Postgraduate Certificate

Local, Regional and International Cooperation and Solidarity

tech technological university

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Postgraduate Certificate

Local, Regional and International Cooperation and Solidarity

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/medicine/postgraduate-certificate/local-regional-international-cooperation-solidarity

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01

Introduction

Working for the development of regions with fewer resources is an action of solidarity that benefits society as a whole. In a globalized world such as the one we live in, a change in one population can benefit society as a whole.

More and more people are committed to collaborating in this type of actions and, therefore, TECH has created this specific program for doctors who wish to work in the field of international cooperation, so that they can specialize in local, regional and international solidarity with success, in line with current standards.

Solidarity is the main characteristic of international cooperation actions, since they promote aid to the most disadvantaged without receiving anything in return. Specialize in this field and work in underserved communities"

Solidarity actions at the international level usually have a greater impact, as they involve different countries and organizations that decide to collaborate to improve the living conditions of their citizens. But at the local and regional level, this aid is also of great importance, especially in places with high levels of unemployment and poverty.

Physicians in the field of cooperation plays an essential role, since one of the main needs in regions with scarce resources tends to be health care. Therefore, with this program we want to train doctors who wish to develop their work in the field of cooperation and local, regional and international solidarity, so that they are able to show their worth and help those who need it most.

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the cooperation tools and resources.

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

This **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity** 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 of 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
- News on local, regional and international cooperation and solidarity
- Practical exercises where the self-assessment process can be carried out to improve learning
- Emphasis on innovative methodologies in International Development Cooperation
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection

Physicians are a fundamental asset in international cooperation. That is why we have created this educational program that aims to increase their skills so that they can develop professionally"

This Postgraduate Certificate is the best investment you can make when selecting a refresher program in the field of Local, Regional and International Cooperation and Solidarity"

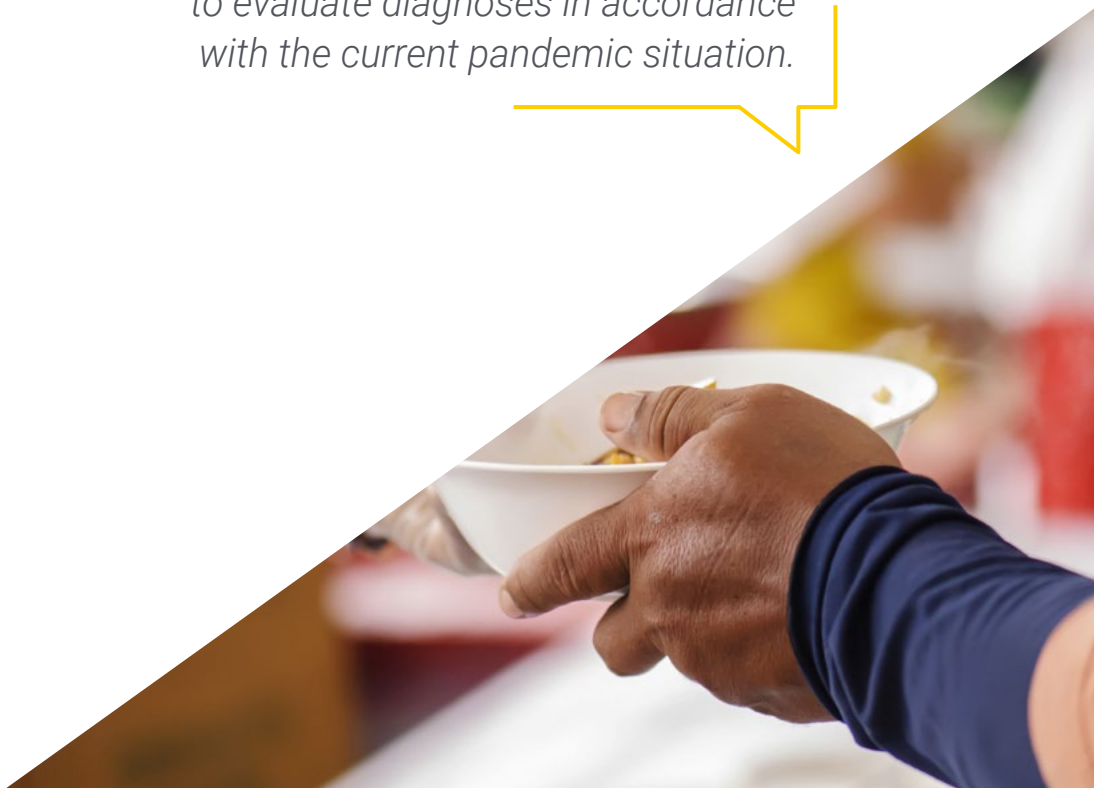
Study this program online from any device with internet access at the time that best suits you and combine your personal and work life with your studies.

