Postgraduate Certificate
Humanitarian Action and International Development Cooperation

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Postgraduate Certificate

Humanitarian Action and International Development Cooperation

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/humanitarian-action-international-development-cooperation**

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01

Introduction

In recent decades, both the number of actors working in humanitarian action and the funds allocated to it have increased substantially, which makes it all the more necessary to promote basic education on this subject for all those working in this field and, more specifically, for teachers, who are indispensable professionals in promoting community development. Thanks to this program, you will acquire a complete and specific knowledge that will allow you to develop successfully in this field.

Teachers are invaluable workers in the field of international cooperation and humanitarian aid, contributing all their knowledge to promote the development of other countries"

Humanitarian Action is perhaps the best-known field within International Development Cooperation and, although often confused with charity, international aid and cooperation organizations have become increasingly important in recent decades.

Through this program, students will learn about the real work of humanitarian action, the objectives, ethical and operational principles, the actors involved and the challenges they face. In this way, they will be able to familiarize themselves with specific resources within the work of humanitarian action such as the office for the coordination of humanitarian affairs or the office of humanitarian action.

On the other hand, the treatment of images and information in the news related to international cooperation for development is a delicate subject that will also have a section of study in this Postgraduate Certificate. Therefore, we will try to provide clarity so that the student has as objective a vision as possible, taking into account that there is an ethics of images, since the media are an important weight as generators of thought.

The objective of TECH with the realization of this program is to prepare teaching professionals in the tasks of humanitarian aid, a work of great social significance that is essential in some countries of the world. In addition, this is a growing field, as more and more institutions are allocating resources to these charitable causes, so the demand for professionals has increased in recent years.

In addition, as this is a 100% online program, the teacher will be able to combine the study of this program with the rest of his 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 Humanitarian Action and International Development Cooperation** contains the most complete and up-to-date program on the market. The most important features include:

- Case studies presented by experts in international cooperation of the peoples of the world
- 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
- New developments on Humanitarian Action and International Development Cooperation
- Practical exercises where the self-assessment process can be carried out 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 Certificate is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Humanitarian Action and International Development Cooperation, you will obtain a Postgraduate Certificate from TECH Global 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.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will deliver an immersive learning experience, programmed to prepare 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, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Humanitarian Action and International Cooperation for Development.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

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

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 Certificate 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 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

- Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- Develop a global vision on the nature, perspective and objectives of development cooperation actions
- Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- Ability to understand in depth the context and nature of humanitarian aid actions
- Assess the process and final result of the different development cooperation projects
- 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

03

Course Management

The program includes in its faculty renowned to experts in International Development Cooperation, who contribute their work experience 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"

International Guest Director

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

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

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

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

Mr. Sasin, Piotr

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

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

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 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

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 in Political Leadership, both at UCM and in the Master 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 centers and universities in the country, aware of the current relevance of innovative education, and 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. Humanitarian Action and International Development Cooperation

1.1. Humanitarian Action
- 1.1.1. Introduction
- 1.1.2. What Is Humanitarian Action?
  - 1.1.2.1. Concepts/Definition
- 1.1.3. Definition of Humanitarian
- 1.1.4. What Is Humanitarian Aid for
- 1.1.5. Goals of Humanitarian Action
- 1.1.6. Beneficiaries of Humanitarian Action
- 1.1.7. The Concept of Aid
- 1.1.8. Emergency Aid
  - 1.1.8.1. Lines of Action for Emergency Aid
- 1.1.9. Humanitarian Aid
  - 1.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
- 1.1.10. Conclusions
- 1.1.11. Bibliography

1.2. Humanitarian Action and International Development Cooperation
- 1.2.1. Introduction
- 1.2.2. History of Humanitarian Action
  - 1.2.2.1. Modern Humanitarianism
  - 1.2.2.2. Evolution
- 1.2.3. Ethical and Operational Principles of Humanitarian Action
- 1.2.4. Humanitarian Principles
  - 1.2.4.1. Dilemmas that Contribute
- 1.2.5. Humanity
  - 1.2.5.1. Definitions and Dilemmas
- 1.2.6. Impartiality
  - 1.2.6.1. Definitions and Dilemmas
- 1.2.7. Neutrality
  - 1.2.7.1. Definitions and Dilemmas
- 1.2.8. Independence
  - 1.2.8.1. Definitions and Dilemmas
- 1.2.9. Universality
  - 1.2.9.1. Definitions and Dilemmas
- 1.2.10. Conclusions
- 1.2.11. Bibliography

