Postgraduate Diploma

Social Transformation through International Development Cooperation for Nursing

tech global university

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Postgraduate Diploma

Social Transformation through International Development Cooperation for Nursing

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

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

Index

01 Introduction — p. 4

02 Objectives — p. 8

03 Course Management — p. 12

04 Structure and Content — p. 16

05 Methodology — p. 28

06 Certificate — p. 36

01

Introduction

Social, economic, gender and educational inequalities, as well as inequalities of access to services or common goods, can only be solved through international cooperation. The Nurse as a health professional must be aware of the different treaties and action plansproposed to alleviate this situation, especially as a transforming agent from a public or private organization or from voluntary actions. In this sense, TECH has developed this academic program from the hands of the most versed teachers, for the update in terms of Social Transformation through International Cooperation for Development is concerned. It will be a 100% online tour through the most complete study material, available from any device with internet connection.

You will update your knowledge of Social Transformation through International Development Cooperation for Nursing in only 6 months and 100% online"

Achieving the Social Transformation of the most disadvantaged peoples thanks to International Cooperation has been the objective set out in the different agendas and international treaties, with the convergence of nations from all continents. To meet this objective, it is essential to have trained professionals who are up-to-date with the main actions that can be carried out in these places, within their field of action. This is how this Postgraduate Diploma will prepare nurses to update the knowledge they need to intervene in the health sector.

This program contemplates the most relevant and updated aspects regarding the development of villages and the public and private figures involved. Together with the different methods of research in International Cooperation for Development, sources such as statistical techniques and computer tools to organize the selected information and plan reports, analysis and measures of development and cooperation, among other factors, which will allow the Nurse to develop an outstanding work in projects of Social Transformation.

For its configuration, TECH has chosen the most experienced professionals in the area of research and International Cooperation and social projects for development. Composed of 4 study modules, the student will havea series of multimedia resources at their disposal that will make learning more dynamic, such as: detailed videos, interactive summaries, quick response guides, among others, as well as Masterclasses by highly specialized guest lecturers.

In addition, as it is a 100% online specialization, the Nurse will be able to combine the study of this comprehensive program with the rest of their daily obligations, choosing at all times where , and when to study. An update with the highest academic level that will lead the professional to complete a specialized profile in this field of action.

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

- The development of case studies presented by experts in International Cooperation for the Development of the Peoples
- 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
- Practical exercises where self-assessment can be used 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

You will be able to integrate projects in favor of social welfare, both for the general population and for specific sectors”

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"

You will obtain the fundamental knowledge for good practices in International Development Cooperation.

Thanks to the most avant-garde methodology implemented by TECH, you will study comfortably and from your favorite digital device.

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

TECH, with the aim of providing the nursing professional with the most updated and specific knowledge in the area of Social Transformation and International Cooperation, has developed this exclusive academic program, which will allow the development of new personal and professional skills in the Nurse of today, for their future. So, over 6 months, they will be able to evolve in the understanding of fundamental aspects such as the Sustainable Development Agenda or how to become a communication agent for transformation, among other qualities.

You will delve into the role of equality and movements in the processes of social advancement and transformation"

General Objectives

- 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

Thanks to the intervention of a team of specialists in International Cooperation, this program will have a guarantee of assurance and quality that determines its high academic level"

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

This academic program has a team of highly qualified professionals with extensive experience in the field of International Cooperation and the promotion of culture, education, and social work in disadvantaged areas in its teaching staff. Thanks to their specific knowledge, they will offer the best tools for students to develop new skills during their studies. In this way, they will be given the proper scenario to perfect their skills and daily praxis.

The most experienced professionals are leading this Postgraduate Diploma"

Guest Director

Ms. Rodríguez Arteaga, Carmen

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

Management

Ms. Romero Mateos, María del Pilar

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

Professors

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 of International Relations and Cooperation of the Complutense University of Madrid
- Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor´s Degree in Political Science with a major in International Relations and Latin American Studies from UCM

Ms. Flórez Gómez, Mercedes

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

Mr. Cano Corcuera, Carlos

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

Ms. Sánchez 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. Córdoba, 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

04

Structure and Content

The structure of this University Expert has been designed by a team of specialists, aware of the relevance of the present, innovative training, and committed to quality teaching through new educational technologies. Therefore, the student will have a series of multimedia resources and a theoretical-practical material containing the most relevant concepts that the Nurse must understand to work in projects of Social Transformation through International Cooperation for Development.

