Postgraduate Certificate

Local, Regional and International Cooperation and Solidarity

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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/psychology/postgraduate-certificate/local-regional-international-cooperation-solidarity**

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 18

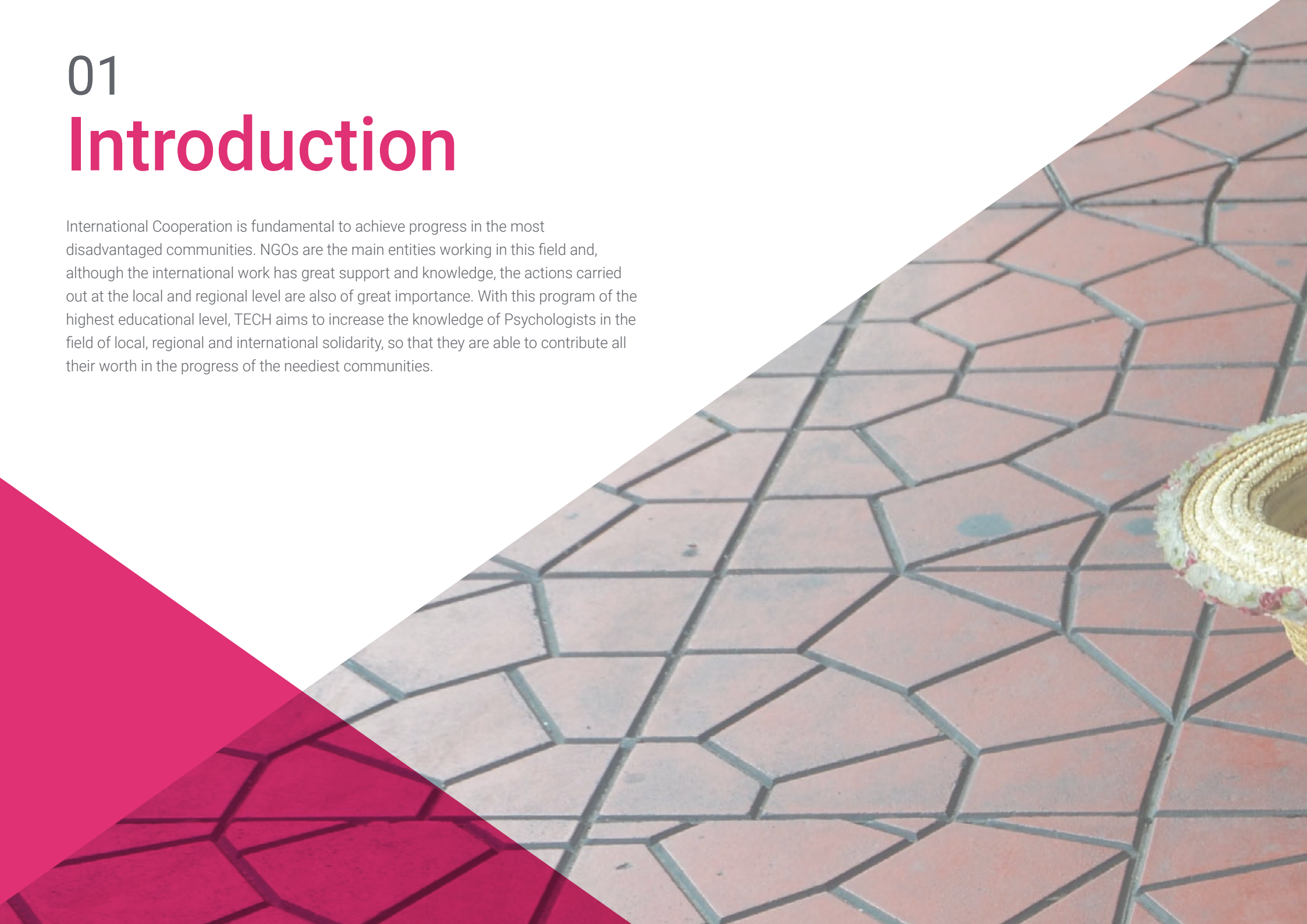
05 Methodology p. 2

06 Certificate p. 36

01

Introduction

International Cooperation is fundamental to achieve progress in the most disadvantaged communities. NGOs are the main entities working in this field and, although the international work has great support and knowledge, the actions carried out at the local and regional level are also of great importance. With this program of the highest educational level, TECH aims to increase the knowledge of Psychologists in the field of local, regional and international solidarity, so that they are able to contribute all their worth in the progress of the neediest communities.