Know the systems and policies of International Development Cooperation to evaluate diagnoses in accordance with the current pandemic situation.

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

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

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, you will be assisted by an innovative system of interactive videos made by renowned experts with extensive experience in therapeutic personal training.



02

Objectives

The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills to focus their knowledge as a physician on cooperation and solidarity at the local, regional and international levels. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.

Develop the skills to work with the main vulnerable subjects involved in development cooperation actions and programs and be part of the global change"

General Objectives

- Provide students with advanced specialized knowledge based on theoretical and instrumental knowledge in international cooperation
- Acquire and develop the skills necessary to obtain a qualification as an International Cooperation professional
- Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research

  in cooperation and development processes
- Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law

Get up to date on the latest developments in international cooperation and solidarity with TECH"

Specific Objectives

- Know different methods of research in International Development Cooperation
- Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- Know the evolution and status of current debates on development
- Know the system and policies of International Development Cooperation
- Understand the causes, dynamics and consequences of human mobility and migration
- Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- Understand the international cooperation system and the different members that make it up
- Understand the concepts and definitions of NGOs
- Know the diversity of NGOs and their field or work
- Internalize the legislation of national and international NGOs, associations and foundations
- Learn the broad outlines of NGO management
- Work in multidisciplinary and multicultural teams as an expert in international development cooperation
- Identify, understand and know how to use sources and tools to identify international development cooperation projects

03

Course Management

The program includes, in its teaching staff, leading experts in cooperation and solidarity at the global level, a current issue, who pour into this curriculum the experience of their work. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.

Highly qualified teachers form the faculty of this program, do not hesitate and learn from the best"

Guest Director

Ms. Rodríguez Arteaga, Carmen

- Degree in Philosophy and Educational Sciences at UCM
- Expert in Educational Evaluation at OEI
- Expert in Educational Indicators and Statistics at UNED
- Expert in Development Cooperation in Education at the University of Barcelona
- Specialist in Knowledge Management
- Career Civil Servant

Co-Direction

Ms. Romero Mateos, María del Pilar

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

Professors

Ms. Sánchez Garrido, Araceli

- Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- Lecturer in summer courses at the Complutense University of Madrid

Mr. Cano Corcuera, Carlos

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

Ms. Flórez Gómez, Mercedes

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

Ms. Cristina Córdoba

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

Ms. Ramos Rollon, Marisa

- Professor of Political Science and Administration at the Complutense University of Madrid
- Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- Director of the Complutense Summer School Course on Public Policy and Agenda 2030

04

Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of cooperation and the importance of solidarity understood from the medical point of view. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.

A complete educational program with the best content for you to update your knowledge in a life-saving field"

Module 1. International Development Cooperation

1.1. International Development Cooperation
- 1.1.1. Introduction
- 1.1.2. What Is the International Development Cooperation?
  - 1.1.2.1. Definition and Concept
- 1.1.3. What Is International Development Cooperation for?
  - 1.1.3.1. Goals/Purpose
- 1.1.4. Goals of the Spanish International Development Cooperation
- 1.1.5. Evolution of the Spanish International Development Cooperation
- 1.1.6. International Cooperation Systems
  - 1.1.6.1. Origin and Historical Evolution
- 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
- 1.1.8. The Processes of Decolonization in the Post-War Years
  - 1.1.8.1. Sources
- 1.1.9. Crisis of the International Development Cooperation
  - 1.1.9.1. Factors
- 1.1.10. Changes in the Conception of International Development Cooperation