1.3. Contents and Specific Objectives of Humanitarian Action (I)
- 1.3.1. Introduction
- 1.3.2. Humanitarian Action and Development Cooperation
  - 1.3.2.1. Classical Humanitarianism and New Humanitarianism
  - 1.3.2.2. Linking Emergency and Development
- 1.3.3. LRRD Approach
  - 1.3.3.1. Concept of *Continuum* and *Contiguum*
- 1.3.4. Humanitarian Action and LRRD
- 1.3.5. Preparedness, Mitigation and Prevention
- 1.3.6. Reducing Vulnerabilities and Strengthening Capacities
- 1.3.7. Bibliography

1.4. Contents and Specific Objectives of Humanitarian Action (II)
- 1.4.1. Victim Protection
  - 1.4.1.1. The Right to Asylum and Refuge
  - 1.4.1.2. Humanitarian Interference
- 1.4.2. International Supervision/Follow-Up of Compliance
- 1.4.3. Witnessing and Reporting Human Rights Violations
- 1.4.4. Lobbying of NGOs
  - 1.4.4.1. International Accompaniment and Presence
- 1.4.5. High-Level Political Action
- 1.4.6. Code of Conduct
- 1.4.7. ESFERA Project
  - 1.4.7.1. The Humanitarian Charter
  - 1.4.7.2. Minimum Standards
  - 1.4.7.3. The Essential Humanitarian Standard
  - 1.4.7.4. Assessment of Humanitarian Action
  - 1.4.7.5. Why Assess Humanitarian Action?
- 1.4.8. Bibliography

1.5. Stakeholders in Humanitarian Action
- 1.5.1. Introduction
- 1.5.2. What Are the Stakeholders in Humanitarian Action?
- 1.5.3. The Affected Population
- 1.5.4. The Affected Governments
- 1.5.5. NGOs
- 1.5.6. The International Red Cross and Red Crescent Movement
- 1.5.7. Donor Governments
- 1.5.8. UN Humanitarian Agencies
- 1.5.9. The European Union
- 1.5.10. Other Stakeholders:
  - 1.5.10.1. Private Sector Entities
  - 1.5.10.2. Media
  - 1.5.10.3. Military Forces
- 1.5.11. Bibliography

1.6. Main Challenges for Stakeholders and Humanitarian Action
- 1.6.1. Introduction
- 1.6.2. The World Humanitarian Summit
  - 1.6.2.1. The Agenda for Humanity
- 1.6.3. The Main Reasons to Look to the Future
- 1.6.4. Increase the Weight and Capacity of Local Stakeholders
  - 1.6.4.1. Charter for Change
- 1.6.5. Organizational Challenges for NGOs at the International Level
- 1.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
- 1.6.7. Bibliography

1.7. OCHA (The Office for the Coordination of Humanitarian Affairs)
- 1.7.1. Objectives
- 1.7.2. The United Nations
- 1.7.3. The UN and Humanitarian Action
- 1.7.4. The Office for the Coordination of Humanitarian Affairs (OCHA)
  - 1.7.4.1. The Origin of the OCHA
  - 1.7.4.2. The Evolution of OCHA
  - 1.7.4.3. The 2005 Humanitarian Reform
  - 1.7.4.4. The Cluster Approach
  - 1.7.4.5. OCHA's Coordination Tools
  - 1.7.4.6. The Mission of OCHA
  - 1.7.4.7. OCHA Strategic Plan 2018-2021
- 1.7.5. Bibliography

1.8. The Office for Humanitarian Action (OHA)
- 1.8.1. Objectives
- 1.8.4. AECID and the Office for Humanitarian Action (OHA)
- 1.8.5. The Office for Humanitarian Action (OHA)
  - 1.8.5.1. The Objectives and Functions of OHA
  - 1.8.5.2. OHA Financing
- 1.8.6. Bibliography

1.9. Comparative of Humanitarian Action Strategies for Development
- 1.9.1. Objectives
- 1.9.2. Introduction
  - 1.9.5.1. Objectives and Purpose of the START Project
  - 1.9.5.2. The START Project Team
- 1.9.3. Conclusions
- 1.9.4. Bibliography

