 2.8.5. How the Human Rights Approach Emerged
    - 2.8.5.1. Brief History
    - 2.8.5.2. Important Milestones
  - 2.8.6. Elements of the Human Rights Approach to International Development Cooperation
    - 2.8.6.1. Frame of Reference
    - 2.8.6.2. International Human Rights Standards
    - 2.8.6.3. Strengthening Capacities
    - 2.8.6.4. Participation and Public Policy
    - 2.8.6.5. Accountability
  - 2.8.7. Challenges of the Human Rights Approach in International Development Cooperation Interventions
    - 2.8.7.1. Main Features
  - 2.8.8. Challenges in Project Identification and Formulation
  - 2.8.9. Challenges in Project Execution
  - 2.8.10. Challenges in Project Monitoring and Assessment
- 2.9. Human Mobility and Migration
  - 2.9.1. Introduction
  - 2.9.2. Concept of Migration/ Migrations
    - 2.9.2.1. Definition
  - 2.9.3. Types of Migrations
    - 2.9.3.1. Internal
    - 2.9.3.2. External
    - 2.9.3.3. International
    - 2.9.3.4. Involuntary or Forced
    - 2.9.3.5. Others
  - 2.9.4. Causes of Migrations
    - 2.9.4.1. Types
  - 2.9.5. Causes and Processes of Migration in the Age of Globalization
    - 2.9.5.1. Improved Living Conditions
    - 2.9.5.2. Vulnerability and Migration
  - 2.9.6. Human Safety and Conflict
  - 2.9.7. Challenges of the International Asylum System
  - 2.9.8. The OHCHR
    - 2.9.8.1. Who Are They?
    - 2.9.8.2. Main Challenges
  - 2.9.9. Human Rights Based Migration Strategy
  - 2.9.10. 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
- 3.7.2. 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 NGOs
  - 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 NGOs
  - 3.5.3.1. Regular Coverage in the Mass Media
- 3.5.4. Advocacy Possibilities from NGOs
- 3.5.5. Environmental Defenders in Latin America
  - 3.5.5.1. The Data: Threats and Deaths
- 3.5.6. How Can NGOs 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 NGOs
    - 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 NGOs
    - 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 NGOs
  - 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 NGOs in Digital Spaces
  - 3.9.7. Indicators of Communication 2.0 in NGOs
  - 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. Concepts
    - 4.1.1.1. Introduction
    - 4.1.1.2. Gender
  - 4.1.2. Theoretical Approach to Gender Theory
    - 4.1.2.1. Key Concepts
  - 4.1.3. International Scope: Detecting Gender Inequalities in Cooperation
    - 4.1.3.1. Situation
    - 4.1.3.2. Analysis
  - 4.1.4. The Feminist Movement in the World
    - 4.1.4.1. Concepts
  - 4.1.5. Brief Historical Review
    - 4.1.5.1. About the Concept
  - 4.1.6. The Approach to Gender in Cooperation Policies
    - 4.1.6.1. Major International Summits and Strategies
  - 4.1.7. Political Dimension of Gender
  - 4.1.8. Empowerment
    - 4.1.8.1. Concept
  - 4.1.9. Conclusions and Main Challenges
    - 4.1.9.1. Equality and International Cooperation
  - 4.1.10. Gender and Education for Social Transcapacitation
- 4.2. Historical Evolution of Feminist Movements Main Currents
  - 4.2.1. Introduction
  - 4.2.2. The Emergence of Women as a Collective Subject
    - 4.2.2.1. Being a Political Subject
    - 4.2.2.2. Citizenship
  - 4.2.3. The French Revolution as a Framework for Emancipation
  - 4.2.4. The First Wave of the Feminist Movement
    - 4.2.4.1. Suffragettes
    - 4.2.4.2. Socialists
  - 4.2.5. The Second Wave of Feminism
    - 4.2.5.1. Criticism of Capitalism
  - 4.2.6. Intersectionality
    - 4.2.6.1. Concept
  - 4.2.7. The Third Wave of Feminism
    - 4.2.7.1. Brief Introduction
  - 4.2.8. Different Approaches
  - 4.2.9. Gender Trends
  - 4.2.10. Progress in the Fight for Equality
- 4.3. Regional Patriarchies and Women's Movements
  - 4.3.1. Introduction to the Concept of Patriarchy and Regional Patriarchy
    - 4.3.1.1. Concepts
  - 4.3.2. Patriarchies in Latin America
    - 4.3.2.1. What Are They?
    - 4.3.2.2. Main Features
  - 4.3.3. Patriarchies in Asia
    - 4.3.3.1. What Are They?
    - 4.3.3.2. Main Features
  - 8.3.4. Patriarchies in Africa
    - 4.3.4.1. What Are They?
    - 4.3.4.2. Main Features
  - 4.3.5. Patriarchies in Europe
    - 4.3.5.1. What Are They?
    - 4.3.5.2. Main Features
  - 4.3.6. Historical and Common Requests
    - 4.3.6.1. Social
    - 4.3.6.2. Politics
    - 4.3.6.3. Cultural
  - 4.3.7. Women's Movements in Latin America
  - 4.3.8. Women's Movements in Africa
  - 4.3.9. Women's Movements in the Spanish State
    - 4.3.9.1. The Suffragism Stage
    - 4.3.9.2. The Resurgence of Feminism after the Civil War
    - 4.3.9.3. Feminisms from the Spanish Constitution Onwards
    - 4.3.9.4. Current Feminisms