You will delve into the most specific topics to learn about the advances in the field of International Cooperation projects for the Development of Peoples"

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 (MDGs)
  - 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. Problems of 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 (HDI)
- 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. 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
- 2.2.5. 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 Channeling 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 Recipient 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. Spanish Agency of International Cooperation for Development 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 of the Human Rights Approach to 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. Policies and Tools for International Development Cooperation from a Gender Perspective
  - 4.7.2.2. 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

A complete academic program that you can develop at your own pace thanks to its 100% online modality. Freedom, comfort, and quality in one place"

05

Methodology

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

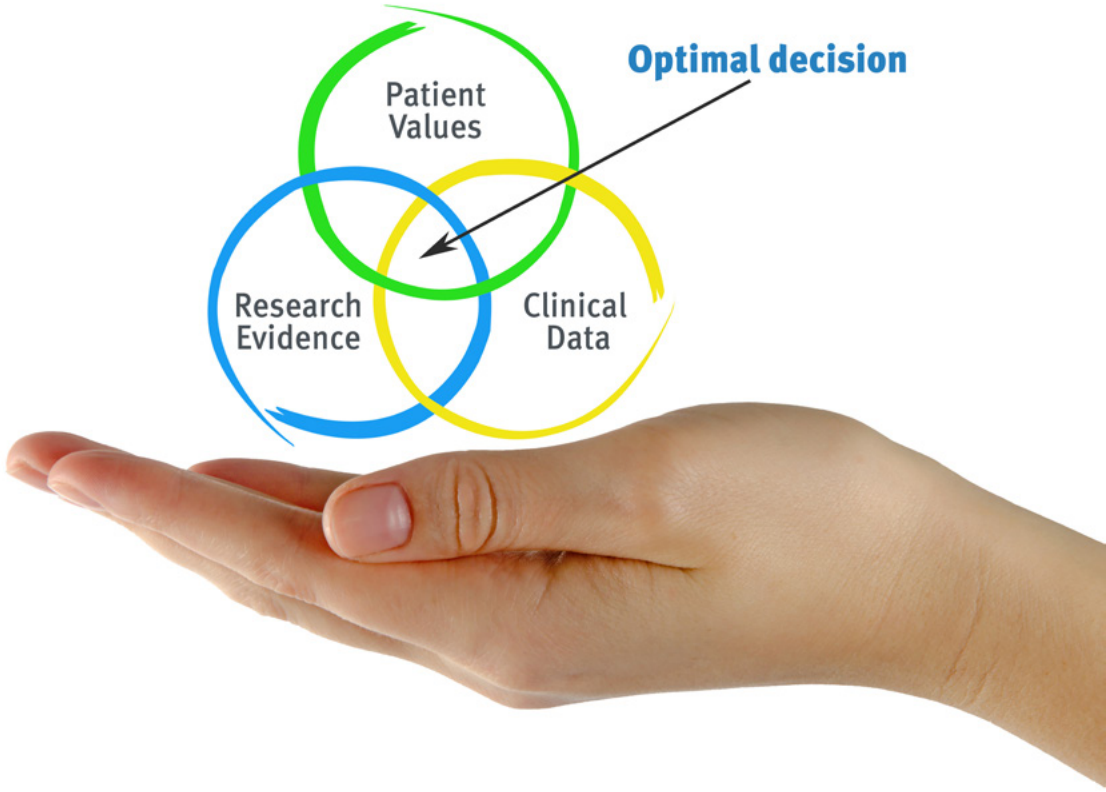
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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"

At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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:

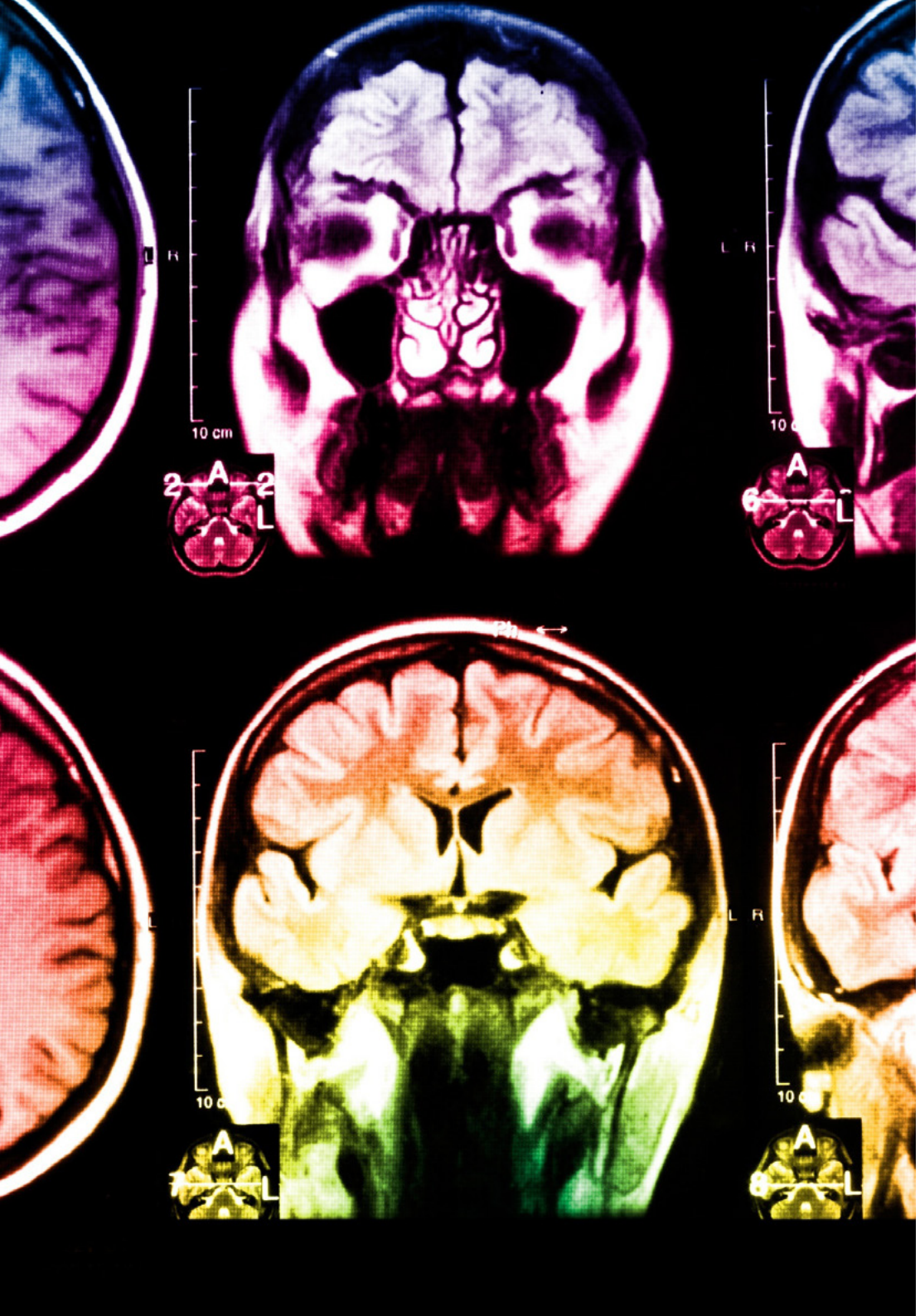
1. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The nurse will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.