Module 2. Social and Transformative Communication

2.1. Fundamentals of Communication
- 2.1.1. Introduction
- 2.1.2. What Is Communication?
  - 2.1.2.1. Concept and Definition
- 2.1.3. Objectives, Audiences and Messages
- 2.1.4. Right to Information and Communication
  - 2.1.4.1. Freedom of Speech
- 2.1.5. Access and Participation
- 2.1.6. Brief Overview of the Media According to Typology
  - 2.1.6.1. Written Press
  - 2.1.6.2. Radio
  - 2.1.6.3. Television
  - 2.1.6.4. Internet and Social Networks
- 2.1.7. Conclusions

2.2. Communication and Power in the Digital Age
- 2.2.1. What is Power?
  - 2.2.1.1. Power in the Global Era
- 2.2.2. Fake News, Control and Leaks
- 2.2.3. Publicly Owned Media
- 2.2.4. Commercial Media
  - 2.2.4.1. Large Conglomerates in Europe
  - 2.2.4.2. Large Conglomerates in Latin America
  - 2.2.4.3. Other Conglomerates
- 2.2.5. Alternative Media
  - 2.2.5.1. Current Trends
  - 2.2.5.2. The Problem of Financing
  - 2.2.5.3. Professional Journalism/Activist Journalism
- 2.2.6. Initiatives for the Democratization of Communication
  - 2.2.6.1. Examples in Europe
  - 2.2.6.2. Examples in Latin America
- 2.2.7. Conclusions

2.3. Communication and International Cooperation
- 2.3.1. Social Communication
  - 2.3.1.1. Concept
  - 2.3.1.2. Themes
- 2.3.2. Stakeholders: Associations and Research Centers
  - 2.3.2.1. Social Movements
- 2.3.3. Collaboration and Exchange Networks
- 2.3.4. Cooperation, Education for Social Transformation and Communication
  - 2.3.4.1. Types of Communication from NGDOs
- 2.3.5. Code of Conduct
  - 2.3.5.1. Social Marketing
- 2.3.6. Educommunication
- 2.3.7. Working with Alternative Media
- 2.3.8. Working with Publicly Owned Media and Commercial Media
- 2.3.9. Communication and Cooperation in Times of Crisis
  - 2.3.9.1. Technical and Labor Impacts
  - 2.3.9.2. Impacts on Social Movements
- 2.3.10. Tensions between Professional Journalism and Activist Journalism

2.4. Communication and Gender Equality
- 2.4.1. Introduction
- 2.4.2. Key Concepts
- 2.4.3. Women in the Media
  - 2.4.3.1. Representation and Visibility
- 2.4.4. Media Production and Decision Making
- 2.4.5. The Beijing Platform for Action (Chapter J)
- 2.4.6. Feminist Communication and Inclusive Language
  - 2.4.6.1. Basic Concepts
- 2.4.7. How to Identify and Avoid Stereotypes?
- 2.4.8. Guidelines, Best Practices
- 2.4.9. Examples of Initiatives
- 2.4.10. Conclusions

2.5. Communication and Sustainable Development
- 2.5.1. The Sustainable Development Goals (SDGs)
  - 2.5.1.1. Proposal and Limits
- 2.5.2. The Anthropocene
  - 2.5.2.1. Climate Change and Human Development
- 2.5.3. Communication about "Natural Disasters" from NGDOs
  - 2.5.3.1. Regular Coverage in the Mass Media
- 2.5.4. Advocacy Possibilities from NGDOs
- 2.5.5. Environmental Defenders in Latin America
  - 2.5.5.1. The Data: Threats and Deaths
- 2.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders?

2.6. Communication and Migrations
- 2.6.1. Introduction
- 2.6.2. Key Concepts and Data
- 2.6.3. Hate Speech and Its Foundations
  - 2.6.3.1. Dehumanization and Victimization
- 2.6.4. Necropolitics
- 2.6.5. Regular Coverage in the Mass Media
- 2.6.6. Social Networks, WhatsApp and Hoaxes
- 2.6.7. Advocacy Possibilities from NGDOs
  - 2.6.7.1. How to Recognize Prejudice?
  - 2.6.7.2. Overcoming Eurocentrism
- 2.6.8. Best Practices and Guidelines on Communication and Migration
- 2.6.9. Conclusions

2.7. Communication and Peace Building
- 2.7.1. Introduction
- 2.7.2. Peace Journalism vs. War Journalism
  - 2.7.2.1. Features
- 2.7.3. Brief Historical Review of Warmongering
- 2.7.4. Communication on Armed Conflicts and Peace Processes
- 2.7.5. Journalists in Armed Conflicts
- 2.7.6. Possibilities for NGDOs
  - 2.7.6.1. Shifting Our Focus to the Solution
- 2.7.7. Research and Guidelines

