Postgraduate Certificate

Education for Human and Sustainable Development

tech global university

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Postgraduate Certificate
Education for Human and Sustainable Development

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

Website: www.techtitute.com/us/humanities/postgraduate-certificate/education-human-sustainable-development

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01

Introduction

Education for Human and Sustainable Development must be holistic and inclusive, addressing not only the cognitive dimension, but also the emotional and social dimension of learning. If individuals do not have the proper educational process, the social transformation that society is experiencing today would be interrupted, therefore specialized actors are required to tutor it. This is why this program is highly valuable for the Humanities professional in order to examine the objectives of Education for Development and the appropriate intervention strategies. It will also cover the framework for action on environmental issues. All this in an attractive online format.

A Postgraduate Certificate with which you will ensure the promotion of education as an indispensablev factor in Human and Sustainable Development"

Education for Human and Sustainable Development is a critical component of international cooperation. It enables local communities to understand the challenges and objectives of projects and action programs, promoting the adoption of sustainable practices and fostering the creation of fairer and more equitable societies.

Without the presence of the educational factor, initiatives in International Development Cooperation tend to be less effective and sustainable in the long term, which is why it is crucial to promote it. Humanities professionals will be able to do this with the greatest guarantees thanks to this refresher course, which will enable them to lead these processes by mastering the most advanced strategies.

For this reason, students will first delve into the modalities and instruments of International Cooperation for Development, and then explore the challenges presented by Education in the field of Sustainable Development. In this sense, the foundations for social transformation will be established, as well as the methods of pragmatic evaluation.

With this extensive specialization, the student will be in a position to boost their professional career, which should not be sacrificed at any time during the academic development thanks to its online nature. In fact, leading experts in Education for Human and Sustainable Development will provide the most innovative content on the Virtual Campus.

It should be noted that the program will include detailed Masterclasses given by prestigious International Guest Directors.

This **Postgraduate Certificate in Education for Human and Sustainable Development** 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 Education for Human and Sustainable Development.
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Renowned International Guest Directors will offer a series of innovative Masterclasses to address the latest trends in Education for Human and Sustainable Development"

You will define the main instruments and modalities of International Cooperation for Development based on the most updated contents"

In only 360 hours and with prestigious experts at your disposal, you will master the most advanced concepts on economic, social and sustainable growth.

You will delve into each and every one of the keys to Sustainable Development in accordance with the 2030 Agenda of the United Nations.

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

02

Objectives

The design of this Postgraduate Certificate has been made paying special attention to the employability of the student. In this way, a series of objectives have been proposed that will allow the Humanities professional to enhance the participation in the global society of the target communities of the development programs based on Education. To this end, students will have at their complete disposal advanced theoretical and practical tools through which they will carry out extremely useful case analyses, in addition to benefiting from interactive schemes that will synthesize the ideas.

TECH's goal is to make you the professional who empowers participation in the global society of communities targeted by education-based development programs"

General Objectives

- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity 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

You will be brought up to date in Education for Human and Sustainable Development favoring networking with other entities of the International Cooperation for Development"

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 the different members that make it up
- Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- Analyze and understand global initiatives to fight poverty

03

Course Management

An area that arouses as much interest in the Humanities as Education for Human and Sustainable Development requires the best experts in this field to teach the program. And TECH Global University has taken care of it by betting on a faculty with extensive experience in International Cooperation for Development. In this sense, within the multidisciplinary profile of this teaching team are prestigious educators who have participated in development programs in different countries.

Educators who have been key players in development programs in different countries will answer any questions you may have throughout the Postgraduate Certificate"

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**. In fact, 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**.

