# Postgraduate Diploma

## Human and Sustainable Development

tech technological university

tech technological university

# Postgraduate Diploma
## Human and Sustainable Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/in/humanities/postgraduate-diploma/postgraduate-diploma-human-sustainable-development

# Index


01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 28

06 Certificate p. 36

01

# Introduction

Promoting Sustainable Development through International Development Cooperation involves overcoming a complex and multifaceted set of challenges. Coordinated policies and programs, adequate resources and effective multi-stakeholder partnerships are needed to address social and environmental challenges in a comprehensive and effective manner And this is where the Humanities professional can play a major role, with this program being a unique opportunity for updating. In this sense, you will gain valuable specialization in actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them. By deepening in the existing instruments of Cooperation, the student will be able to develop this preparation from any place with innovative contents.

*Get updated on Human and Sustainable Development to make any International Development Cooperation project a success"*

The lack of coordination and coherence among donors and global organizations poses a challenge for International Cooperation in Sustainable Development. Different perspectives and priorities can result in fragmented policies and disjointed approaches that fail to address the challenges in this field, to the detriment of the target communities. Similarly, it is important to involve multiple stakeholders, including the private sector and civil society, in order to achieve partnerships that make it possible to achieve the goals set.

That is why International Cooperation for Development requires professionals to lead a change thanks to the most innovative strategies to promote Human and Sustainable Development. Therefore, this Postgraduate Diploma is positioned as a fantastic solution to enhance these elements within the framework of development projects. In fact, it will enable the Humanities professional to manage with great skill when it comes to contributing to the creation of empowerment processes and spaces for active democratic participation for groups such as children. This will result in policy and decision-making model transformations that are geared towards more prosperous, sustainable and equitable societies.

This valuable specialization will provide students with all the facilities they can imagine thanks to its convenient online format. Moreover, you won't even have to stick to predetermined study hours, as you can manage your academic time as you see fit, according to your personalobligations. You will also benefit from the experience of prestigious experts in Human and Sustainable Development through their lessons, available 24 hours a day on the Virtual Campus.

This **Postgraduate Diploma in 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 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
- The practical exercises where the self-evaluation process can be carried out 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

*Lead the global change in International Development Cooperation that is seeking to create more prosperous, sustainable and equitable societies"*

*Benefit from an internationally recognized educational methodology that provides you with the most advanced digital resources on Human and Sustainable Development in the Virtual Campus"*

*Create empowerment processes and spaces for active democratic participation for groups such as children.*

*Design actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them.*

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

02

# Objectives

The values inherent to Human and Sustainable Development have become a Sine Qua Non requirement in the design of any International Development Cooperation initiative. With greater reason, TECH Technological University has enhanced this approach in this Postgraduate Diploma, which will provide students with the most advanced and current tools that allow them to create actions and programs that involve the entire community. And always based on a global perspective to obtain the most comprehensive vision possible on how different actors globally are fighting against Poverty.

*Achieve the objectives of the program and promote networking with other International Cooperation entities, achieving a greater impact on development actions"*

## General Objectives

- Provide students with advanced training in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the competencies and skills 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

*Want to examine in detail how different actors worldwide are fighting Poverty? All you have to do is enroll!"*

## Specific Objectives

### Module 1. People's Development: Introduction and Challenges

- Understanding the importance of Peoples' Development
- Become aware of the actors involved in development, why and its consequences
- Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Familiarize the student with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc., meet their goals and objectives
- Know the basic theories of development in its economic, social, cultural and political aspects

### Module 2. International Development Cooperation

- 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

### Module 3. Education for Human and Sustainable Development

- 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

### Module 4. Humanitarian Action and International Development Cooperation

- 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

03

# Course Management

TECH Technological University has opted for a teaching staff with a strong professional background so that even the highest expectations of students are met. Not surprisingly, prestigious experts, who have participated in relevant projects of International Cooperation for Development around the world, have overturned all the keys that have made them stand out in the academic materials that the student will access in the Virtual Campus.

*Excel in the area of Human and Sustainable Development thanks to the keys that will provide you with a reference teaching team in the framework of International Cooperation"*

## 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

## Professors

### 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. 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. Flórez Gómez, Mercedes

- Specialist in International Cooperation in Iberoamerica
- Director of the CFCE in Montevideo
- Degree in Geography and History from the Complutense University of Madrid
- Advanced Diploma in South Cooperation
- Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- MSc in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- Education, Science and Culture by the OEI

### 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 Democratic Governance department in the Eurosocial program
- Full Professor of Political Science at UCM
- Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- Professor of Political Science at the University of Salamanca
- Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor´s Degree in Political Science with a major in International Relations and Latin American Studies from UCM

### Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Interventions for Development
- General Coordinator of the Spanish Cooperation in the Dominican Republic
- General Coordinator of the Spanish Cooperation in Mexico
- Degree in Biology with a major in Zoology and a minor in Animal Ecology
- Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc

04

# Structure and Content

The syllabus of the Postgraduate Diplomahas been designed on the basis of a duration of 600 hours that the student will distribute in his own academic time. In fact, it will be positioned at the center of an individualized educational itinerary in which each of the concepts of Human and Sustainable  Development will be deepened in a repeated and directed way based on videos, interactive diagrams and other resources. This is known as  *Relearning* and increases the efficiency of the student's academic experience, which also enhances their critical spirit.

