

# Postgraduate Certificate

## Humanitarian Action and International Development Cooperation





## Postgraduate Certificate Humanitarian Action and International Development Cooperation

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/in/medicine/postgraduate-certificate/humanitarian-action-international-development-cooperation](http://www.techtute.com/in/medicine/postgraduate-certificate/humanitarian-action-international-development-cooperation)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 18*

05

Methodology

---

*p. 26*

06

Certificate

---

*p. 34*



# 01

# Introduction

Humanitarian action is one of the fundamental activities of NGOs and other public and private institutions that seek to help people with scarce resources or who have suffered war or natural disasters. In this type of intervention, the physician's vision is fundamental, since these regions usually do not have sufficient health capacity to care for their population. For this reason, TECH, in its commitment to promote the academic and professional careers of its students, has developed this program with professionals with extensive experience in this field.







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*Physicians are professionals who can make a great contribution to the most disadvantaged needs. If you are passionate about solidarity action, don't think twice and study with us"*

TECH's objective in carrying out this program is to train medical professionals in humanitarian aid tasks, a task of great social importance that is essential in some countries around the world. In addition, this is a growing field, as more and more institutions are allocating resources to these charitable causes, so the demand for professionals has increased in recent years.

Within this field, the work of medical professionals plays a fundamental role, since they are people who can work in the day-to-day life of these places, providing health support, but also psychological support when necessary, or assisting people in education, for example, since they are professionals with knowledge in different areas, which is a plus for helping the most disadvantaged communities.

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Certificate in Humanitarian Action and International Development Cooperation** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of case studies presented by experts in international cooperation of peoples
- ◆ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ New developments on Humanitarian Action and International Development Cooperation
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Emphasis on innovative methodologies in International Development Cooperation
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*Humanitarian action is a fundamental task in countries that have suffered natural disasters or war conflicts. Get up to date in this field and help those who need it most"*

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*With this program you will acquire the necessary knowledge for the management of humanitarian action (humanitarian aid and emergencies), from the analysis of the basic needs of the population and the management of the main risks”*

The program’s teaching staff includes professionals from the sector who contribute their work experience to this specialization 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 training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, you will be assisted by an innovative interactive video system developed by renowned experts, with extensive experience in International Development Cooperation

*Take this program conveniently where, when and how you want. TECH offers you 100% online learning.*

*Develop a global vision on the nature, perspective and objectives of development cooperation actions thanks to TECH.*





# 02 Objectives

The design of of this Postgraduate Certificate will allow the student to acquire the necessary skills so that, as a physician, they can focus their knowledge on Humanitarian Action and International Development Cooperation. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.





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*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”*





## General Objectives

- ◆ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law



*Evaluating the process and final result of the different development cooperation projects will be one of your objectives throughout this Postgraduate Certificate"*







## 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 attitudes and skills for the fight against poverty and equity awareness through development education, and for the processes of initiation and development of cooperation projects, with values such as motivation, intercultural dialogue and solidarity
- ◆ Acquire the necessary knowledge for the management of humanitarian action (humanitarian aid and emergencies), from the analysis of the basic needs of the population and the management of the main risks
- ◆ 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
- ◆ Design cooperation projects in public, private and non-governmental entities
- ◆ 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
- ◆ Understand in depth the context and nature of humanitarian aid actions
- ◆ Design and manage technical instruments that gather in a clear, precise and updated way, the necessary information for the assessment, planning and decision making in cooperation projects
- ◆ Evaluate the process and final result of the different development cooperation projects
- ◆ Meet the current requirements of training in social communication in view of the diversification and reevaluation of communication
- ◆ Train social communicators who can apply their knowledge at the following levels
- ◆ Facilitate the functioning of primary organizations, acting, for example, in the field of family or youth
- ◆ Participate in the institutional communications of companies and organizations, with the public and with other organizations, for example, in the field of consumer or corporate image; political and electoral communications
- ◆ Be part of governmental and non-governmental organizations that work for the population in general, or for certain sectors of it, for example, in the areas of health, education, leisure activities, community development, social integration, among others
- ◆ Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- ◆ Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

# 03

# Course Management

The program's teaching team includes leading experts in humanitarian action and international development cooperation from a medical perspective, who bring the experience of their work to this curriculum. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.