Finally, 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 from the University of Warsaw in **Poland**. In this way, 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 ***Terre des Hommes*** Foundation
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- Bachelor's Degree in Ethnology and Anthropological Culture from the 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

- Advisor for Management and Cooperation in Latin America and the Caribbean at the SAICD
- Director of the Studies Office of the INEM Directorate
- Head of Education, Strategic Planning and Coordinator of Knowledge Networks at the SAICD
- Bachelor's 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

Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Development Interventions
- General Coordinator of the Spanish Cooperation in the Dominican Republic
- General Coordinator of the Spanish Cooperation in Mexico
- Bachelor's 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

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 Ibero-America
- Director of the CFCE in Montevideo
- Bachelor's 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
- Master of Science in Corporate Social Responsibility from the Pontifical University of Salamanca
- Master of Science in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, University Institute of Development and Cooperation, Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture at OEI

Dr. Ramos Rollón, Marisa

- Specialist in public policies and institutions in Latin America and in democratic governance and development policies
- Coordinator of the Democratic Governance area in the Eurosocial+ program
- Head Professor of Political Science at UCM
- Head of the Democratic Governance sector at the Spanish Agency for International Cooperation
- Head Professor of Political Science at the University of Salamanca
- Advisor on Development Cooperation issues to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Doctorate in Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor's Degree in Political Science with specialization in International Relations and Latin American Studies from the Complutense University of Madrid

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

03

Structure and Content

Humanities professionals place high expectations on programs that address Education for Human and Sustainable Development. TECH Global University is aware of this, which is why, in collaboration with the experts on the teaching staff, it has designed this syllabus with a focus on the practicality and usefulness of each of the concepts on the curriculum. In this line, all the elements that students will study in depth will be very present throughout their professional career once they finish the Postgraduate Certificate.

Enroll now to become part of a global community on Education for Human and Sustainable Development that will be of great value in your professional career"

Module 1. International Development Cooperation

1.1. International Development Cooperation
- 1.1.1. Introduction
- 1.1.2. What Is International Development Cooperation?
- 1.1.3. Objectives and Purpose of International Development Cooperation
- 1.1.4. Goals of the Spanish International Development Cooperation BORRAR
- 1.1.5. Evolution of the Spanish International Development Cooperation BORRAR
- 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 Cooperation
  - 1.2.2.2. Development Education
  - 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 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. According to 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 BORRAR
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 BORRAR
1.6.6. AECID and Humanitarian Action BORRAR
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 BORRAR
1.7.7. Priority Equality Goals in International Development Cooperation
1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation BORRAR
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 that the Human Rights Approach Contributes to the 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. Education for Human and Sustainable Development

2.1. Education for Human and Sustainable Development
2.1.1. Introduction
2.1.2. Economic, Social and Sustainable Growth
2.1.3. Sustainable Development, Sustainability and Education
2.1.4. Education on Sustainable Development and Education for Sustainable Development
2.1.4.1. Main Differences
2.1.4.2. Sustainability
2.1.4.3. Sustainable Development
2.1.5. Education for Sustainable Development (ESD)
2.1.6. Bibliography
2.2. Development Education and Its Evolution
2.2.1. Introduction
2.2.2. Development Education Goals
2.2.2.1. Purpose of Development Education Activities
2.2.2.2. Purpose of Development Education
2.2.3. Dimensions of Development Education
2.2.4. The History of Development Education
2.2.5. Redirect Education
2.2.6. Guidelines for Sustainable Development
2.2.7. Exercises to Introduce the Concept of Sustainable Development
2.2.7.1. Take Everything Today or Everyone Always Takes Something I
2.2.7.2. Take Everything Today or Everyone Always Takes Something II
2.2.7.3. Observations on the Game: Take Everything Today or Everyone Always Takes Something
2.2.8. Bibliography
2.3. Development Education Intervention Strategies
2.3.1. Formal, Non-Formal and Informal Education
2.3.2. Redirect Education
2.3.3. Issues in Education for Sustainable Development
2.3.4. Guidelines for Sustainable Development
2.3.5. Problems
2.3.6. Framework for Teaching or Discussing Environmental Issues
2.3.7. Skills
2.3.8. Perspectives
2.3.9. Bibliography
2.4. Challenges of Development Education in Spain and in the World BORRAR
2.4.1. Introduction
2.4.2. Components of ESD (Education for Sustainable Development)
2.4.2.1. Values
2.4.3. Challenges and Barriers for ESD
2.4.3.1. Challenges Faced by ESD
2.4.4. Bibliography
2.5. Education, Participation and Social Transformation
2.5.1. Introduction
2.5.1.1. The Administration During Change
2.5.2. Process to Generate Change
2.5.2.1. Make the Decision to Act
2.5.2.2. Support Your Decision with a Reason
2.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
2.5.2.4. Prepare Final and Intermediate Goals
2.5.2.5. Establish Programmatic Assessment Methods and Responsibilities
2.5.2.6. Review and Revise Final and Interim Goals
2.5.2.7. Rewards and Celebrations
2.5.3. Exercises to Create Community Sustainability Goals through Public Participation
2.5.3.1. Know Your Neighbors
2.5.3.2. Generate Consensus
2.5.3.3. Your Community through a Sustainability Lens
2.5.4. Bibliography