*Specialize from anywhere through an individualized educational itinerary on Human and Sustainable Development condensed into 600 hours"*

## **Module 1.** People's Development: Introduction and Challenges

1.1. Development
- 1.1.1. Introduction
- 1.1.2. What Is Meant by Development?
- 1.1.3. Sociological Theories for Development
  - 1.1.3.1. Development through Modernization
  - 1.1.3.2. Development through Dependency
  - 1.1.3.3. Neoinstitutional Development Theory
  - 1.1.3.4. Development through Democracy
  - 1.1.3.5. Theory of Development through Cultural Identity
- 1.1.4. Stakeholders Involved in Development
  - 1.1.4.1. According to its channeling
  - 1.1.4.2. According to their Shape
- 1.1.5. Poor or Impoverished Countries
  - 1.1.5.1. What Is Meant by "Impoverished"?
- 1.1.6. Economic, Social and Sustainable Development
- 1.1.7. UNDP
- 1.1.8. Bibliography

1.2. Power, Dynamics and Actors in the International Society
- 1.2.1. Introduction
- 1.2.2. Power Elements
- 1.2.3. The International Society
- 1.2.4. International Society Models
  - 1.2.4.1. Static
  - 1.2.4.2. Dynamic
  - 1.2.4.3. Global
- 1.2.5. Characteristics of the International Society
  - 1.2.5.1. It Is a Global Benchmark Company
  - 1.2.5.2. It Is Distinct from the Interstate Society
  - 1.2.5.3. International Society Requires a Relational Dimension
  - 1.2.5.4. International Society Enjoys a Common Order
- 1.2.6. Social Structure of the Society
- 1.2.7. International Society Structure
  - 1.2.7.1. Spatial Extension
  - 1.2.7.2. Structural Diversity
  - 1.2.7.3. The Cultural Dimension of the International Society
- 1.2.8. Polarization of the International Society
  - 1.2.8.1. Concept
- 1.2.9. Degree of Institutionalization of the International Society
- 1.2.10. Bibliography

1.3. Free Trade
- 1.3.1. Introduction
- 1.3.2. Unequal Interdependence between Countries
- 1.3.3. Transnational Companies
  - 1.3.3.1. What are they?
- 1.3.4. Current Trade Situation
  - 1.3.4.1. Transnationals and Free Trade
- 1.3.5. The WTO
  - 1.3.5.1. Concept
  - 1.3.5.2. Brief History
  - 1.3.5.3. The WTO's Activities Are Built Around Three Pillars
- 1.3.6. Rounds, Conferences and Lobbying
- 1.3.7. Fair Trade Relations
- 1.3.8. CONGDE (Spanish coordinator for NGO development activities)
  - 1.3.8.1. CONGDE Proposals
- 1.3.9. Corporate Social Responsibility
- 1.3.10. A Global Pact
- 1.3.11. Fair Trade
  - 1.3.11.1. International Definition
- 1.3.12. Bibliography

1.4. Sustainable Development and Education
- 1.4.1. Introduction
- 1.4.2. Education on Sustainable Development and Education for Sustainable Development
  - 1.4.2.1. Main Differences