At TECH, we want to offer you this program of the highest educational level with which you will be able to get up to date in Cooperation and Local, Regional and International Solidarity and, in the future, develop professionally in this field"

Learn about Local, Regional and International Cooperation and Solidarity is essential for all those who wish to develop their work, professionally or as volunteers, in the field of Cooperation and Humanitarian action. This is a complex area that requires a high level of knowledge about the region in which they are going to work, as well as about international policies, cooperation models, etc. In order to meet this high-level training objective, TECH has designed this comprehensive program for psychology professionals, which aims to increase their knowledge so that they are able to intervene effectively in the regions that are in most need. For this purpose, TECH has a large team of experts with extensive professional experience in the field of cooperation.

Specifically, in this program, you will learn about the sociological theories that revolve around development, for which an arduous work is done in which many international and national actors are involved for years, with very specific objectives and a line of action that is maintained over time, always under a study and proposal for improvements nearby. They will also have the opportunity to delve into the meaning of development, its mechanisms, functions, objectives and goals, in order to understand how the world in which they live functions and is structured.

This program combines basic knowledge in International Cooperation and Development applied to the field of Psychology, tools that allow the development worker to seek to improve the performance of their functions in those areas that people and peoples demand, to guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online specialization, the Psychologists 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. A high-level program that will take these professionals to the highest level in their field.

This **Postgraduate Certificate in Local, Regional and International Cooperation and Solidarity** contains the most complete and up-to-date program on the market. The most important features include:

- The development of case studies presented by experts in international cooperation of peoples
- Its graphic, schematic and practical contents provide scientific and practical information on those disciplines that are essential for professional practice
- Latest 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 assignments
- Content that is accessible from any fixed or portable electronic 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 program is the best investment you can make in selecting a refresher program for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a certificate from the leading online university in Spanish: TECH Technological University"

Increase your confidence in decision making by updating your knowledge through this program.

We offer you the most complete program with the best teaching methodology.

Its teaching staff includes professionals belonging to the field of International Cooperation, who pour into this program the experience of their work, in addition to recognized specialists from reference 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 an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, the specialists will be assisted by an innovative interactive video system created by renowned and experienced experts in Local, Regional and International Cooperation and Solidarity.

02

Objectives

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

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

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

Get up to date on the latest developments in international cooperation"

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
- 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 different actors that make it up
- Understand the concepts and definitions of NGOs
- Know the diversity of NGOs and their field or work
- Learn the broad outlines of NGO management
- Identify, understand and know how to use sources and tools to identify international development cooperation projects

03

Course Management

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.

Leading professionals in the field have come together to teach you the latest advances in international development cooperation"

Guest Director

Ms. Rodríguez Arteaga, Carmen

- Director of the Studies Office of the INEM Directorate
- 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

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. 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

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. 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

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

"The best teachers are at the best university. Don't think twice and join our community of students"

04

Structure and Content

The contents have been structured and designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of current innovation and who are committed to quality teaching through 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. International Development Cooperation

1.1. International Development Cooperation
- 1.1.1. Introduction
- 1.1.2. What Is the International Development Cooperation?
- 1.1.3. Objectives and Purpose of International Development Cooperation
- 1.1.4. Goals of the Spanish International Development Cooperation
- 1.1.5. Evolution of the Spanish International Development Cooperation
- 1.1.6. Origins and Historical Evolution of International Cooperation
- 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
- 1.1.8. The Processes of Decolonization in the Postwar Years
- 1.1.9. Crisis of the International Development Cooperation
- 1.1.10. Changes in the Conception of International Development Cooperation
- 1.1.11. Bibliography

