

# Postgraduate Certificate

Humanitarian Action and International  
Development Cooperation



## 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.techtute.com/us/humanities/postgraduate-certificate/humanitarian-action-international-development-cooperation](http://www.techtute.com/us/humanities/postgraduate-certificate/humanitarian-action-international-development-cooperation)

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# 01

# Introduction

It is essential to ensure universal access to basic services such as food, water, sanitation and health care. Communities that cannot access them, whether due to a political, natural or economic crisis, find themselves in a situation of extreme vulnerability. All the more reason for Humanitarian Action and International Development Cooperation efforts to be boosted, and Humanities professionals can play a key role with this program. With it, they will analyze the lines of action of emergency aid and strategies to reduce vulnerability, reinforcing the individuals' capacities. Always with a guaranteeing approach to Human Rights, this program is an opportunity to update your knowledge in a 100% online way.







*With this postgraduate certificate you will master with solvency every key of the Humanitarian Action in the framework of the International Development Cooperation”*

Coordination between humanitarian agencies and actors on the field is essential to preserve the well-being of vulnerable communities. In crisis situations, there are multiple actors involved, such as NGOs, UN agencies, religious or community-based organizations, each with their own agendas and approaches. Humanitarian responses must also take into account the long-term sustainability and resilience of the affected regions, which may require innovative approaches that address the underlying causes of the crisis.

Precisely, the postgraduate certificate in Humanitarian Action and International Development Cooperation addresses this area through cutting-edge strategies, being a fantastic opportunity for the Humanities professional to update their knowledge. In this sense, you will delve into the context and nature of humanitarian aid actions to develop a global vision of the perspective and objectives of International Development Cooperation programs. Likewise, emphasis will be placed on Social Communication as a transforming element of the communities.

Undoubtedly, a high-value specialization that will open the doors to excel in an area of great potential such as Humanitarian Action and International Development Cooperation. In this way, a referent teaching team in this subject will design the most advanced contents with all the keys that the students need. These resources will remain hosted in the Virtual Campus, a platform from where they can be downloaded and consulted at any time.

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:

- ♦ The development of case studies presented by experts in Humanitarian Action and International Development Cooperation
- ♦ 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 the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions for experts, discussion forums on controversial issues and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*This is your opportunity to ensure the protection of victims during Humanitarian Action with the most up to date tools"*

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*A complete qualification that will make the difference between Humanitarian Aid and Humanitarian Action”*

*You will benefit from an advanced methodology promoted by TECH at international level so that you can work as a social communicator in International Cooperation for Development with all the guarantees: Relearning.*

*You will promote the Right to Information and Freedom of Speech in vulnerable communities.*

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious 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 provide an immersive education programmed to learn in real situations.

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



# 02

## Objectives

This Postgraduate Certificate is based on a balanced theoretical and practical learning in order to facilitate the student's ability in a competence area such as Humanitarian Action and International Development Cooperation. In this way, students will develop advanced strategies and tools through which they will be able to lead processes aimed at covering the basic needs of citizens in vulnerable regions. You will benefit from the most up-to-date vision on this subject that you will find in the market.





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*The objectives of the program will specialize you in advanced management of the processes of formulation, monitoring and evaluation of Humanitarian Actions"*



## General Objectives

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- ♦ 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 is the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of International Law



*You will be a referent in contributing to the democratization of communication in developing countries"*





## Specific Objectives

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- ♦ 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
- ♦ Know 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
- ♦ Evaluate 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

As usual in each program, TECH has relied on leading experts to teach this Postgraduate Certificate. This teaching team has an extensive professional background in the area of International Cooperation for Development, acting from different fields. Therefore, they give the program a multidisciplinary approach that will play in favor of the student to handle the different perspectives of Humanitarian Action or Social Communication.



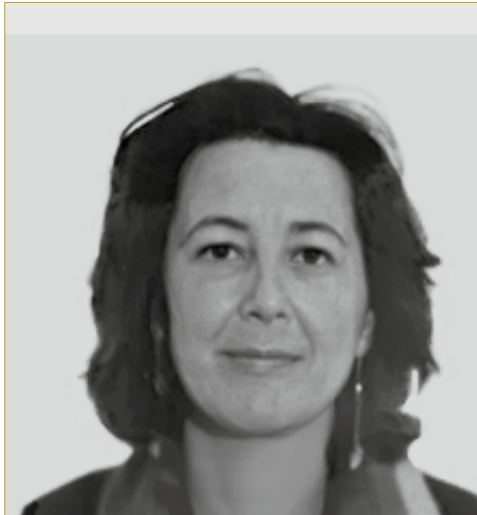




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*Your references in the Postgraduate Certificate will be prestigious professors who have participated in large projects of International Cooperation for Development from different fields”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ 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



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## Professors

### 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 and European Union Delegated Cooperation

### Dr. 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

### 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
- ♦ Postgraduate Certificate 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
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)

### 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. 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

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



# 04

## Structure and Content

The syllabus of this Postgraduate Certificate has been designed based on a duration of 360 hours. However, it will not be necessary for students to adhere to specific study schedules, as they will be able to manage them at their own convenience so that they do not interfere with their professional activity. To this end, from the very first day, all the educational contents will be available 24 hours a day, complemented by videos, interactive diagrams, master classes or self-assessment exercises.





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*This syllabus adapts to your needs so that you can access the latest advances in Humanitarian Action and International Development Cooperation with just a device with an Internet connection"*



## 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. Definition 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 Contiguuum
  - 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/monitoring of compliance
  - 1.4.3. Testimony 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. 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
  - 1.8.2. Spanish Agency for International Development Cooperation (AECID)
  - 1.8.3. Spanish Humanitarian Action
  - 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
  - 1.9.3. Spain's Participation in the World Humanitarian Summit
    - 1.9.3.1 Summit Trends for AECID's Office of Humanitarian Action
  - 1.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
  - 1.9.5. The START (Spanish Technical Aid Response Team) Project
    - 1.9.5.1. Objectives and Purpose of the START Project
    - 1.9.5.2. The START Project Team
  - 1.9.6. Conclusions
  - 1.9.7. 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. Televisión
    - 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. Evolution of the Alternative Media in the Spanish State
    - 2.2.5.2. Current Trends
    - 2.2.5.3. The Problem of Financing
    - 2.2.5.4. 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 NGOs
  - 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 NGOs
    - 2.5.3.1. Regular Coverage in the Mass Media
  - 2.5.4. Advocacy Possibilities from NGOs
  - 2.5.5. Environmental Defenders in Latin America
    - 2.5.5.1. The Data: Threats and Deaths
  - 2.5.6. How Can NGOs 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 NGOs
    - 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 NGOs
    - 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 NGOs
  - 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 NGOs in Digital Spaces
  - 2.9.7. Indicators of Communication 2.0 in NGOs
  - 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



05

# 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"*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*





*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## 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.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.





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.



#### 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.



#### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### 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.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### 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".



#### 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.



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.





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*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**



\*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.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



**Postgraduate 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