1.4.3. Sustainability
1.4.3.1. Concept
1.4.4. Sustainable Development
1.4.4.1. Concept
1.4.5. Components of Sustainable Development
1.4.6. Principles of Sustainable Development
1.4.7. Education for Sustainable Development (ESD)
1.4.7.1. Definition
1.4.8. History of Education for Sustainable Development
1.4.8.1. Concept
1.4.9. Redirect Education
1.4.10. Guidelines for Sustainable Development
1.4.11. Bibliography
1.5. Sustainable Development Goals (SDGs)
1.5.1. Introduction
1.5.2. Millennium Development Goals
1.5.2.1. Background
1.5.3. Millennium Campaign
1.5.4. MDG Results
1.5.5. Sustainable Development Goals
1.5.5.1. Definition
1.5.5.2. Who Is Involved?
1.5.6. What Are the SDGs?
1.5.6.1. Features
1.5.7. Differences between the MDGs and the SDGs
1.5.8. Sustainable Development Agenda
1.5.8.1. The 2030 Agenda
1.5.8.2. Are the SDGs Legally Binding?
1.5.9. Monitoring the Achievement of the SDGs
1.5.10. Bibliography
1.6. Theories about Sustainable Development
1.6.1. Introduction
1.6.2. Development Participants
1.6.3. Problems of Education for Sustainable Development
1.6.3.1. Skills
1.6.4. The UN and Its Development Work
1.6.4.1. The History of the UN
1.6.4.2. The UN and Sustainability
1.6.5. Agenda 21: UN Agenda 21
1.6.5.1. Objectives of Agenda 21
1.6.6. UNDP
1.6.6.1. History of UNDP
1.6.6.2. UNDP Goals
1.6.7. Other Theories to Support Sustainable Development
1.6.7.1. Degrowth
1.6.8. Alternative Theories to Sustainable Development
1.6.8.1. Ecodevelopment
1.6.9. Bibliography
1.7. Civil Society, Social Movements and Transformation Processes
1.7.1. Introduction
1.7.2. Concept of Social Movement
1.7.3. Goals of Social Movements
1.7.4. Structure of Social Movements
1.7.5. Definitions of Leading Authors
1.7.6. Collective Challenge
1.7.7. The Search for a Common Goal
1.7.8. Evolution of Social Movements
1.7.9. Participation and Consolidation of Democracy
1.7.10. Most Important Social Movements in Recent Years in Europe
1.7.11. Bibliography
1.8. Participatory Community Development
1.8.1. Introduction
1.8.2. Community
1.8.2.1. On Whom Does the Success of a Community Depend?
1.8.3. Concept of Participatory
1.8.4. Community Development Concept
1.8.5. Defining Features of Community Development

1.8.6. Processes to Achieve Community Development
1.8.6.1. Participatory Diagnosis
1.8.6.2. Development Plan
1.8.6.3. Participatory Planning
1.8.6.4. Community Development Plan
1.8.7. Twelve Lessons in Participatory Community Development
1.8.8. Key Stakeholders
1.8.9. Bibliography
1.9. Human Development Index
1.9.1. Introduction
1.9.2. Human Development Index
1.9.2.1. IDH Principles
1.9.2.2. HDI Goals
1.9.2.3. Limitations of a IDH
1.9.2.4. Types of Indicators
1.9.3. Human Development Features
1.9.4. Methodology for Calculating the HDI
1.9.5. Others Human Development Indexes
1.9.5.1. Inequality-Adjusted Human Development Index
1.9.5.2. Gender Inequality Index
1.9.5.3. Multidimensional Poverty Index (MPI)
1.9.6. UNDP- United Nations Development Programme
1.9.7. Conclusions
1.9.8. Bibliography
1.10. Local Associations for Development
1.10.1. Introduction
1.10.2. What Is a NGDO?
1.10.3. State Development Movements
1.10.4. Zero Poverty
1.10.4.1. Objectives
1.10.4.2. Action Strategy
1.10.4.3. Member Organizations
1.10.5. NGDO Coordinator Spain
1.10.5.1. Objective
1.10.5.2. Strategic Plan
1.10.5.3. Strategic Lines of Action
1.10.6. Automatic Coordinators
1.10.7. Social Action Groups
1.10.8. Bibliography

## **Module 2.** International Development Cooperation

2.1. International Development Cooperation
2.1.1. Introduction
2.1.2. What Is the International Development Cooperation?
2.1.3. Objectives and Purpose of International Development Cooperation
2.1.4. Objectives of International Cooperation for Spanish Development
2.1.5. Evolution of the Spanish International Development Cooperation
2.1.6. Origins and Historical Evolution of International Cooperation
2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
2.1.8. The Processes of Decolonization in the Postwar Years
2.1.9. Crisis of the International Development Cooperation
2.1.10. Changes in the Conception of International Development Cooperation
2.1.11. Bibliography
2.2. Modalities and Instruments of International Development Cooperation
2.2.1. Introduction
2.2.2. Main Tools of International Development Cooperation
2.2.2.1. Development co-operation
2.2.2.2. Education for Development
2.2.2.3. Technical Assistance, Training and Research
2.2.2.4. Humanitarian Action
2.2.3. Other Cooperation Tools
2.2.3.1. Economic Cooperation
2.2.3.2. Financial Help
2.2.3.3. Scientific and Technological Cooperation
2.2.3.4. Food Aid
2.2.4. Modalities of the International Development Cooperation