1.2. Modalities and Instruments of International Development Cooperation
- 1.2.1. Introduction
- 1.2.2. Main Tools of International Development Cooperation
  - 1.2.2.1. Development Cooperation
  - 1.2.2.2. Education for Development
  - 1.2.2.3. Technical Assistance, Training and Research
  - 1.2.2.4. Humanitarian Action
- 1.2.3. Other Cooperation Tools
  - 1.2.3.1. Economic Cooperation
  - 1.2.3.2. Financial Help
  - 1.2.3.3. Scientific and Technological Cooperation
  - 1.2.3.4. Food Aid
- 1.2.4. Modalities of the International Development Cooperation
  - 1.2.4.1. According to the Stakeholders Channelling the Funds
- 1.2.5. Types of Modalities
  - 1.2.5.1. Modality According to the Origin of the Funds

1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
1.2.6.1. Bilateral
1.2.6.2. Multilateral
1.2.6.3. Decentralized Cooperation
1.2.6.4. Non-Governmental Cooperation
1.2.6.5. Business Cooperation
1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
1.2.9. Other Cooperation Tools Co-Development
1.2.9.1. Co-Development Interventions
1.2.10. Bibliography
1.3. Multilateral Organizations
1.3.1. The International Development Cooperation System
1.3.2. International Development Cooperation Stakeholders
1.3.3. Stakeholders in the Official Development Assistance System
1.3.4. Definitions of Relevant International Organizations (IOs)
1.3.5. Characteristics of International Organizations
1.3.5.1. Types of International Organisations
1.3.6. Advantages of Multilateral Cooperation
1.3.7. Contributions of International Organizations to the Multilateral System
1.3.8. Multilateral Financial Institutions (MFIs)
1.3.8.1. Characteristics of MFIs
1.3.8.2. Composition of MFIs
1.3.8.3. Types of MFIs
1.3.9. Bibliography
1.4. Sources of International Development Cooperation
1.4.1. Introduction
1.4.2. Difference between Governmental and Non-Governmental Cooperation
1.4.3. Multilateral Financial Institutions

1.4.4. The International Monetary Fund
1.4.5. United States Agency for International Development USAID
1.4.5.1. Who Are They?
1.4.5.2. The History of USAID
1.4.5.3. Intervention Sectors
1.4.6. The European Union
1.4.6.1. Objectives of the EU
1.4.6.2. General Objectives of EU External Action
1.4.7. Non-Financial Multilateral Institutions
1.4.7.1. List of Non-Financial Multilateral Institutions
1.4.7.2. Actions of Multilateral Institutions
1.4.7.3. Non-Financial
1.4.8. United Nations Organization
1.4.9. Bibliography
1.5. Spanish Cooperation Master Plan 2018-2021
1.5.1. Introduction
1.5.2. Action and Management Challenges for Spanish Cooperation
1.5.3. What Is a Master Plan?
1.5.3.1. Spanish Cooperation Master Plan
1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
1.5.4. Goals of the Master Plan
1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
1.5.6. The 2030 Agenda
1.5.6.1. What Is Agenda 2030?
1.5.6.2. Development of Agenda 2030
1.5.6.3. General Specifications
1.5.6.4. Implementation of Agenda 2030
1.5.7. Bibliography
1.6. Humanitarian Action
1.6.1. Introduction
1.6.2. Humanitarian Aid in the International Context
1.6.3. Tendencies in Humanitarian Action
1.6.4. Main Goals of Humanitarian Action
1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
1.6.6. Spanish Agency of International Cooperation for Development and Humanitarian Action
1.6.7. The Financing of Humanitarian Action and Its Evolution
1.6.8. Principles of International Human Rights Law and Humanitarian Action
1.6.9. Summary
1.6.10. Bibliography
1.7. Gender Approach in International Development Cooperation
1.7.1. Introduction
1.7.2. What Is the Gender Approach?
1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
1.7.4. Gender Approaches in International Development Cooperation
1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
1.7.7. Priority Equality Goals in the Spanish Development Cooperation
1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
1.7.9. Gender Mainstreaming Guide
1.7.10. Bibliography
1.8. Focus on Human Rights In International Development Cooperation
1.8.1. Introduction
1.8.2. Human rights
1.8.3. Human Rights Approach to Development Cooperation
1.8.4. How the Human Rights Approach Emerged
1.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
1.8.5.1. New Frame of Reference: International Human Rights Standards
1.8.5.2. New Look at Capacity Building