A photograph of a person's hands clasped together in prayer, set against a bright, hazy sky. The image is partially obscured by a diagonal white and blue graphic overlay.

“

*Learn all about Humanitarian Action from a medical perspective thanks to the excellent teaching team of this TECH Postgraduate Certificate"*



## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ Expert in Educational Evaluation at OEI
- ◆ Expert in Educational Indicators and Statistics at UNED
- ◆ Expert in Development Cooperation in Education at the University of Barcelona
- ◆ Specialist in Knowledge Management
- ◆ Career Civil Servant

## Co-Direction



### Ms. Romero Mateos, María del Pilar

- ◆ Social Educator
- ◆ Postgraduate Diploma in International Development Cooperation
- ◆ Employment training teacher
- ◆ Gender Equality Agent
- ◆ Author and collaborator in educational projects at Abile Educativa



## Professors

### Ms. Sánchez Garrido, Araceli

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

### Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc
- ◆ Work in different areas of international cooperation, mainly in Latin America

**Ms. Flórez Gómez, Mercedes**

- ◆ Degree in Geography and History from the Complutense University of Madrid
- ◆ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ◆ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ◆ Advanced Diploma in South Cooperation, Sur- FLACSO
- ◆ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ◆ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ◆ Director of the Spanish Cooperation Training Centers in Uruguay
- ◆ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

**Ms. Cristina Córdoba**

- ◆ Nurse
- ◆ Training and experience in International Development Cooperation Projects
- ◆ Co-founder and participant of PalSpain project
- ◆ Founder of the Youth Association APUMAK, Madrid, Spain







**Ms. Ramos Rollon, Marisa**

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

# 04

## Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of medicine applied to Humanitarian Action and International Development Cooperation. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.



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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*



## Module 1. Humanitarian Action and International Development Cooperation

- 1.1. Humanitarian Action
  - 1.1.1. Introduction
  - 1.1.2. What Is Humanitarian Action
    - 1.1.2.1. Concepts/Definition
  - 1.1.3. Definition of Humanitarian
  - 1.1.4. What Humanitarian Aid Is for
  - 1.1.5. Goals of Humanitarian Action
  - 1.1.6. Beneficiaries of Humanitarian Action
  - 1.1.7. The Concept of Aid
  - 1.1.8. Emergency Aid
    - 1.1.8.1. Lines of Action for Emergency Aid
  - 1.1.9. Humanitarian Aid
    - 1.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
  - 1.1.10. Conclusions
  - 1.1.11. Bibliography
- 1.2. Humanitarian Action and International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. History of Humanitarian Action
    - 1.2.2.1. Modern Humanitarianism
    - 1.2.2.2. Evolution
  - 1.2.3. Ethical and Operational Principles of Humanitarian Action
  - 1.2.4. Humanitarian Principles
    - 1.2.4.1. Dilemmas that Contribute
  - 1.2.5. Humanity
    - 1.2.5.1. Definitions and Dilemmas
  - 1.2.6. Impartiality
    - 1.2.6.1. Definitions and Dilemmas
  - 1.2.7. Neutrality
    - 1.2.7.1. Definitions and Dilemmas
  - 1.2.8. Independence
    - 1.2.8.1. Definitions and Dilemmas
  - 1.2.9. Universality
    - 1.2.9.1. Definitions and Dilemmas
  - 1.2.10. Conclusions
  - 1.2.11. Bibliography
- 1.3. Contents and Specific Objectives of Humanitarian Action (I)
  - 1.3.1. Introduction
  - 1.3.2. Humanitarian Action and Development Cooperation
    - 1.3.2.1. Classical Humanitarianism and New Humanitarianism
    - 1.3.2.2. Linking Emergency and Development
  - 1.3.3. LRRD Approach
    - 1.3.3.1. Concept of Continuum and Contiguum
  - 1.3.4. Humanitarian Action and LRRD
  - 1.3.5. Preparedness, Mitigation and Prevention
  - 1.3.6. Reducing Vulnerabilities and Strengthening Capacities
  - 1.3.7. Bibliography
- 1.4. Contents and Specific Objectives of Humanitarian Action (II)
  - 1.4.1. Victim Protection
    - 1.4.1.1. The Right to Asylum and Refuge
    - 1.4.1.2. Humanitarian Interference
  - 1.4.2. International Supervision/Monitoring of Compliance
  - 1.4.3. Witnessing and Reporting Human Rights Violations
  - 1.4.4. Lobbying of NGOs
    - 1.4.4.1. International Accompaniment and Presence
  - 1.4.5. High-Level Political Action
  - 1.4.6. Code of Conduct
  - 1.4.7. ESFERA Project
    - 1.4.7.1. The Humanitarian Charter
    - 1.4.7.2. Minimum Standards
    - 1.4.7.3. The Essential Humanitarian Standard
    - 1.4.7.4. Assessment of Humanitarian Action
    - 1.4.7.5. Why Assess Humanitarian Action?
  - 1.4.8. Bibliography



