

Postgraduate Diploma
Social Transformation
Through International
Development Cooperation





Postgraduate Diploma Social Transformation Through International Development Cooperation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

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

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 30

06

Certificate

p. 38

01

Introduction

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 field, teachers play a fundamental role, since education is the basis for any type of development. TECH has designed this very complete educational program for you to develop professionally in this field.





“

In order to achieve the real transformation of societies with fewer resources, it is essential to focus on education. Don't think twice and join our community of students"

International cooperation involves hard work in which many international and national actors have been involved for years, with very specific objectives and a line of action that is maintained over time, always under a close study and proposal for improvement. In order for this work to be carried out as rigorously as possible, it is necessary for teaching professionals to acquire specific skills that allow them to develop successfully in different fields of action.

At the end of the year 2000, the countries represented at the United Nations General Assembly met at the Millennium Summit to reaffirm their commitment to uphold the fundamental values of freedom, equality, solidarity, tolerance, respect for nature and shared responsibility. This declaration is known as the Millennium Declaration and, as far as development is concerned, it sets a series of goals for this millennium, the so-called Millennium Development Goals (MDGs): eradicate poverty and extreme hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality and improve maternal health, combat HIV, AIDS, malaria and other diseases, ensure environmental sustainability, develop a global partnership for development, etc.

This program will allow you to specialize in this field with a 100% online preparation, thanks to which the teacher will be able to balance the study of this program with the rest of their daily obligations, choosing at all times where and when to study. A high-level update that will take these professionals to the highest level in their field.

This **Postgraduate Diploma in Social Transformation Through International Development Cooperation** contains the most complete and up-to-date 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 Cooperation
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"

“

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 Cooperation for Development, you will obtain a degree from TECH Technological University"

It includes, in its faculty, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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 an immersive educational experience designed to prepare students for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in the field of development cooperation project management.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

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



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the teacher can master international cooperation in a practical and rigorous manner.





“

This Postgraduate Diploma will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision-making"



General Objectives

- ♦ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ♦ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes, involved in both economic and social aspects
- ♦ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ♦ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law





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
- ♦ Be familiar 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
- ♦ Be familiar with the instruments of international development cooperation, as well as the types of projects and NGOs that exist
- ♦ Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- ♦ Understand the international cooperation system and the different members that make it up

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



Get up to date on the latest developments in Social Transformation through International Development Cooperation"

03

Course Management

The program includes in its teaching staff experts of reference in Social Transformation through International Cooperation for Development who bring their work experience to this program. Additionally other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





“

Leading professionals in the field have come together to teach you the latest developments in International Development Cooperation”

Guest Director



Ms. Rodríguez Arteaga, Carmen

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

Management



Ms. Romero Mateos, María del Pilar

- ♦ Social Educator
- ♦ Postgraduate Diploma in International Development Cooperation
- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa

Professors

Ms. Sánchez Garrido, Araceli

- ♦ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- ♦ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ♦ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid
- ♦ Professor of the Master in Cultural Management at the Carlos III University of Madrid

Mr. Cano Corcuera, Carlos

- ♦ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ♦ Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- ♦ Specialization Courses in International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc
- ♦ Work in different areas of international cooperation, mainly in Latin America

Ms. Córdoba, Cristina

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

Ms. Flórez Gómez, Mercedes

- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ♦ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of 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

Ms. Ramos Rollon, Marisa

- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Researcher focused on the areas of public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ♦ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ♦ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master's Degree in Latin American-EU Relations at the University of Alcalá

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.