1.8.5.3. Participation in Public Policy
1.8.5.4. Accountability
1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
1.8.7. Challenges in Project Identification and Formulation
1.8.8. Challenges in Project Execution
1.8.9. Challenges in Project Monitoring and Assessment
1.8.10. Bibliography
1.9. Human Mobility and Migration
1.9.1. Introduction
1.9.2. Migration
1.9.2.1. First Human Movements
1.9.2.2. Types of Migrations
1.9.2.3. Causes of Migrations
1.9.3. Migratory Processes in the Era of Globalization
1.9.3.1. Improved Living Conditions
1.9.3.2. Vulnerability and Migration
1.9.4. Human Safety and Conflict
1.9.5. Challenges of the International Asylum System
1.9.6. The OHCHR
1.9.7. Human Rights Based Migration Strategy
1.9.8. Bibliography

Module 2. NGDOs and Local, Regional and International Solidarity

2.1. NGOs
2.1.1. Introduction
2.1.2. Meaning of the Acronym NGO
2.1.3. What Is an NGO?
2.1.3.1. Definition and Concept
2.1.4. NGO Conditions
2.1.5. History and Evolution of NGOs
2.1.5.1. When and How Are they Born?
2.1.6. Functions of NGOs
2.1.7. NGO Financing
2.1.7.1. Public Funds
2.1.7.2. Private Funds
2.1.8. Types of NGO
2.1.9. Operation of an NGO
2.1.10. The Work of NGOs
2.2. Types of NGO
2.2.1. Introduction
2.2.2. Ranking of NGOs Worldwide
2.2.2.1. Types of Classification
2.2.3 Types of NGOs According to Their Orientation
2.2.3.1. How Many Types According to Their Orientation Are There?
2.2.4. Charitable NGOs
2.2.5. Service NGOs
2.2.6. Participatory NGOs
2.2.7. Advocacy NGOs
2.2.8. Types of NGOs According to Their Field of Action
2.2.8.1. Fields
2.2.9. Community-Based NGOs
2.2.10. Citizen NGOs
2.2.11. National NGOs
2.2.12. International NGOs
2.3. NGOs: Development and Solidarity
2.3.1. Introduction
2.3.2. Changes in International Development Cooperation and Its Relationship with NGOs
2.3.2.1. Main Lines
2.3.3. The "Third World" and NGOs
2.3.4. The Humanitarian Era From Intervention to the Global Village
2.3.4.1. Doctors Without Borders, Doctors of the World, etc.
2.3.5. Movements against the Third World
23.3.6. NGOs and Science
2.3.6.1. Scientific Research