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 co-operation
  - 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
- 1.2.5. 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 Channeling 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 Organizations
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 of the 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 IADC
- 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. AECID 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 BORRAR
- 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
- 1.7.9. Gender Mainstreaming Guide
- 1.7.10. Bibliography

1.8. Focus on DD HH 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. Manager
  - 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 HH in the 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
- 2.3.6. 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. Conclusions

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 concepta
- 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. Conclusions

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. Educational
  - 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?
- 2.7.9. 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. Conclusions

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
  - 2.10.4.3. 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

2.10.7. 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 educational experience to boost your professional development"

26

Methodology

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

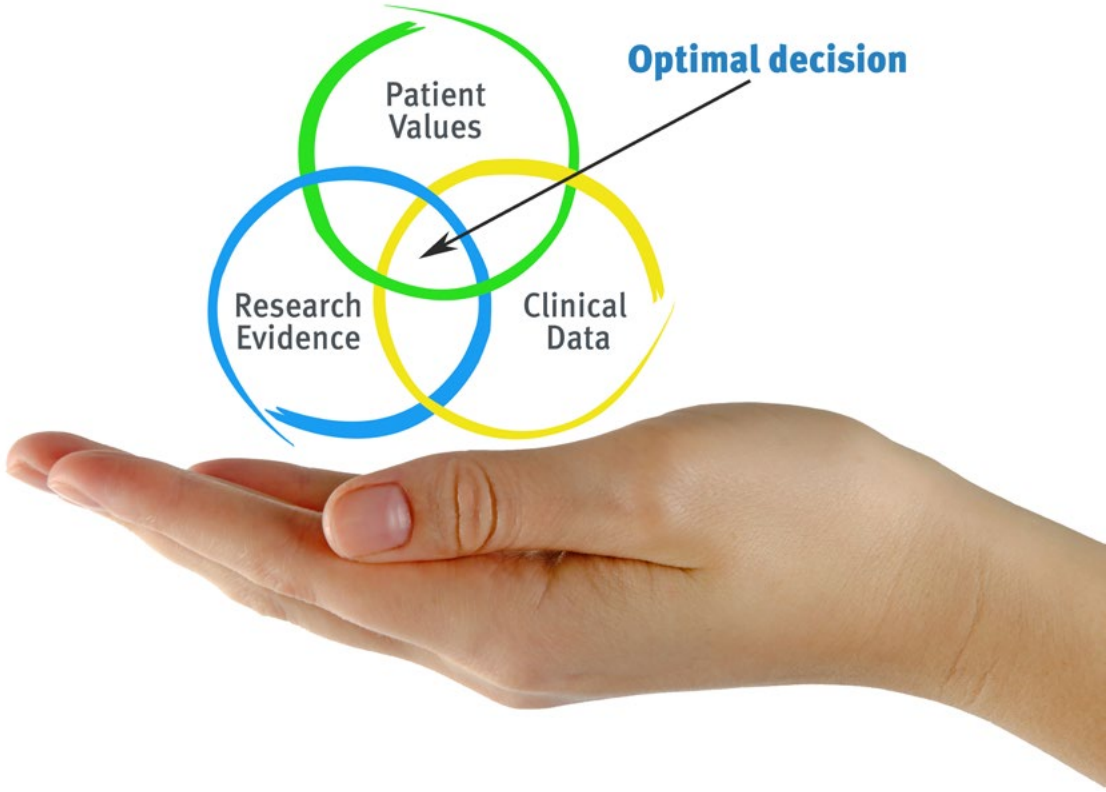
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 the psychologist experiences 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 psychologist'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:

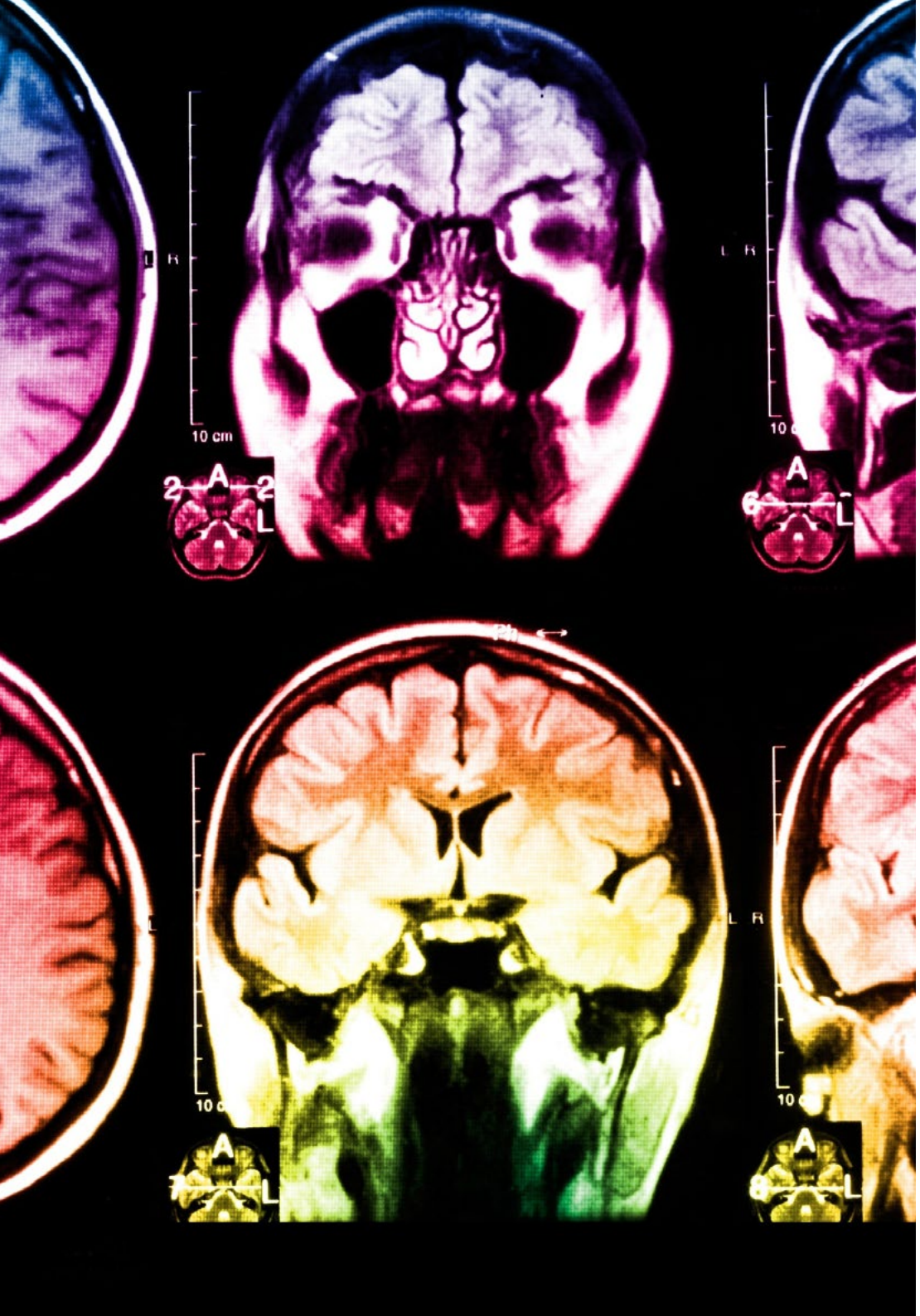
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 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.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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.