2.8. Educommunication for Walking
- 2.8.1. Introduction
- 2.8.2. Pedagogy and Popular Education
- 2.8.3. Media Literacy
- 2.8.4. Educommunication Projects
  - 2.8.4.1. Features
  - 2.8.4.2. Agents
- 2.8.5. Mainstreaming Communication for Social Change
  - 2.8.5.1. The Communication Component in Other Projects
- 2.8.6. The Importance of Internal Communication in NGDOs
- 2.8.7. Communication to Members and Collaborators
- 2.8.8. Conclusions

2.9. Digital Culture and Development NGOs
- 2.9.1. Introduction
- 2.9.2. Paradigm Shifts and New Spaces
  - 2.9.2.1. Characteristics and Main Agents and Networks
- 2.9.3. The Tyranny of the Click
- 2.9.4. The Imposition of Brevity
- 2.9.5. Citizen Participation in Digital Society
  - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
- 2.9.6. Promote the Participation of NGDOs in Digital Spaces
- 2.9.7. Indicators of Communication 2.0 in NGDOs
- 2.9.8. Conclusions

2.10. In Practice
- 2.10.1. Introduction
- 2.10.2. Elaboration of Organizational Communication Plans
  - 2.10.2.1. Communication Plan Introduction
- 2.10.3. Project and Action Communication Plans
- 2.10.4. Basic Contents and Common Errors in Web Pages
- 2.10.5. Social Media Publishing Plans
- 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
- 2.10.7. Subject, Verb and Predicate
  - 2.10.7.1. Recalling Notions
- 2.10.8. Conclusions

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

05

Methodology

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

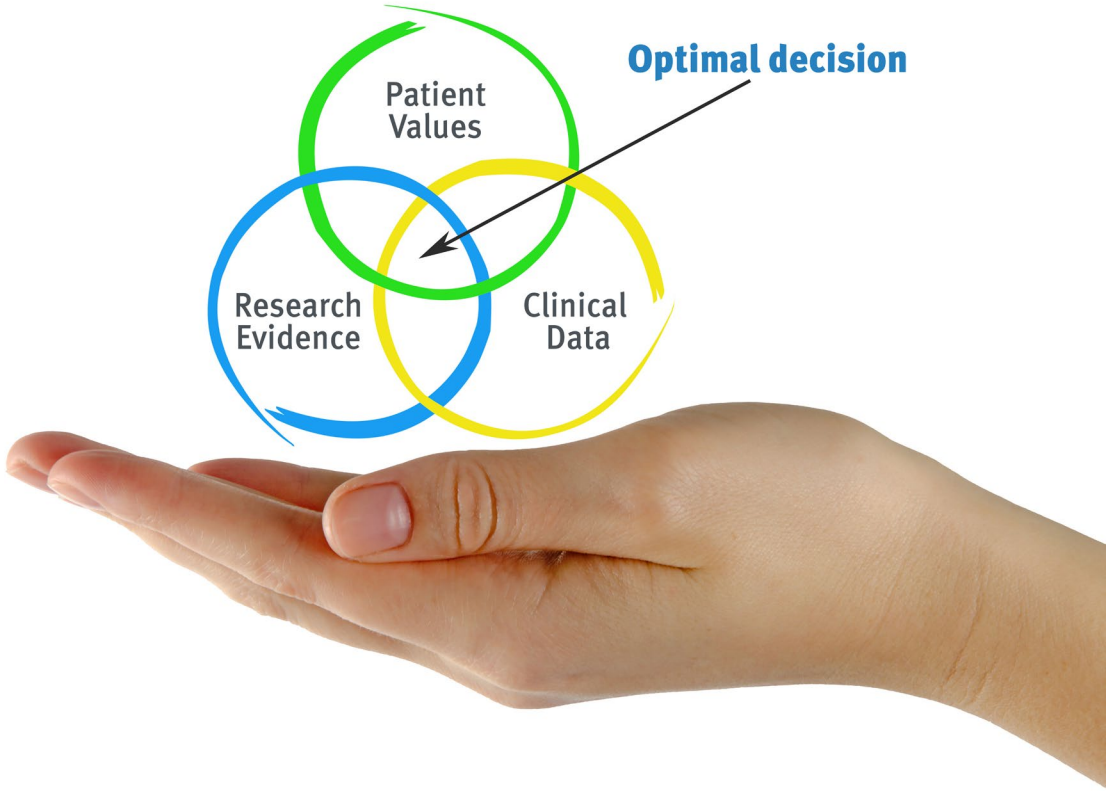
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