2.3.7. The NGO Workforce
2.3.8. Ideological Biases of NGOs
2.3.9. Conclusion
2.4. NGO Legislation
2.4.1. What Type of Legislation is Applicable for NGOs?
2.4.1.1. Introduction
2.4.2. Specific Laws
2.4.3. Generic Laws
2.4.4. State Regulations
2.4.4.1. Types of Laws and Decrees
2.4.5. Autonomous Community Standards
2.4.5.1. Introduction
2.4.6. Andalusian Autonomous Regulation
2.4.7. Canary Islands Autonomous Regulation
2.4.8. Catalonia Autonomous Regulation
2.4.9. Basque Country Autonomous Regulations
2.4.10. Obligations of the Associations
2.5. Types of Existing Associations
2.5.1. Introduction
2.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
2.5.3. Youth Associations
2.5.3.1. Definition and Concept
2.5.4. Legislation of Youth Associations
2.5.5. Main Characteristics of Youth Associations
2.5.6. Coordinators
2.5.6.1. Definition and Concept
2.5.6.2. Objectives
2.5.7. Characteristics of Coordinators
2.5.8. Federations
2.5.8.1. Definition and Concept
2.5.9. Characteristics and Objectives of the Federations
2.5.10. Types of Federations
2.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies
2.6.1. Introduction
2.6.2. Spanish Agency for International Development Cooperation (AECID)
2.6.2.1. Meaning of the Acronym
2.6.3. Definition and Concept
2.6.4. Objectives
2.6.5. Mission
2.6.5.1. Vision of the Agency
2.6.6. Structure
2.6.7. AECID Technical Offices
2.6.8. Cooperation Modalities and Tools
2.6.9. Development Promotion Fund
2.6.10. Conclusion
2.7. AECID Cooperation Sectors
2.7.1. Introduction
2.7.2. Water and Sanitation
2.7.2.1. How Do They Work?
2.7.3. Economic Growth
2.7.3.1. How Do They Work?
2.7.4. Culture and Science
2.7.4.1. How Do They Work?
2.7.5. Gender
2.7.5.1. How Do They Work?
2.7.6. Education
2.7.6.1. How Do They Work?
2.7.7. Rural Development, Food Security and Nutrition
2.7.7.1. How Do They Work?
2.7.8. Democratic Governance
2.7.8.1. How Do They Work?
23.7.9. Environment and Climate Change
2.7.9.1. How Do They Work?
2.7.10. Health
2.7.10.1. How Do They Work?
2.8. Countries Where AECID Cooperates
2.8.1. Introduction

2.8.2. Geographic Priorities
2.8.2.1. What Are They?
2.8.3. Countries and Territories of Association
2.8.3.1. Present and Future
2.8.4. Latin America
2.8.4.1. 12 Projects
2.8.5. Caribbean
2.8.6. North Africa and the Middle East
2.8.6.1. 4 Projects
2.8.7. West Sub-Saharan Africa
2.8.7.1. Three Projects
2.8.8. Central, Eastern, and Southern Africa
2.8.8.1. Three Projects
2.8.9. Asia
2.8.9.1. One Project
2.9. NGO Strategy and Management
2.9.1. Introduction
2.9.2. Manage an NGO
2.9.3. Strategic Planning of an NGO
2.9.3.1. What Is It?
2.9.3.2. How Is It Done?
2.9.4. Managing the Quality of the NGO
2.9.4.1. Quality and Commitment
2.9.5. Stakeholders
2.9.5.1. Stakeholder Relationship
2.9.6. NGO Social Responsibility
2.9.7. Third-Party Ethical Risk
2.9.8. Relationship between NGOs and the Private Sector
2.9.9. Transparency and Accountability
2.9.10. Conclusion
2.10. National and International NGOs
2.10.1. National NGOs
2.10.1.1. Main Projects
2.10.2. International NGOs
2.10.2.1. Main Projects
2.10.3. UNHCR
2.10.3.1. History
2.10.3.2. Objectives
2.10.3.3. Main Work Areas
2.10.4. Mercy Corps
2.10.4.1. Who Are They?
2.10.4.2. Objectives
23.10.4.3. Work Areas
2.10.5. International Plan
2.10.5.1. Who Are They?
2.10.5.2. Objectives
2.10.5.3. Main Areas of Work
2.10.6. Doctors without Borders
2.10.6.1. Who Are They?
2.10.6.2. Objectives
2.10.6.3. Work Areas
23.10.7. Ceres
2.10.7.1. Who Are They?
2.10.7.2. Objectives
2.10.7.3. Main Areas of Work
2.10.8. Oxfam
2.10.9. UNICEF
2.10.10. *Save the children*