2.2.5. Types of Modalities
2.2.5.1. Modality According to the Origin of the Funds
2.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
2.2.6.1. Bilateral
2.2.6.2. Multilateral
2.2.6.3. Decentralized Cooperation
2.2.6.4. Non-Governmental Cooperation
2.2.6.5. Business Cooperation
2.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
2.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
2.2.9. Other Cooperation Tools Co-Development
2.2.9.1. Co-Development Interventions
2.2.10. Bibliography
2.3. Multilateral OrganizationsOrganismos multilaterales
2.3.1. The International Development Cooperation System
2.3.2. International Development Cooperation Stakeholders
2.3.3. Stakeholders in the Official Development Assistance System
2.3.4. Relevant International Organization (IO) Definitions
2.3.5. Characteristics of International Organizations
2.3.5.1. Types of International Organizations
2.3.6. Advantages of Multilateral Cooperation
2.3.7. Contributions of International Organizations to the Multilateral System
2.3.8. Multilateral Financial Institutions (MFIs)
2.3.8.1. Characteristics of MFIs
2.3.8.2. Composition of MFIs
2.3.8.3. Types of MFIs
2.3.9. Bibliography
2.4. Sources of International Development Cooperation
2.4.1. Introduction
2.4.2. Difference between Governmental and Non-Governmental Cooperation
2.4.3. Multilateral Financial Institutions
2.4.4. The International Monetary Fund
2.4.5. United States Agency for International Development USAID
2.4.5.1. Who are They?
2.4.5.2. The History of USAID
2.4.5.3. Intervention Sectors
2.4.6. The European Union
2.4.6.1. Objectives of the EU
2.4.6.2. General Objectives of EU External Action
2.4.7. Non-Financial Multilateral Institutions
2.4.7.1. List of Non-Financial Multilateral Institutions
2.4.7.2. Actions by Non-Financial Multilateral Institutions
2.4.8. United Nations Organization
2.4.9. Bibliography
2.5. Spanish Cooperation Master Plan 2018-2021
2.5.1. Introduction
2.5.2. Action and Management Challenges for Spanish Cooperation
2.5.3. What Is a Master Plan?
2.5.3.1. Spanish Cooperation Master Plan
2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
2.5.4. Goals of the Master Plan
2.5.4.1. General Objectives of the V IADC Master Plan
2.5.5. Geographic Priorities for Action under the Master Plan of the IADC
2.5.6. The 2030 Agenda
2.5.6.1. What Is Agenda 2030?
2.5.6.2. Development of Agenda 2030
2.5.6.3. General Specifications
2.5.6.4. Implementation of Agenda 2030
2.5.7. Bibliography
2.6. Humanitarian Action
2.6.1. Introduction
2.6.2. Humanitarian Aid in the International Context
2.6.3. Tendencies in Humanitarian Action
2.6.4. Main Goals of Humanitarian Action
2.6.5. First Strategy for Humanitarian Action in Spanish Cooperation

2.6.6. The Financing of Humanitarian Action and Its Evolution
2.6.7. Principles of International Human Rights Law and Humanitarian Action
2.6.8. Summary
2.6.9. Bibliography

2.7. Gender Approach in International Development Cooperation
2.7.1. Introduction
2.7.2. What Is the Gender Approach?
2.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
2.7.4. Gender Approaches in International Development Cooperation
2.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
2.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
2.7.7. Priority Equality Goals in the Spanish Development Cooperation
2.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
2.7.9. Gender Mainstreaming Guide
2.7.10. Bibliography

2.8. Focus on DD Resources In International Development Cooperation
2.8.1. Introduction
2.8.2. Human Rights
2.8.3. Human Rights Approach to Development Cooperation
2.8.4. How the Human Rights Approach Emerged
2.8.5. Elements Provided by the Human Rights Approach HH. to International Development Cooperation
2.8.5.1. New Frame of Reference: International Human Rights Standards
2.8.5.2. New Look at Capacity Building
2.8.5.3. Participation in Public Policy
2.8.5.4. Accountability
2.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
2.8.7. Challenges in Project Identification and Formulation
2.8.8. Challenges in Project Execution
2.8.9. Challenges in Project Monitoring and Assessment
2.8.10. Bibliography

2.9. Human Mobility and Migration
- 2.9.1. Introduction
- 2.9.2. Migration
  - 2.9.2.1. First Human Movements
  - 2.9.2.2. Types of Migrations
  - 2.9.2.3. Causes of Migrations
- 2.9.3. Migratory Processes in the Era of Globalization
  - 2.9.3.1. Improved Living Conditions
  - 2.9.3.2. Vulnerability and Migration
- 2.9.4. Human Safety and Conflict
- 2.9.5. Challenges of the International Asylum System
- 2.9.6. The OHCHR
- 2.9.7. Human Rights Based Migration Strategy
- 2.9.8. Bibliography

## **Module 3.** Education for Human and Sustainable Development

3.1. Education for Human and Sustainable Development
- 3.1.1. Introduction
- 3.1.2. Economic, Social and Sustainable Growth
- 3.1.3. Sustainable Development , Sustainability and Education
- 3.1.4. Education on Sustainable Development and Education for Sustainable Development
  - 3.1.4.1. Main Differences:
  - 3.1.4.2. Sustainability
  - 3.1.4.3. Sustainable Development
- 3.1.5. Education for Sustainable Development (ESD)
- 3.1.6. Bibliography