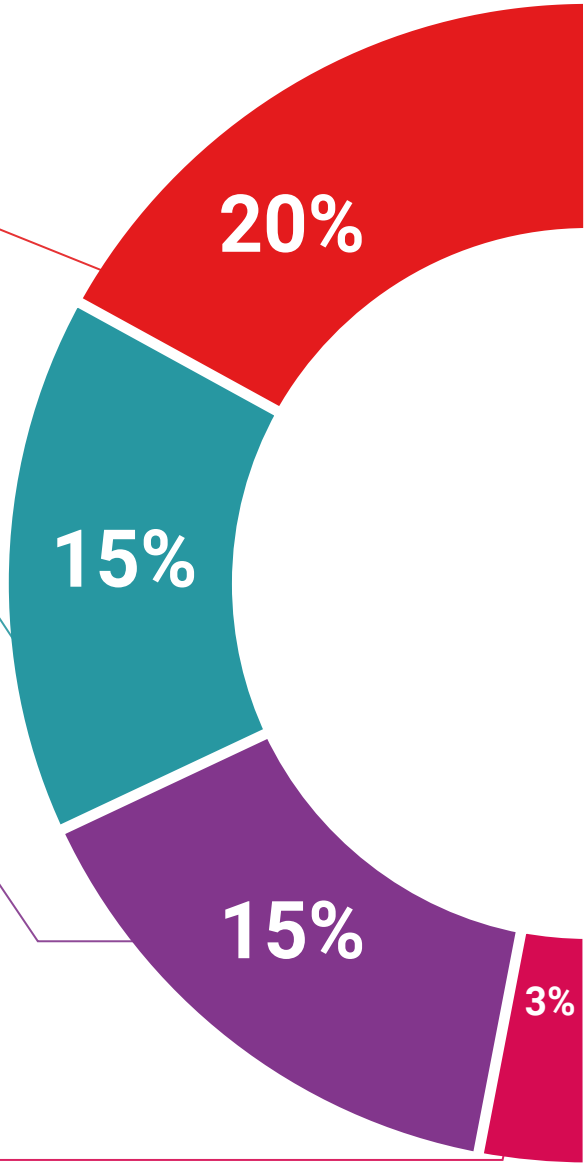
Interactive Summaries

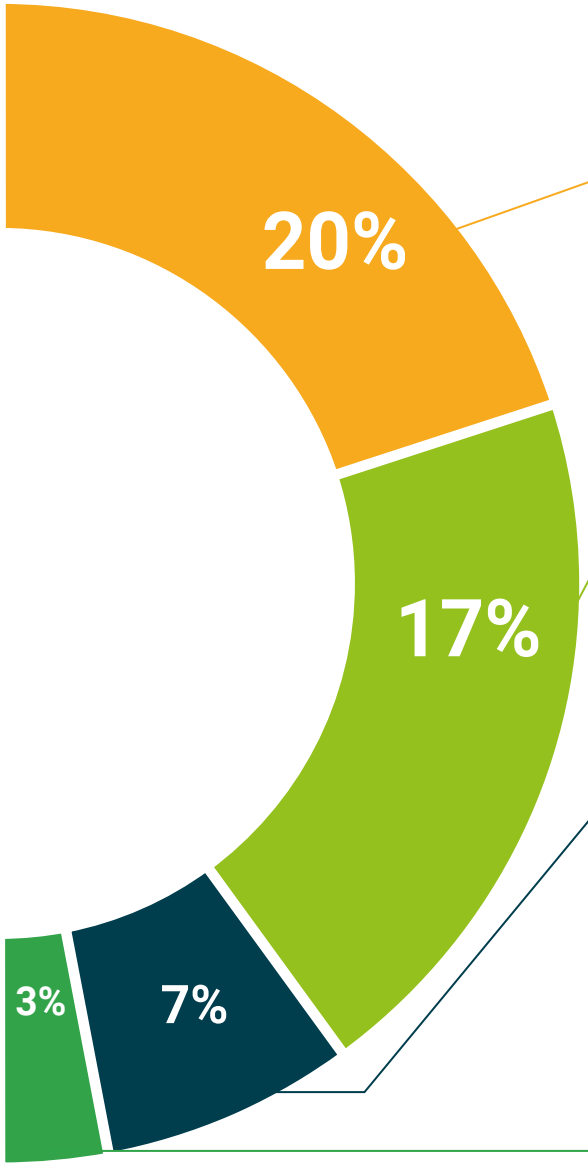
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 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 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 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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