- 4.3.10. Sorority
  - 4.3.10.1. Concept
- 4.4. Division of Labor: Traditional "Agreements" and Contemporary Dynamics
  - 4.4.1. Division of Labor between Men and Women
    - 4.4.1.1. Concept
    - 4.4.1.2. Evolution Over Time
  - 4.4.2. Application of the Concept to Different Economic Realities
    - 4.4.2.1. How to Apply It?
    - 4.4.2.2. How to Analyze It?
  - 4.4.3. Division of Domestic Work
  - 4.4.4. Phenomenon of Feminization of Poverty
    - 4.4.4.1. The Concept
    - 4.4.4.2. The Data
  - 4.4.5. Different Modalities of Labor Market Insertion
  - 4.4.6. Data on Labor Participation and Wage Gaps
  - 4.4.7. Data and Current Situation on Political Participation
  - 4.4.8. Work in Africa and Asia
    - 4.4.8.1. Situation of Women in the Labor Market
    - 4.4.8.2. Evolution Over Time
    - 4.4.8.3. Current Forms of Employment and Labor Organization
  - 4.4.9. Conclusions
  - 4.4.10. Indicators
- 4.5. Care Policies and Economy
  - 4.5.1. Life Care
    - 4.5.1.1. Concept
  - 4.5.2. Tasks and Times Dedicated to Life Care
    - 4.5.2.1. Data on Time Spent on Hygiene, Feeding, Shelter, Emotional, Psychic and Sexual Care, etc.
    - 4.5.2.2. Effects on Women's Lives
  - 4.5.3. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
    - 4.5.3.1. Personal and Social Assessment of Caregiving Tasks
    - 4.5.3.2. Social and Economic Assessment
- 4.5.4. The Ethic of Care
  - 4.5.4.1. Concept
  - 4.5.4.2. Referrals
  - 4.5.4.3. Evolution Over Time
- 4.5.5. Analysis of the Impact of Unpaid Work and Care for Life at the Personal, Family and Socioeconomic Structures Levels
- 4.5.6. Strategies for Work-Life Balance and Co-Responsibility
  - 4.5.6.1. Historical Evolution of the Concept of Work-Life Balance-Responsibility and Co-Responsibility
- 4.5.7. New Masculinities Current Situation
- 4.5.8. Care and Globalization
  - 4.5.8.1. Concept
  - 4.5.8.2. Data from Different Geographic Areas
- 4.5.9. Unpaid Work
  - 4.5.9.1. Concepts
  - 4.5.9.2. Negative Consequences on Women's Lives
- 4.5.10. Conclusions
- 4.6. Gender and Migrations
  - 4.6.1. Global Migration Situation
    - 4.6.1.1. Evolution Over Time
    - 4.6.1.2. Current Situation of Migrations and Migratory Flows Disaggregated by Gender
  - 4.6.2. Phenomenon of Feminization of Migrations
    - 4.6.2.1. Concept and Historical Evolution of Migrations
    - 4.6.2.2. Current Situation
  - 4.6.3. Differentiated Features in Migratory Flows from a Gender Perspective
    - 4.6.3.1. Gender Variable in Voluntary Migration Processes
    - 4.6.3.2. Gender Variable in Forced Displacement Processes (Refugees and "Asylum-Seekers")
  - 4.6.4. Risks to Women's Lives During Migration Processes
    - 4.6.4.1. Sexual Violence
    - 4.6.4.2. Commercialization of Women's Bodies During Migratory Processes
  - 4.6.5. Stereotypes and Universalized Image of Migrant Women's Subordination
    - 4.6.5.1. Analysis of Stereotypes of Migrant Women