3.2. Development Education and Its Evolution
- 3.2.1. Introduction
- 3.2.2. Development Education Goals
  - 3.2.2.1. Purpose of Developmental Education activities
  - 3.2.2.2. Purpose of Development Education
- 3.2.3. Dimensions of Development Education
- 3.2.4. The History of Development Education
- 3.2.5. Redirect Education
- 3.2.6. Guidelines for Sustainable Development
- 3.2.7. Exercises to Introduce the Concept of Sustainable Development
  - 3.2.7.1. Take Everything Today or Everyone Takes it I
  - 3.2.7.2. Take Everything Today or Everyone Takes it II
  - 3.2.7.3. Observations on the Game:"Take Everything Today or Everyone Always Takes"
- 3.2.8. Bibliography

3.3. Development Education Intervention Strategies
- 3.3.1. Formal, Non-Formal and Informal Education
- 3.3.2. Redirect Education
- 3.3.3. Components of Education for Sustainable Development
- 3.3.4. Guidelines for Sustainable Development
- 3.3.5. Problems
- 3.3.6. Framework for Teaching or Discussing Environmental Issues
- 3.3.7. Skills
- 3.3.8. Perspectives
- 3.3.9. Bibliography

3.4. Challenges of Development Education in Spain and in the World
- 3.4.1. Introduction
- 3.4.2. Components of ESD (Education for Sustainable Development)
  - 3.4.2.1. Values
- 3.4.3. Challenges and Barriers for ESD
  - 3.4.3.1. Challenges Faced by ESD
- 3.4.4. Bibliography

3.5. Education, Participation and Social Transformation
- 3.5.1. Introduction
  - 3.5.1.1. The Administration During Change
- 3.5.2. Process to Generate Change
  - 3.5.2.1. Make the Decision to Act
  - 3.5.2.2. Support Your Decision with a Reason
  - 3.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
  - 3.5.2.4. Prepare Final and Intermediate Goals
  - 3.5.2.5. Establish Programmatic Assessment Methods and Responsibilities

3.5.2.6. Review and Revise Final and Interim Goals
3.5.2.7. Rewards and Celebrations
3.5.3. Exercises to Create Community Sustainability Goals through Public Participation
3.5.3.1. Know Your Neighbours
3.5.3.2. Generate Consensus
3.5.3.3. Your Community through a Sustainability Lens
3.5.4. Bibliography
3.6. Stakeholders of Development Education
3.6.1. Introduction
3.6.2. Stakeholders: General State Administration
3.6.3. Actors Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
3.6.4. Stakeholders: Ministry of Education and Science
3.6.5. Other Ministries:
3.6.6. Cooperation Council
3.6.7. NGDO
3.6.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
3.6.9. Stakeholders: In Europe
3.6.10. Other Stakeholders:
3.6.10.1. Media
3.6.10.2. Networks, Associations and Social Movements
3.6.11. Actors: Universities
3.6.12. Bibliography
3.7. Education for Development in the Formal, Non-Formal and Informal Spheres
3.7.1. Redirecting Existing Education
3.7.1.1. Points to Consider
3.7.1.2. Education as a Great Hope for a Sustainable Future
3.7.2. The Story of Professor Mafalda
3.7.2.1. Context
3.7.2.2. Structure
3.7.2.3. Attributes of Global Citizenship
3.7.2.4. Practical Recommendations According to Some Determining Factors
3.7.3. Bibliography
3.8. Comparative Development Education Strategy of the Cooperation
3.8.1. Introduction
3.8.2. Concept of Non-Formal Education
3.8.3. EPD Activities in Non-Formal Education
3.8.4. Informal Education
3.8.5. Areas in Informal Education
3.8.5.1. Media
3.8.5.2. Advocacy Awareness Campaigns
3.8.5.3. Studies, Research and Publications
3.8.5.4. Internet and Social Networks
3.8.6. Recommendations
3.8.7. Bibliography
3.9. Education for Development. Action Areas According to the Cooperation Master Plan
3.9.1. Introduction
3.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation
3.9.3. Objectives of the Master Plan for Development Education
3.9.4. Sectoral Strategies of the Master Plan for Development Education
3.9.4.1. PAS
3.9.4.2. Strategies
3.9.5. AECID's Strategic Lines for Development Education
3.9.6. Generation of Global Citizenship on Social Networks
3.9.7. Bibliography
3.10. Development Education Projects Worldwide
3.10.1. Introduction
3.10.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
3.10.2.1. What Is This Project Based On?
3.10.2.2. Project Objectives
3.10.2.3. Local Currency as the Backbone of the Project
3.10.2.4. Examples in Spain
3.10.2.5. Examples in Europe
3.10.2.6. Two Formats
3.10.2.7. Currency to Support Local Commerce
3.10.2.8. Currency to Favor Local Commerce
3.10.2.9. Solidarity Currency