“

A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. 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, the 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
 - 1.3.8. Fair Trade Relations
 - 1.3.7. Corporate social responsibility
 - 1.3.9. A Global Pact
 - 1.3.10. Fair Trade
 - 1.3.10.1. International Definition
 - 1.3.11. Bibliography
- 1.4. Sustainable Development and Education
 - 1.4.1. Introduction
 - 1.4.2. Education on Sustainable Development and Education for Sustainable Development
 - 1.4.2.1. Main Differences
 - 1.4.3. Sustainability
 - 1.4.3.1. Concept
 - 1.4.4. Sustainable Development
 - 1.4.4.1. Concept
 - 1.4.5. Components of Sustainable Development
 - 1.4.6. Principles of Sustainable Development
 - 1.4.7. Education for Sustainable Development (ESD)
 - 1.4.7.1. Definition
 - 1.4.8. History of Education for Sustainable Development
 - 1.4.8.1. Concept
 - 1.4.9. Redirect Education
 - 1.4.10. Guidelines for Sustainable Development
 - 1.4.11. Bibliography
- 1.5. Sustainable Development Goals (SDGs)
 - 1.5.1. Introduction
 - 1.5.2. Millennium Development Goals
 - 1.5.2.1. Background
 - 1.5.3. Millennium Campaign
 - 1.5.4. MDG Results
 - 1.5.5. Sustainable Development Goals
 - 1.5.5.1. Definition
 - 1.5.5.2. Who Is Involved?
 - 1.5.6. What Are the SDGs?
 - 1.5.6.1. Features
 - 1.5.7. Differences between the MDGs and the SDGs
 - 1.5.8. Sustainable Development Agenda
 - 1.5.8.1. The 2030 Agenda
 - 1.5.8.2. Are the SDGs Legally Binding?
 - 1.5.9. Monitoring the Achievement of the SDGs
 - 1.5.10. Bibliography
- 1.6. Theories about Sustainable Development
 - 1.6.1. Introduction
 - 1.6.2. Development Participants
 - 1.6.3. Issues in Education for Sustainable Development
 - 1.6.3.1. Skills
 - 1.6.4. The UN and Its Development Work
 - 1.6.4.1. The History of the UN
 - 1.6.4.2. The UN and Sustainability
 - 1.6.5. Agenda 21: Agenda 21 of the United Nations
 - 1.6.5.1. Objectives of Agenda 21
 - 1.6.6. UNDP
 - 1.6.6.1. History of UNDP
 - 1.6.6.2. UNDP Goals
 - 1.6.7. Other Theories to Support Sustainable Development
 - 1.6.7.1. Degrowth
 - 1.6.8. Alternative Theories to Sustainable Development
 - 1.6.8.1. Ecodevelopment
 - 1.6.9. Bibliography

- 1.7. Civil Society, Social Movements and Transformation Processes
 - 1.7.1. Introduction
 - 1.7.2. Concept of Social Movement
 - 1.7.3. Goals of Social Movements
 - 1.7.4. Structure of Social Movements
 - 1.7.5. Definitions of Leading Authors
 - 1.7.6. Collective Challenge
 - 1.7.7. The Search for a Common Goal
 - 1.7.8. Evolution of Social Movements
 - 1.7.9. Participation and Consolidation of Democracy
 - 1.7.10. Most Important Social Movements in Recent Years in Europe
 - 1.7.11. Bibliography
- 1.8. Participatory Community Development
 - 1.8.1. Introduction
 - 1.8.2. Community
 - 1.8.2.1. On Whom Does the Success of a Community Depend?
 - 1.8.3. Concept of Participatory
 - 1.8.4. Community Development Concept
 - 1.8.5. Defining Features of Community Development
 - 1.8.6. Processes to Achieve Community Development
 - 1.8.6.1. Participatory Diagnosis
 - 1.8.6.2. Development Plan
 - 1.8.6.3. Participatory Planning
 - 1.8.6.4. Community Development Plan
 - 1.8.7. Twelve Lessons in Participatory Community Development
 - 1.8.8. Key Stakeholders
 - 1.8.9. Bibliography





- 1.9. Human Development Index
 - 1.9.1. Introduction
 - 1.9.2. Human Development Index
 - 1.9.2.1. IDH Principles
 - 1.9.2.2. HDI Goals
 - 1.9.2.3. Limitations of an 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. Automatic Coordinators
 - 1.10.6. Social Action Groups
 - 1.10.7. Bibliography

Module 2. International Development Cooperation

- 2.1. International Development Cooperation
 - 2.1.1. Introduction
 - 2.1.2. What Is International Development Cooperation?
 - 2.1.3. Objectives and Purpose of International Development Cooperation
 - 2.1.4. Origins and Historical Evolution of International Cooperation
 - 2.1.5. Europe's Reconstruction Plans in the Bipolar Conflict
 - 2.1.6. The Processes of Decolonization in the Post-war Years
 - 2.1.7. Crisis of the International Development Cooperation
 - 2.1.8. Changes in the Conception of International Development Cooperation
 - 2.1.9. 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 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
 - 2.2.5. Types of Modalities
 - 2.2.5.1. Modality According to the Origin of the Funds
 - 2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
 - 2.2.6.1. Bilateral
 - 2.2.6.2. Multilateral
 - 2.2.6.3. Decentralized Cooperation
 - 2.2.6.4. Non-Governmental Cooperation
 - 2.2.6.5. Business Cooperation
 - 2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
 - 2.2.8. Depending on 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. Actors of the International Development Cooperation
 - 2.3.3. Stakeholders in the Official Development Aid 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 the 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
 - 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. Humanitarian Action
 - 2.5.1. Introduction
 - 2.5.2. Humanitarian Aid in the International Context
 - 2.5.3. Tendencies in Humanitarian Action
 - 2.5.4. Main Goals of Humanitarian Action
 - 2.5.5. The Financing of Humanitarian Action and Its Evolution
 - 2.6.6. Principles of International Human Rights Law and Humanitarian Action
 - 2.5.7. Summary
 - 2.5.8. Bibliography
- 2.6. Gender Approach in International Development Cooperation
 - 2.6.1. Introduction
 - 2.6.2. What Is the Gender Approach?
 - 2.6.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 2.6.4. Gender Approaches in International Development Cooperation
 - 2.6.5. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
 - 2.6.6. Gender Mainstreaming Guide
 - 2.6.7. Bibliography
- 2.7. Human Rights Approach in International Development Cooperation
 - 2.7.1. Introduction
 - 2.7.2. Human rights
 - 2.7.3. Human Rights Approach to Development Cooperation
 - 2.7.4. How the Human Rights Approach Emerged
 - 2.7.5. Elements of the Human Rights Approach to International Development Cooperation
 - 2.7.5.1. New Frame of Reference: International Human Rights Standards
 - 2.7.5.2. New Look at Capacity Building
 - 2.7.5.3. Participation in Public Policy
 - 2.7.5.4. Accountability
 - 2.7.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
 - 2.7.7. Challenges in Project Identification and Formulation
 - 2.7.8. Challenges in Project Execution
 - 2.7.9. Challenges in Project Monitoring and Assessment
 - 2.7.10. Bibliography