2.6. Stakeholders of Development Education
- 2.6.1. Introduction
- 2.6.2. Stakeholders: General State Administration BORRAR
- 2.6.3. Actors BORRAR Ministry of Foreign Affairs and Cooperation: BORRAR Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC) **BORRAR**
- 2.6.4. Stakeholders: BORRAR Ministry of Education and Science BORRAR
- 2.6.5. Other Ministries: BORRAR
- 2.6.6. Cooperation Council
- 2.6.7. NGDO
- 2.6.8. Stakeholders: BORRAR Coordination of Non-Governmental Development Organizations of Spain (CONGDE) BORRAR
- 2.6.9. Stakeholders: In Europe
- 2.6.10 Other Stakeholders
  - 2.6.10.1. Media
  - 2.6.10.2. Networks, Associations and Social Movements
- 2.6.11. Actors: Universities
- 2.6.12.. Bibliography

2.7. Education for Development in the Formal, Non-Formal and Informal Spheres
- 2.7.1. Redirecting Existing Education
  - 2.7.1.1. Points to Consider
  - 2.7.1.2. Education as a Great Hope for a Sustainable Future
- 2.7.2. The Story of Professor Mafalda
  - 2.7.2.1. Context
  - 2.7.2.2. Structure
  - 2.7.2.3. Attributes of Global Citizenship
  - 2.7.2.4. Practical Recommendations According to Some Determining Factors
- 2.7.3. Bibliography

2.8. Comparative Development Education Strategy of Cooperation
- 2.8.1. Introduction
- 2.8.2. Concept of Non-Formal Education
- 2.8.3. Development Education Activities in Non-Formal Education
- 2.8.4. Informal Education
- 2.8.5. Areas in Informal Education
  - 2.8.5.1. Media
  - 2.8.5.2. Advocacy Awareness Campaigns
  - 2.8.5.3. Studies, Research and Publications
  - 2.8.5.4. Internet and Social Networks
- 2.8.6. Recommendations
- 2.8.7. Bibliography

2.9. Education for Development. Action Areas According to the Cooperation Master Plan
- 2.9.1. Introduction
- 2.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation BORRAR
- 2.9.3. Objectives of the Master Plan for Development Education
- 2.9.4. Sectoral Strategies of the Master Plan for Development Education
  - 2.9.4.1. PAS
  - 2.9.4.2. Strategies
- 2.9.5. AECID's Strategic Lines for Development Education
- 2.9.6. Generation of Global Citizenship on Social Networks
- 2.9.7. Bibliography

2.10. Development Education Projects Worldwide
- 2.10.1. Introduction
- 2.10.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
  - 2.10.2.1. What Is This Project Based On?
  - 2.10.2.2. Project Objectives
  - 2.10.2.3. Local Currency as the Backbone of the Project
  - 2.10.2.4. Examples in Spain BORRAR
  - 2.10.2.5. Examples in Europe
  - 2.10.2.6. Two Formats
  - 2.10.2.7. Currency to Support Local Commerce
  - 2.10.2.8. Currency to Favor Local Commerce
  - 2.10.2.9. Solidarity Currency
  - 2.10.2.10. Fair Currency
  - 2.10.2.11. Participatory Process
- 2.10.3. Bibliography