A unique, key, and decisive program to boost your professional development"

06

Methodology

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

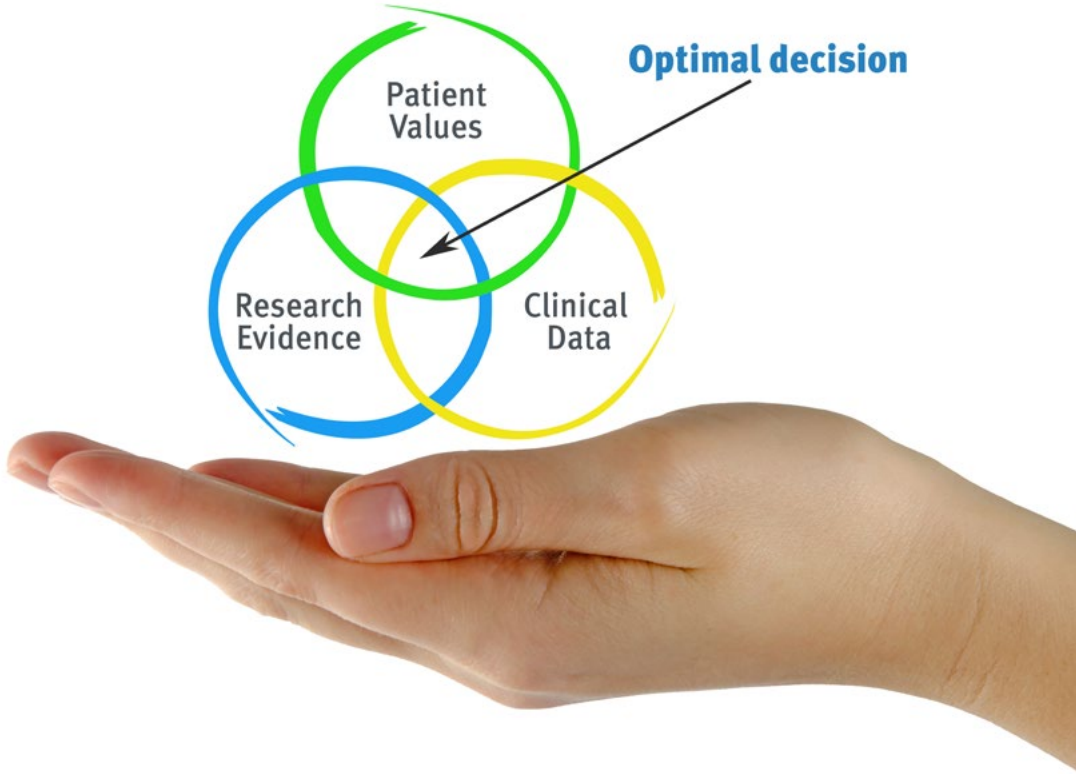
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH we use the Case Method