- 4.6.5.2. Showcasing the Diverse and Real Reality of Migrant Women
- 4.6.6. Effects of Migration on Women's Lives
  - 4.6.6.1. Impacts on Power and Family Relationships
  - 4.6.6.2. Impacts on Gender Relations
- 4.6.7. Main Occupations and Role of Migrant Women in Host Countries
  - 4.6.7.1. Domestic Work
  - 4.6.7.2. Care of Dependent Persons (Global Care Chains)
  - 4.6.7.3. Prostitution and Trafficking
- 4.6.8. Strategies for the Development of Cooperation and Migration Prevention Projects with a Gender Perspective
  - 4.6.8.1. Co-Development Projects
  - 4.6.8.2. Other Examples and Best Practices
- 4.6.9. Final Reflections and Current Challenges
  - 4.6.9.1. Need for the Implementation of Gender-Sensitive Migration Policies in Countries of Origin and Host Countries
  - 4.6.9.2. Need for the Implementation of Intercultural Policies with a Gender Perspective in Countries of Origin and Host Countries
- 4.6.10. Conclusions
- 4.7. The International System of Development Cooperation from a Gender Perspective
  - 4.7.1. Introduction
  - 4.7.2. The International Development Cooperation System
  - 4.7.3. Policies and Tools for International Development Cooperation from a Gender Perspective
  - 4.7.4. Effectiveness, Quality and Coherence of International Aid
    - 4.7.4.1. Concept of International Aid
  - 4.7.5. Gender and *Advocacy*
  - 4.7.6. Development Education from a Gender Perspective
  - 4.7.7. Gender-Sensitive Planning
    - 4.7.7.1. Project Cycle Management
  - 4.7.8. Human Rights and Gender
  - 4.7.9. Assessment and Indicators with a Gender Perspective
  - 4.7.10. Conclusions
- 4.8. Public Policies with a Gender Perspective
  - 4.8.1. Economic Bases of Development
    - 4.8.1.1. Introduction
  - 4.8.2. Economics from a Gender Approach
  - 4.8.3. Globalization and Gender in Development
    - 4.8.3.1. Concept of Globalization
    - 4.3.2. Gender in Development
  - 4.8.4. Gender and Poverty
    - 4.8.4.1. Examples in the West and Latin America
  - 4.8.5. Public Budgets with a Gender Perspective
  - 4.8.6. Development, Environmental Sustainability and Gender
  - 4.8.7. Conflict and Gender and Peacebuilding
  - 4.8.8. Public Policies and Gender
  - 4.8.9. Education and Gender
  - 4.8.10. Conclusions
- 4.9. The Gender Perspective in International Development Cooperation
  - 4.9.1. History
  - 4.9.2. Basic Concepts
  - 4.9.3. Example of Best Practices at the International Level
  - 4.9.4. Organizational Culture
  - 4.9.5. Equality and Mainstreaming Plans
    - 4.9.5.1. Germany
    - 4.9.5.2. Denmark
    - 4.9.5.3. Spain
    - 4.9.5.4. Ireland
    - 4.9.5.5. Sweden
  - 4.9.6. Financing
    - 4.9.6.1. Gender Equality Budget
  - 4.9.7. Best Practices in International Development Cooperation
    - 4.9.7.1. Germany
    - 4.9.7.2. Australia
    - 4.9.7.3. Bolivia
    - 4.9.7.4. Tanzania
  - 4.9.8. Events, Forums, Workshops and Training
  - 4.9.9. Triangular and South-South Cooperation from a Gender Perspective
  - 4.9.10. UNDP Guidance
    - 4.9.10.1. Practical Gender Area