04

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

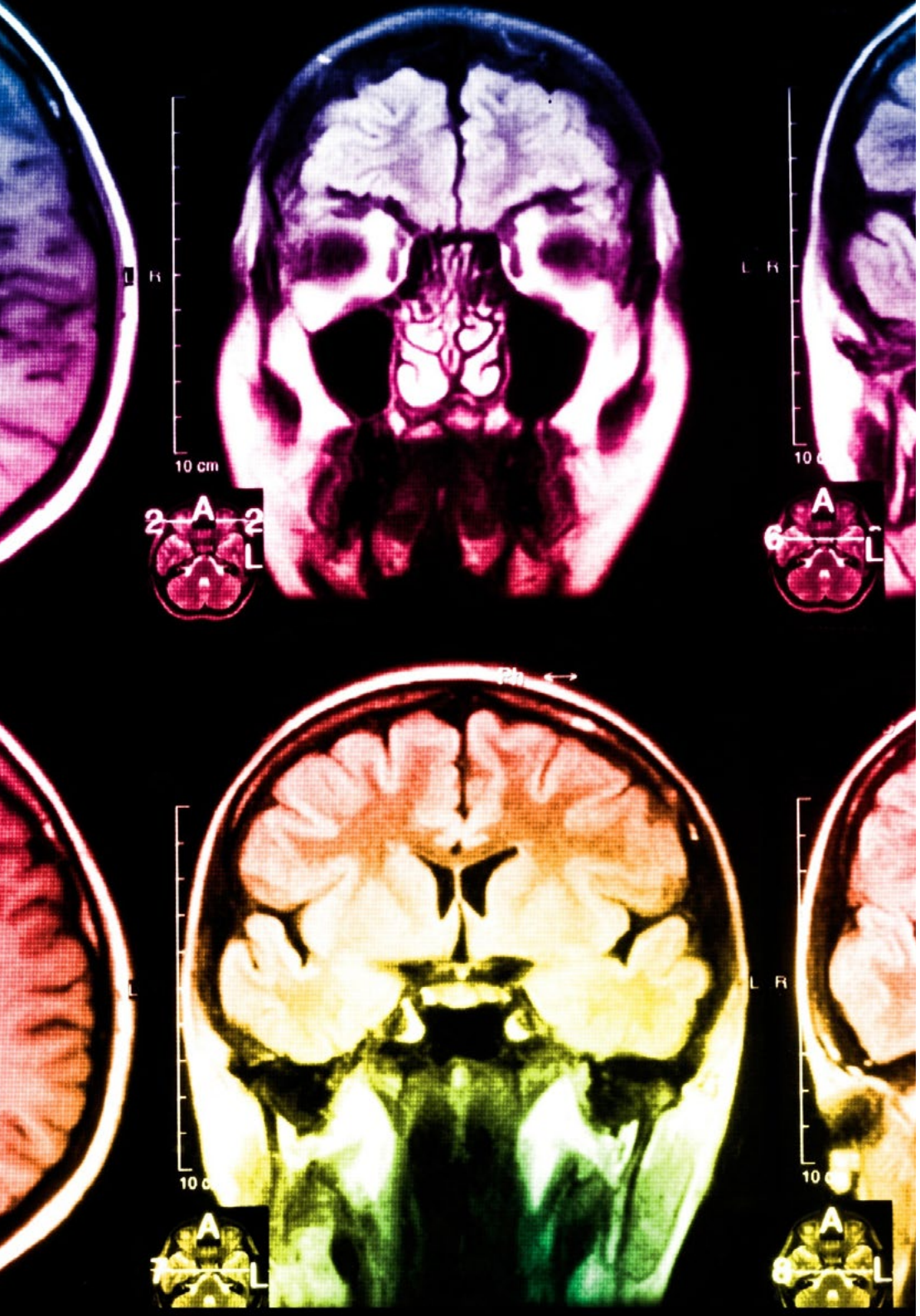
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

> *The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

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 assess 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.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