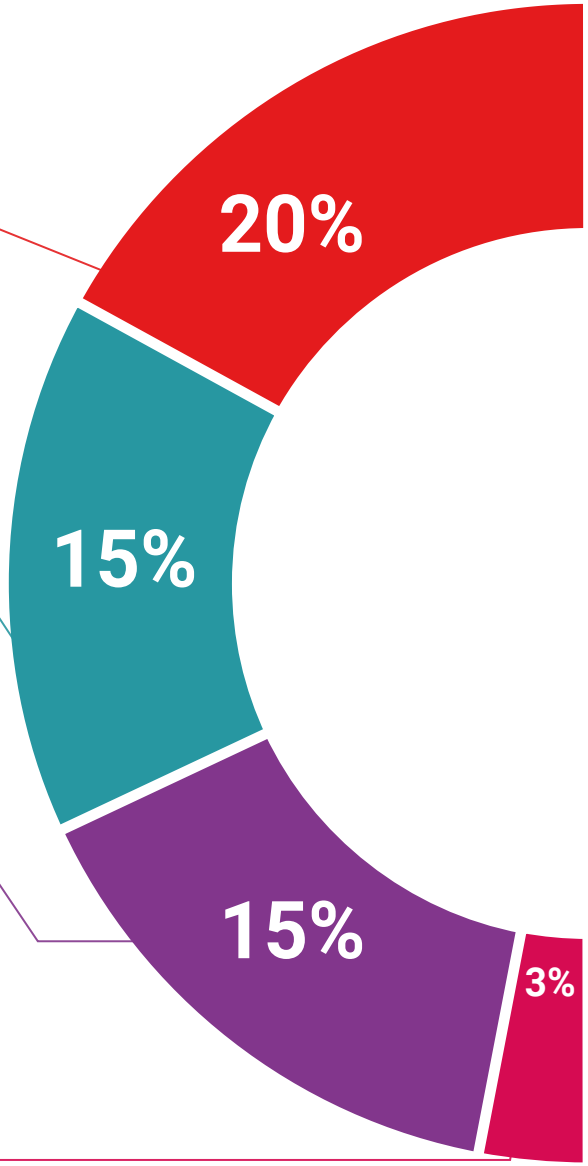
Interactive Summaries

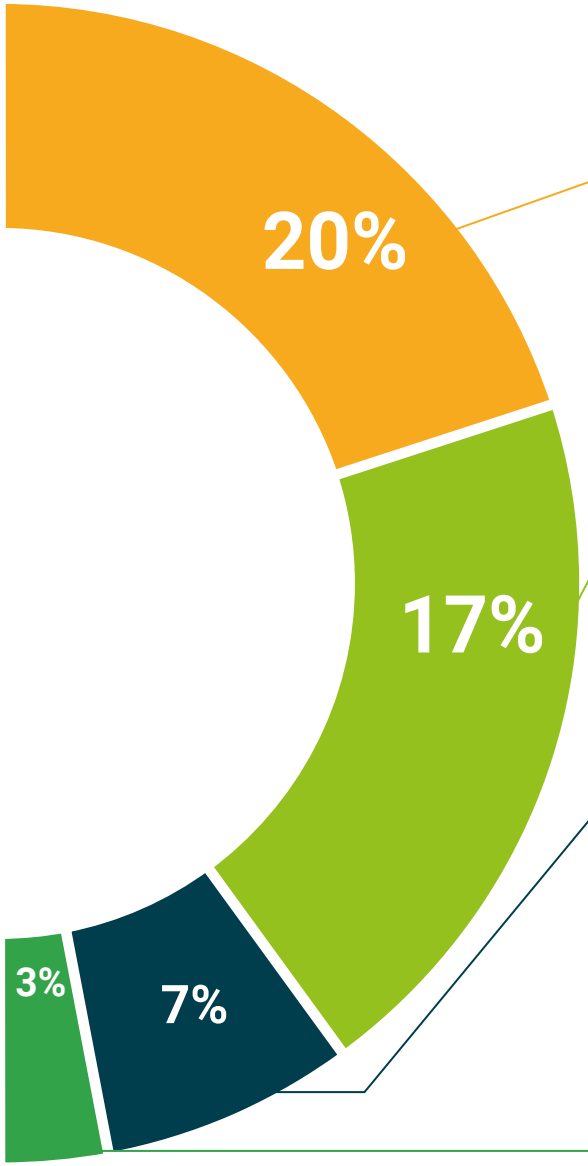
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

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

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Diploma in Social Transformation through International Development Cooperation for Nursing 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 for Nursing** 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 for Nursing**

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 for Nursing

This is a private qualification of 720 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
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. 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 for Nursing

- 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 for Nursing

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