06

# 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.





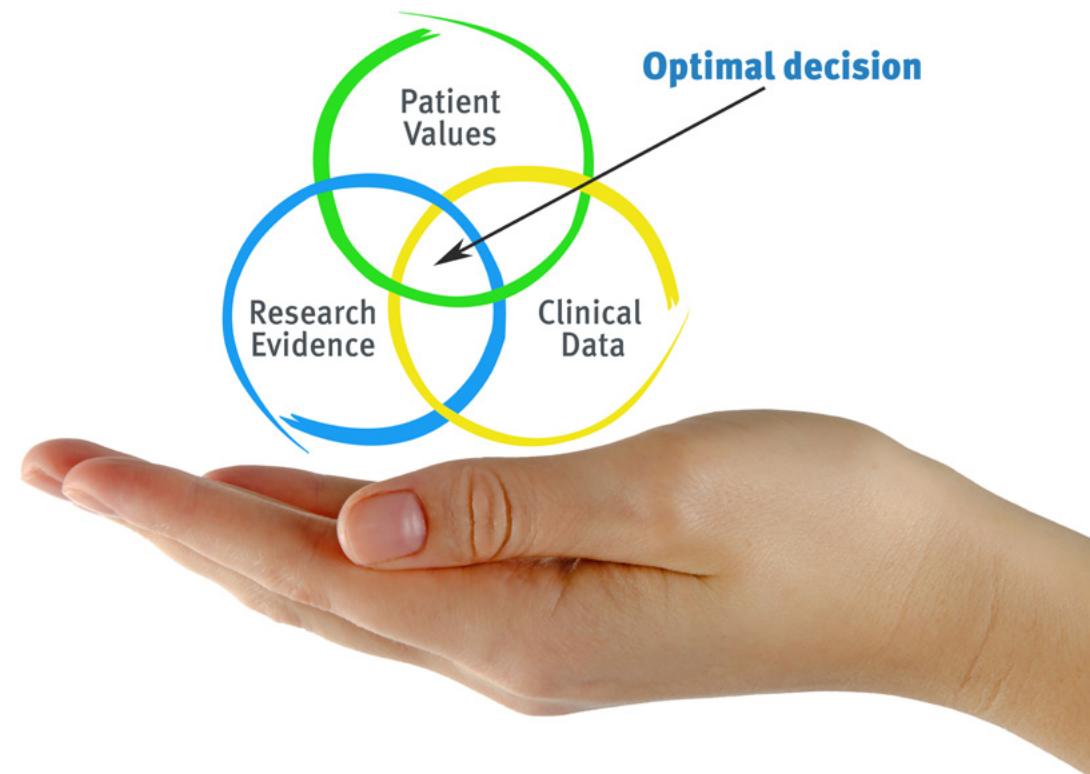
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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

*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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*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 TECH's 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 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.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