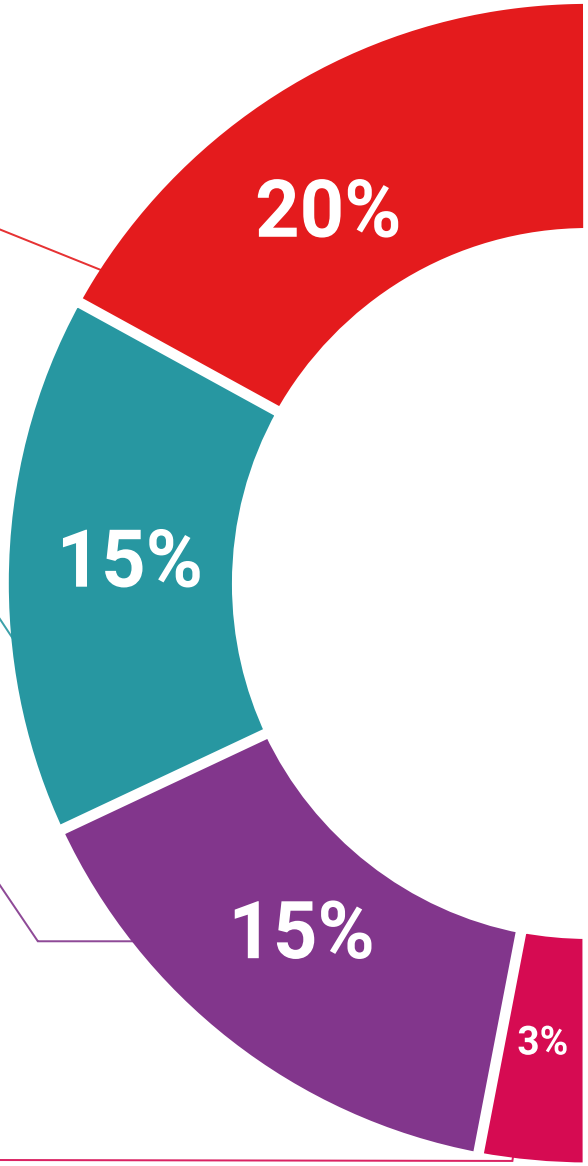
Interactive Summaries

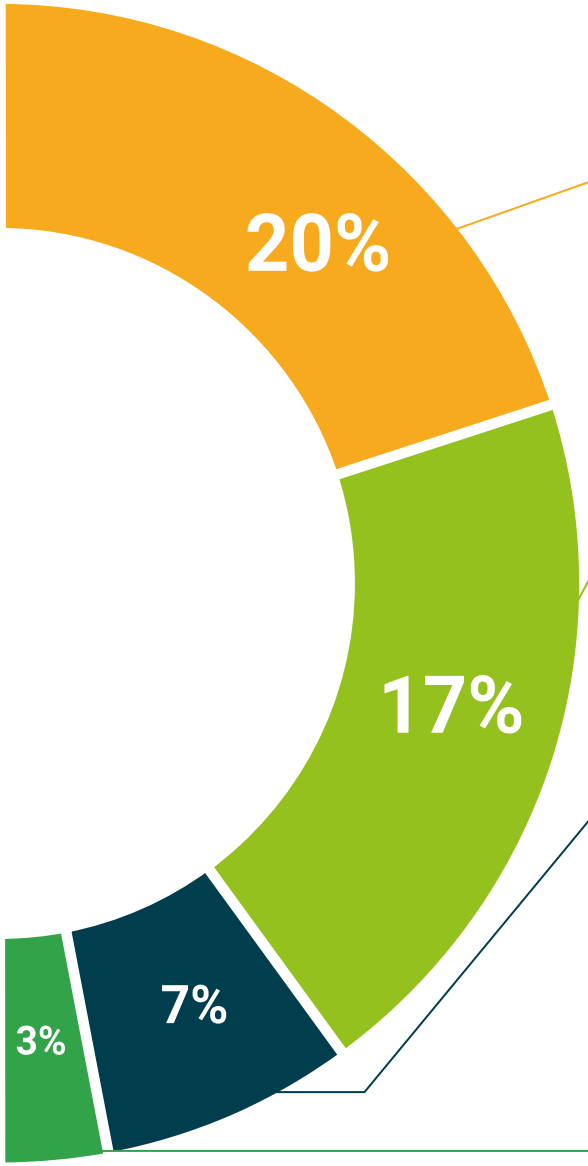
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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.

05

Certificate

The Postgraduate Certificate in Education for Human and Sustainable Development guarantees, in addition to the most rigorous and updated knowledge, access to a Postgraduate Certificate issued by TECH Global University

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

This private qualification will allow you to obtain a **Postgraduate Certificate in Education for Human and Sustainable Development** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Education for Human and Sustainable Development**

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 Education for Human and Sustainable Development

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

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

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

Dr. Pedro Navarro Illana
Dean

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

Education for Human and Sustainable Development

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

Postgraduate Certificate

Education for Human and Sustainable Development

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