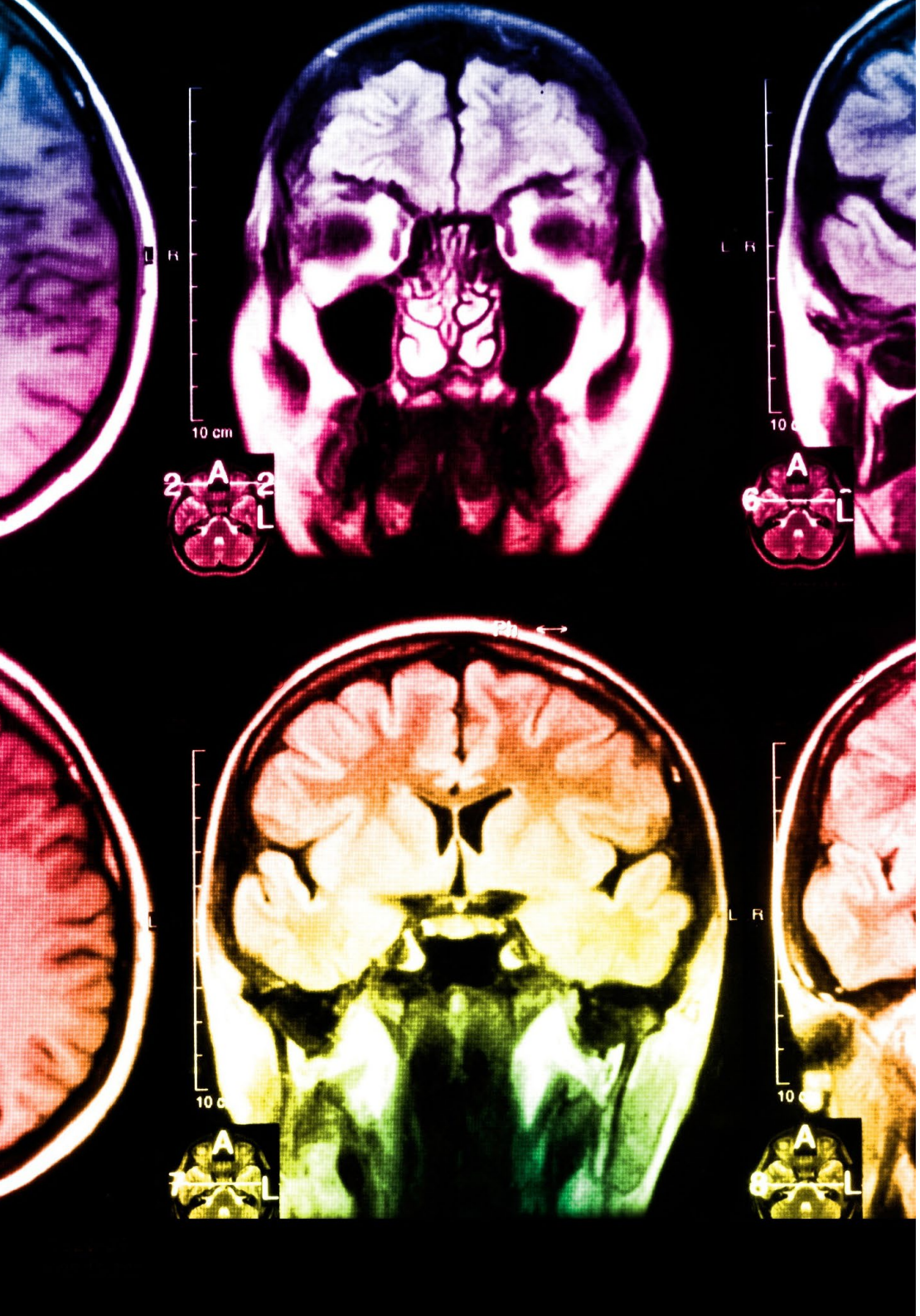
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 adapted in 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, students can watch them as many times as they want.