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

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



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

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

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

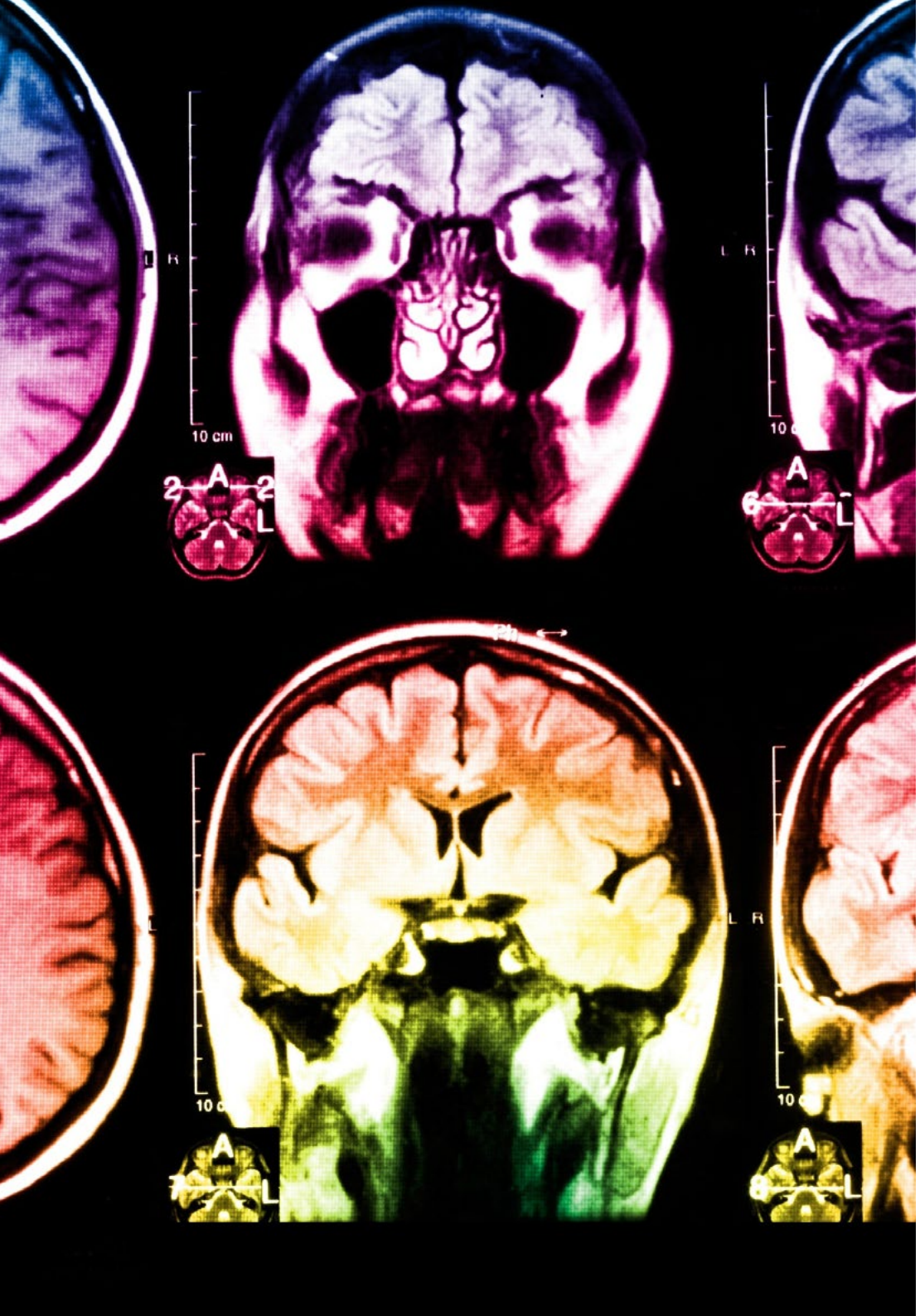
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

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

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

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



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

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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