- 2.8. Human Mobility and Migration
 - 2.8.1. Introduction
 - 2.8.2. Migration
 - 2.8.2.1. First Human Movements
 - 2.8.2.2. Types of Migrations
 - 2.8.2.3. Causes of Migrations
 - 2.8.3. Migratory Processes in the Era of Globalization
 - 2.8.3.1. Improved Living Conditions
 - 2.8.3.2. Vulnerability and Migration
 - 2.8.4. Human Safety and Conflict
 - 2.8.5. Challenges of the International Asylum System
 - 2.8.6. The OHCHR
 - 2.8.7. Human Rights Based Migration Strategy
 - 2.8.8. 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. Current Trends
 - 3.2.5.2. The Problem of Financing
 - 3.2.5.3. 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 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. 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
 - 4.2.2. 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
 - 4.5.3.2. 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
 - 4.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
 - 4.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
 - 4.7.3. Gender and Advocacy
 - 4.7.4. Gender and Development
 - 4.7.5. Gender-Sensitive Planning
 - 4.7.5.1. Guidelines for Planning Processes
 - 4.7.6. Guidelines for Mainstreaming
 - 4.7.6.1. Checklist
 - 4.7.6.2. Phase 1 Checklist Stage 0
 - 4.7.7. Bibliography



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





- 4.8. Public Policies with a Gender Perspective
 - 4.8.1. Introduction
 - 4.8.2. Development Economics
 - 4.8.2.1. Economic Bases of Development
 - 4.8.2.2. Definition of Development Economics
 - 4.8.2.3. Evolution of Development Economics
 - 4.8.3. Gender Economics
 - 4.8.4. Public Policies with a Gender Perspective
 - 4.8.5. Gender Budgeting Methodology
 - 4.8.6. Human Development Indexes with Respect to Gender
 - 4.8.6.1. Concept
 - 4.8.6.2. Human Development Index Parameters
 - 4.8.7. Bibliography
- 4.9. The Gender Perspective in International Development Cooperation
 - 4.9.1. Gender in International Cooperation Evolution Over Time
 - 4.9.2. Basic Concepts
 - 4.9.2.1. Gender Equality
 - 4.9.2.2. Gender Equity
 - 4.9.2.3. Gender Identity
 - 4.9.2.4. Masculinities
 - 4.9.2.5. Patriarchy
 - 4.9.2.6. Sexual Division of Labor
 - 4.9.2.7. Gender Roles
 - 4.9.2.8. Sectorial Approach
 - 4.9.2.9. Transversal Approach
 - 4.9.2.10. Practical Needs
 - 4.9.2.11. Strategic Gender Interests
 - 4.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 4.9.4. Decalogue for Mainstreaming a Gender Approach
 - 4.9.5. Gender Indicators
 - 4.9.5.1. Concept
 - 4.9.5.2. Areas to Which Indicators May Be Addressed
 - 4.9.5.3. Characteristics of the Gender Indicators
 - 4.9.5.4. Purpose of Gender Indicators
 - 4.9.6. Bibliography

05

Methodology

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

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





“

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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

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

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



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

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

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



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



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

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



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



06

Certificate

The Postgraduate 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 Technological University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

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

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Social Transformation Through International Development Cooperation**

Official N° of Hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION 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
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Diploma
Social Transformation
Through International
Development Cooperation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma
Social Transformation
Through International
Development Cooperation