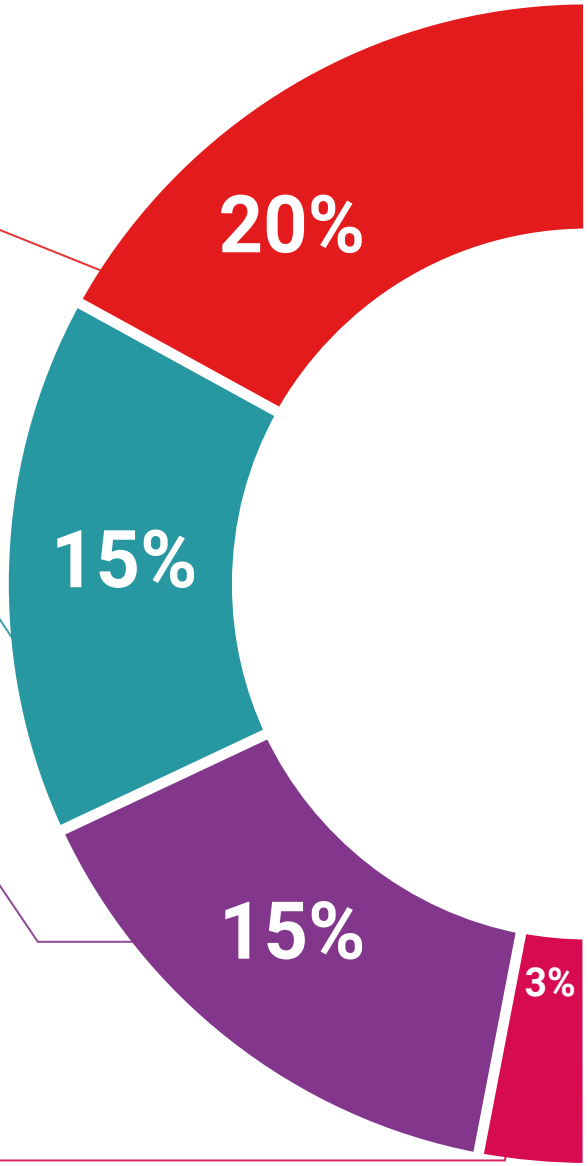
Interactive Summaries

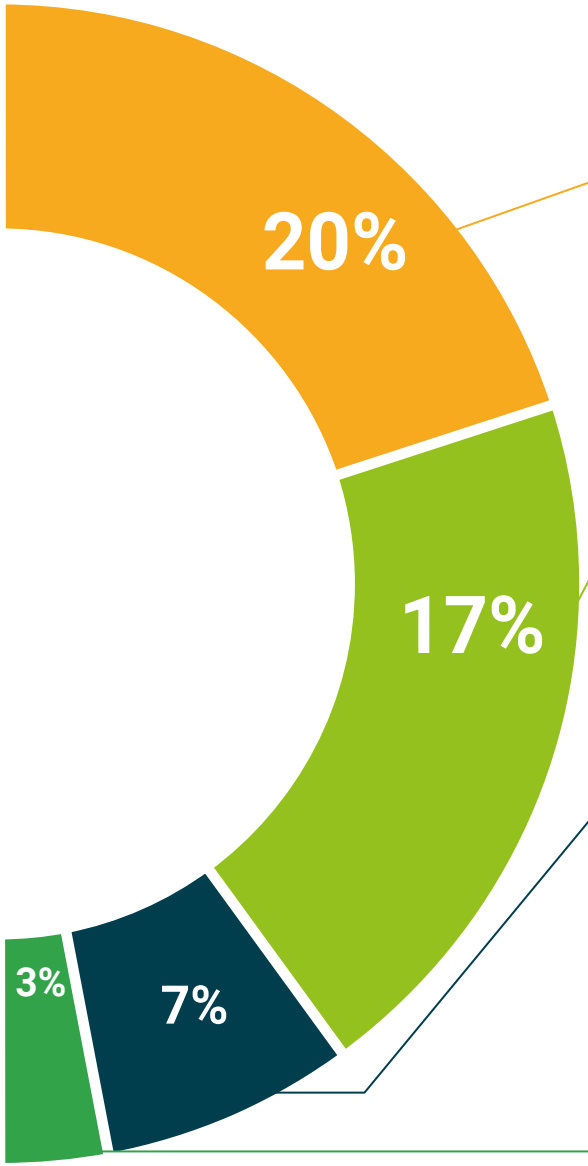
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

The Postgraduate Certificate in Humanitarian Action and International Development Cooperation guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Certificate in Humanitarian Action and International Development Cooperation** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Humanitarian Action and International Development Cooperation**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Humanitarian Action and International Development Cooperation

This is a program of 360 hours of duration equivalent to 12 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Certificate

Humanitarian Action and International Development Cooperation

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Credits: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate
Humanitarian Action and International Development Cooperation

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