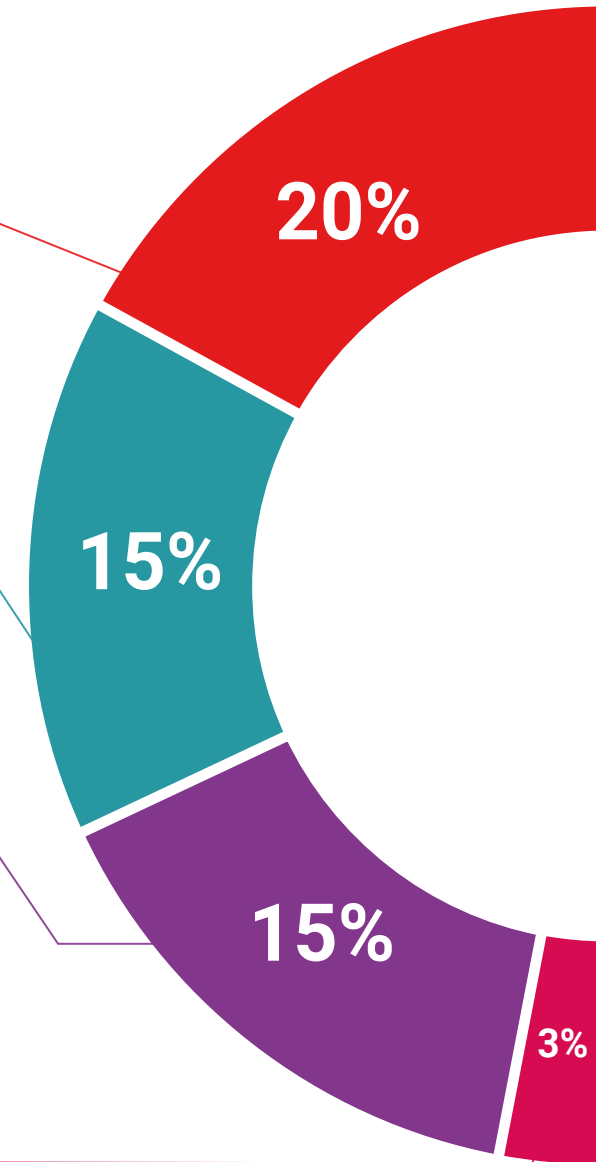
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

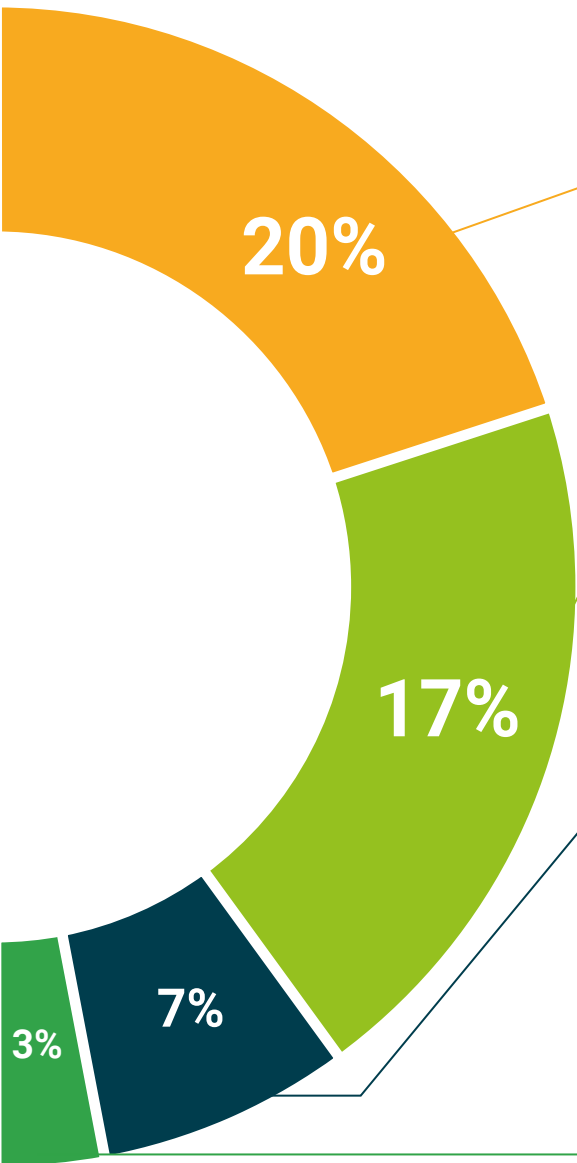


#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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

This 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 private qualification will allow you to obtain a **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** private qualification 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**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future

health

confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

**tech** global  
university

personalized service innovation

knowledge present

online training  
Development Cooperation

development language

virtual classroom

**Postgraduate Diploma**  
Social Transformation  
Through of International  
Development Cooperation

- » Modality: online
- » Duration: 6 months
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- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Diploma

## Social Transformation Through International Development Cooperation