3.10.2.10. Fair Currency
3.10.2.11. Participatory Process
3.10.3. Bibliography

## **Module 4.** Humanitarian Action and International Development Cooperation

4.1. Humanitarian Action
4.1.1. Introduction
4.1.2. What Is Humanitarian Action?
4.1.2.1. Concepts/Definition
4.1.3. Definition of Humanitarian
4.1.4. What Is Humanitarian Aid for?
4.1.5. Goals of Humanitarian Action
4.1.6. Beneficiaries of Humanitarian Action
4.1.7. The Concept of Aid
4.1.8. Emergency Aid
4.1.8.1. Lines of Action for Emergency Aid
4.1.9. Humanitarian Aid
4.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
4.1.10. Conclusions
4.1.11. Bibliography
4.2. Humanitarian Action and International Development Cooperation
4.2.1. Introduction
4.2.2. History of Humanitarian Action
4.2.2.1. Modern Humanitarianism
4.2.2.2. Evolution
4.2.3. Ethical and Operational Principles of Humanitarian Action
4.2.4. Humanitarian Principles
4.2.4.1. Dilemmas that Contribute
4.2.5. Humanity
4.2.5.1. Definitions and Dilemmas
4.2.6. Impartiality
4.2.6.1. Definitions and Dilemmas
4.2.7. Neutrality
4.2.7.1. Definitions and Dilemmas
4.2.8. Independence
4.2.8.1. Definitions and Dilemmas
4.2.9. Universality
4.2.9.1. Definitions and Dilemmas
4.2.10. Conclusions
4.2.11. Bibliography
4.3. Contents and Specific Objectives of Humanitarian Action I
4.3.1. Introduction
4.3.2. Humanitarian Action and Development Cooperation
4.3.2.1. Classical Humanitarianism and New Humanitarianism
4.3.2.2. Linking Emergency and Development
4.3.3. LRRD Approach
4.3.3.1. Concept of *Continuum* and *Contiguum*
4.3.4. Humanitarian Action and LRRD
4.3.5. Preparedness, Mitigation and Prevention
4.3.6. Reducing Vulnerabilities and Strengthening Capacities
4.3.7. Bibliography
4.4. Contents and Specific Objectives of Humanitarian Action II
4.4.1. Victim Protection
4.4.1.1. The Right to Asylum and Refuge
4.4.1.2. Humanitarian Interference
4.4.2. International Monitoring/Follow-Up of Compliance
4.4.3. Witnessing and Reporting Human Rights Violations
4.4.4. Lobbying of NGOs
4.4.4.1. International Accompaniment and Presence
4.4.5. High-Level Political Action
4.4.6. Code of Conduct
4.4.7. ESFERA Project
4.4.7.1. The Humanitarian Charter
4.4.7.2. Minimum Standards

4.4.7.3. The Essential Humanitarian Standard
4.4.7.4. Assessment of Humanitarian Action
4.4.7.5. Why Assess Humanitarian Action?
4.4.8. Bibliography
4.5. Stakeholders in Humanitarian Action
4.5.1. Introduction
4.5.2. What Are the Stakeholders in Humanitarian Action?
4.5.3. The Affected Population
4.5.4. The Affected Governments
4.5.5. NGOs
4.5.6. The International Red Cross and Red Crescent Movement
4.5.7. Donor Governments
4.5.8. UN Humanitarian Agencies
4.5.9. The European Union
4.5.10. Other Stakeholders:
4.5.10.1. Private Sector Entities
4.5.10.2. Media
4.5.10.3. Military Forces
4.4.11. Bibliography
4.6. Main Challenges for Stakeholders and Humanitarian Action
4.6.1. Introduction
4.6.2. The World Humanitarian Summit
4.6.2.1. The Agenda for Humanity
4.6.3. The Main Reasons to Look to the Future
4.6.4. Increase the Weight and Capacity of Local Stakeholders
4.6.4.1. Charter for Change
4.6.5. Organizational Challenges for NGOs at the International Level
4.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
4.6.7. Bibliography

4.7. OCHA The Office for the Coordination of Humanitarian Affairs
- 4.7.1. Objectives
- 4.7.2. United Nations
- 4.7.3. The UN and Humanitarian Action
- 4.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
  - 4.7.4.1. The Origin of the OCHA
  - 4.7.4.2. The Evolution of OCHA
  - 4.7.4.3. The 2004 Humanitarian Reform
  - 4.7.4.4. The Cluster Approach
  - 4.7.4.5. OCHA's Coordination Tools
  - 4.7.4.6. The Mission of OCHA
  - 4.7.4.7. OCHA Strategic Plan 2018-2021
- 4.7.5. Bibliography

4.8. The Office for Humanitarian Action OHA
- 4.8.1. Objectives
- 4.8.2. Spanish Agency for International Development Cooperation (AECID)
- 4.8.3. Spanish Humanitarian Action
- 4.8.4. AECID and the Office for Humanitarian Action (OHA)
- 4.8.5. The Office for Humanitarian Action (OHA)
  - 4.8.5.1. The Objectives and Functions of OHA
  - 4.8.5.2. OHA Financing
- 4.8.6. Bibliography