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

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

Study Material

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

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

Surgical Techniques and Procedures on Video

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

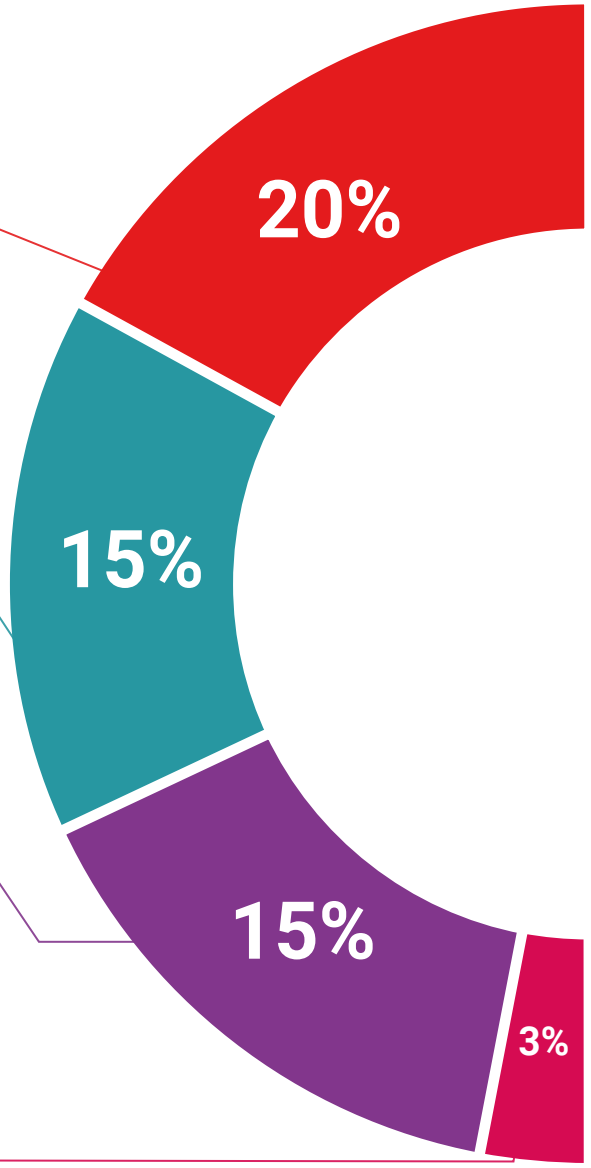
Interactive Summaries

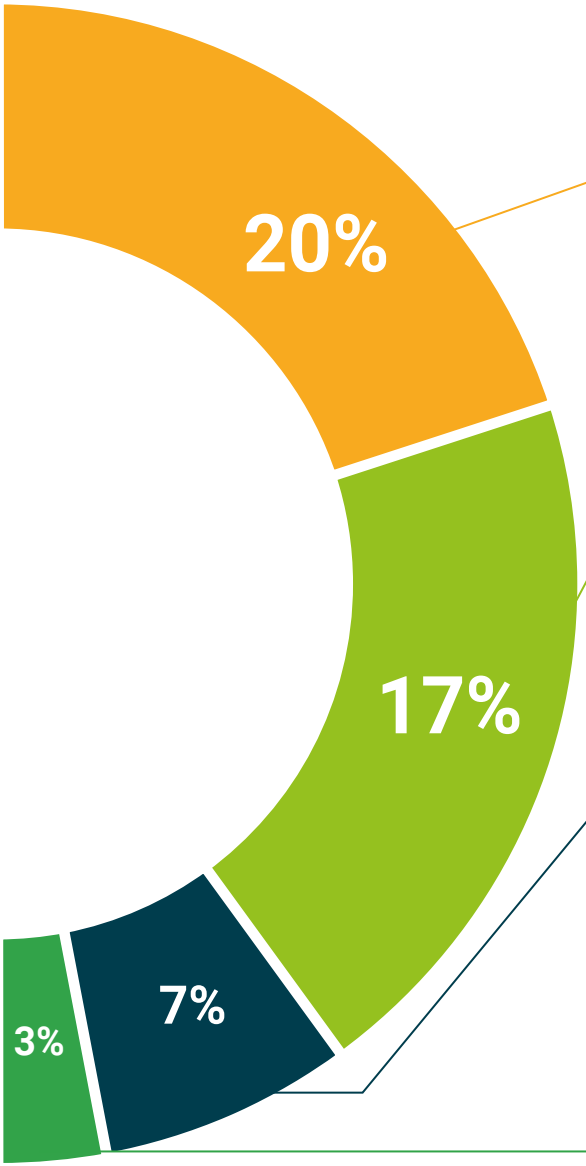
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

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

06

Certificate

The Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification 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 Certificate in Local, Regional and International Cooperation and Solidarity**contains the most complete and up-to-date scientific program on the market.

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

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

Title: **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity**

Official Nº of Hours: **300 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Local, Regional and International Cooperation and Solidarity

This is a qualification awarded by this University, equivalent to 300 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

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 EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Certificate

Local, Regional and International Cooperation and Solidarity

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate

Local, Regional and International Cooperation and Solidarity

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