- 1.5. Stakeholders in Humanitarian Action
  - 1.5.1. Introduction
  - 1.5.2. What Are the Stakeholders in Humanitarian Action?
  - 1.5.3. The Affected Population
  - 1.5.4. The Affected Governments
  - 1.5.5. NGOs
  - 1.5.6. The International Red Cross and Red Crescent Movement
  - 1.5.7. Donor Governments
  - 1.5.8. UN Humanitarian Agencies
  - 1.5.9. The European Union
  - 1.5.10. Other Stakeholders:
    - 1.5.10.1. Private Sector Entities
    - 1.5.10.2. Media
    - 1.5.10.3. Military Forces
  - 1.5.11. Bibliography
- 1.6. Main Challenges for Stakeholders and Humanitarian Action
  - 1.6.1. Introduction
  - 1.6.2. The World Humanitarian Summit
    - 1.6.2.1. The Agenda for Humanity
  - 1.6.3. The Main Reasons to Look to the Future
  - 1.6.4. Increase the Weight and Capacity of Local Stakeholders
    - 1.6.4.1. Charter for Change
  - 1.6.5. Organizational Challenges for NGOs at the International Level
  - 1.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
  - 1.6.7 Bibliography
- 1.7. OCHA The Office for the Coordination of Humanitarian Affairs
  - 1.7.1. Objectives
  - 1.7.2. 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. Conclusion
  - 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. Television
    - 2.1.6.4. Internet and Social Networks
  - 2.1.7. Conclusions
- 2.2. Communication and Power in the Digital Age
  - 2.2.1. What Is Power?
    - 2.2.1.1. Power in the Global Era
  - 2.2.2. Fake News, Control and Leaks
  - 2.2.3. Publicly Owned Media
  - 2.2.4. Commercial Media
    - 2.2.4.1. Large Conglomerates in Europe
    - 2.2.4.2. Large Conglomerates in Latin America
    - 2.2.4.3. Other Conglomerates
  - 2.2.5. Alternative Media
    - 2.2.5.1. 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

“ A unique, key, and decisive program to boost your professional development”



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"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gervas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.



“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

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



#### Additional Reading

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







#### Expert-Led Case Studies and Case Analysis

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



#### Testing & Retesting

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



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

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



06

# Certificate

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



“

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



This **Postgraduate Certificate in Humanitarian Action and International Development Cooperation** contains the most complete and up-to-date scientific program on the market.

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

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

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

Official N° of Hours: **300 h.**



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

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education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
virtual classroom



**Postgraduate Certificate**  
Humanitarian Action and  
International Development  
Cooperation

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

Humanitarian Action and International  
Development Cooperation