4.9. Comparative of Humanitarian Action Strategies for Development
- 4.9.1. Objectives
- 4.9.2. Introduction
- 4.9.3. Spain's Participation in the World Humanitarian Summit
  - 4.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
- 4.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
- 4.9.5. The START (Spanish Technical Aid Response Team) Project
  - 4.9.5.1. Objectives and Purpose of the START Project
  - 4.9.5.2. The START Project Team
- 4.9.6. Conclusions
- 4.9.7. Bibliography

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

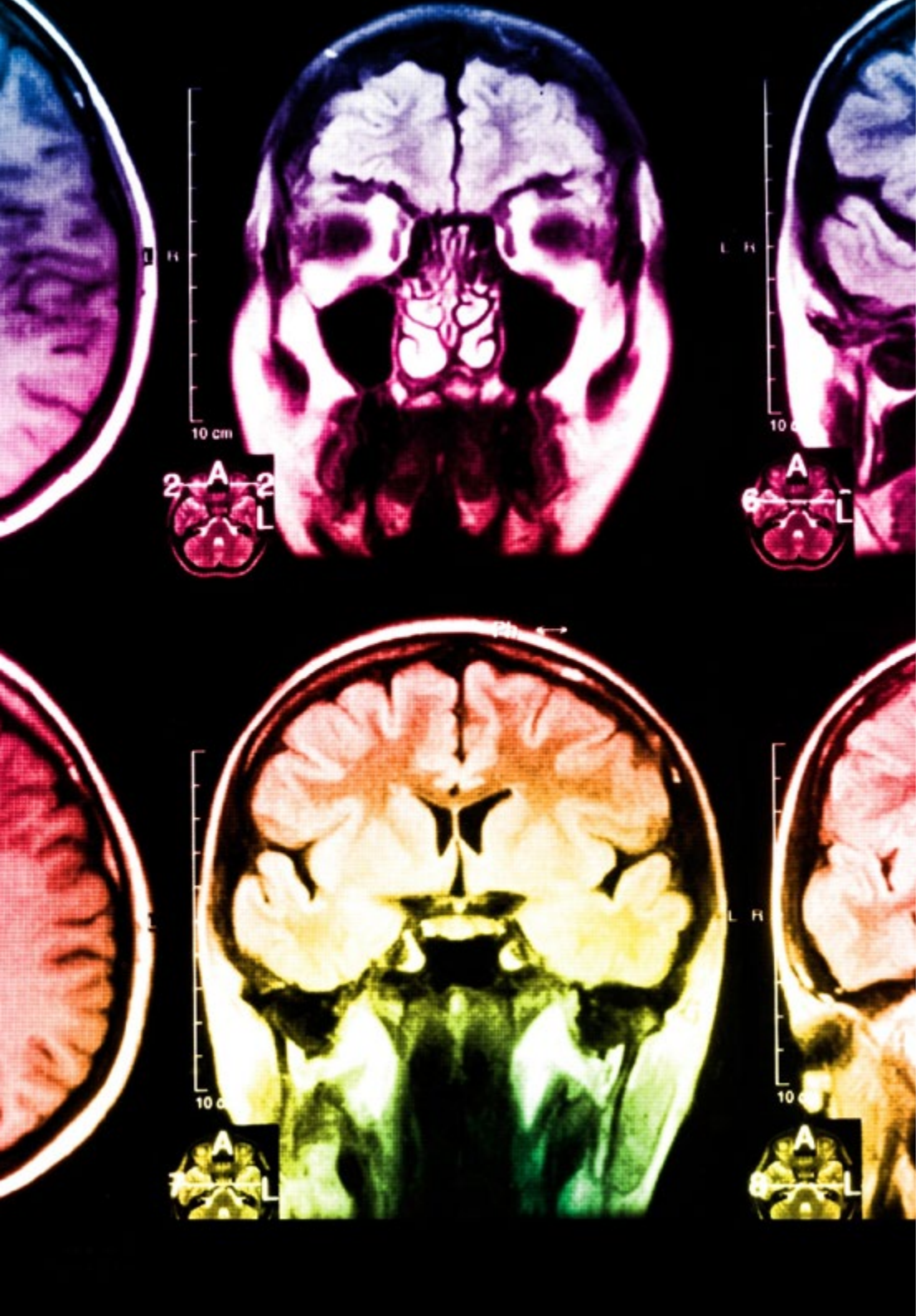
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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.

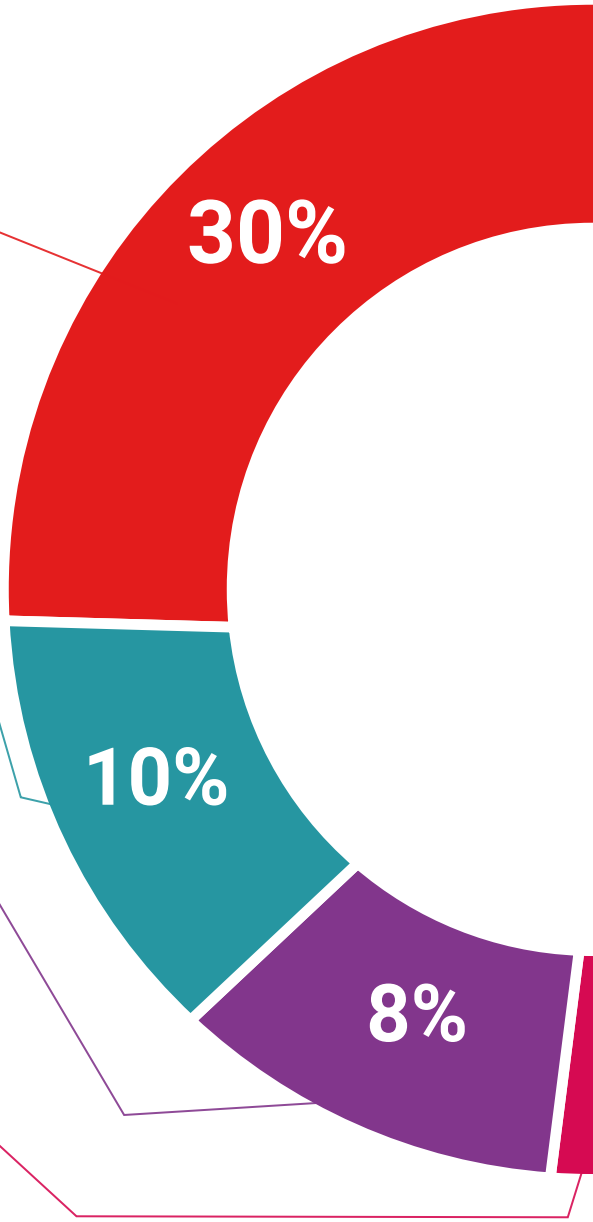
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

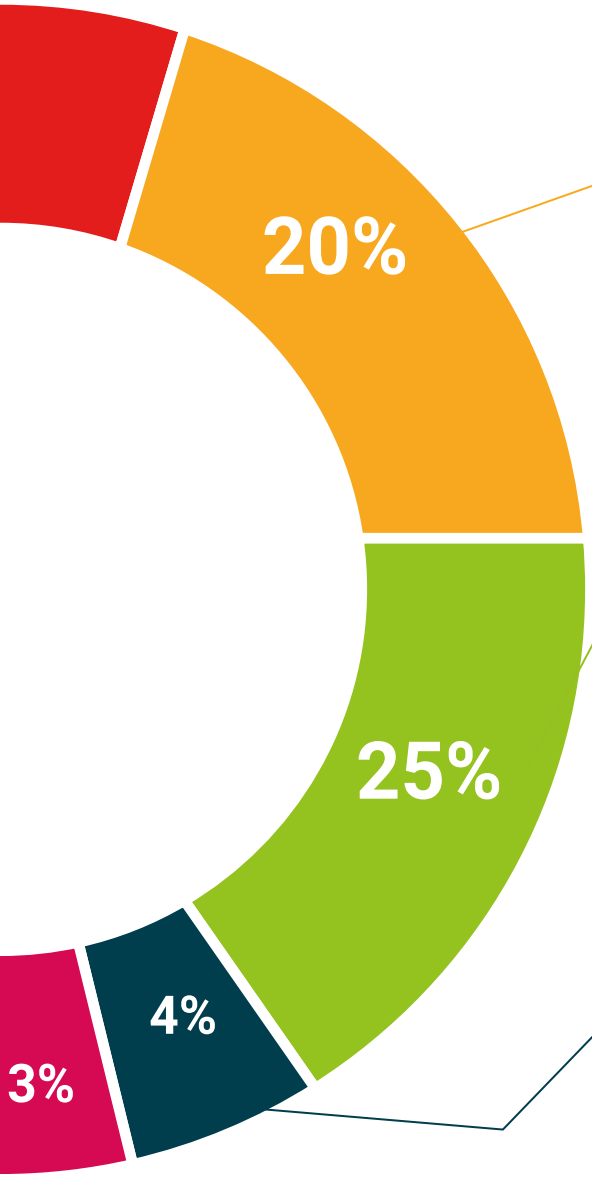
### Practising Skills and Abilities

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 Diploma in Human and Sustainable Development guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Human and Sustainable Development** contains the most complete and up-to-date program on the market.

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

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

Title: **Postgraduate Diploma in Human and Sustainable Development**

Official Nº of hours: **600 h.**

tech technological university

Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Human and Sustainable Development

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech technological university

# Postgraduate Diploma
## Human and Sustainable Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

# Postgraduate Diploma

## Human and Sustainable Development

tech technological university