Postgraduate Diploma

Human and Sustainable Development

tech global university

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Postgraduate Diploma
Human and Sustainable Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/medicina/postgraduate-diploma/postgraduate-diploma-human-sustainable-development

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01

Introduction

Human and Sustainable Development seeks to improve the living conditions of citizens by focusing on the environment, protecting nature and achieving long-term development in which sustainability is the guiding principle. This program, aimed at medical professionals, aims to train them in this field, so that they can develop their work with a multidisciplinary vision. For this reason, TECH, in its commitment to promote the academic and professional career of its students, has developed a curriculum with professionals with extensive experience in this field, thus providing the necessary tools to the student to achieve their academic and professional goals

Work in the most disadvantaged regions must start by promoting human and sustainable development. It is the best way to achieve progress in societies"

In order to achieve a development of societies focused on sustainability, it is necessary to achieve important changes in political and strategic, relational, internal organization and intervention aspects. This type of development proposes a new approach to development, taking into account the values, principles and norms of sustainable development to look at social, political, economic and cultural reality

Development cooperation has been changing in its objectives, approach, methods and strategies, in search of a greater impact on the transformation of reality. In addition, it has become a professional sector that bases its actions on scientific models for understanding development that have been proposed over time. Today, development cooperation cannot be understood without a model based on sustainability. For this reason, this Postgraduate Diploma is designed mainly for doctors who wish to develop their work in the field of international cooperation, through work in NGOs or humanitarian and international aid organizations, with the aim of increasing the training of these professionals, so that they can contribute their knowledge in this field

This program combines basic knowledge in international cooperation and development applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their functions 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 Diploma 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 Diploma in Human and Sustainable Development** contains the most complete and up-to-date scientific program on the market. The most important features include:

- Practical cases presented by experts in International Development Cooperation
- 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 Human and Sustainable Development
- Practical exercises where the self-assessment process can be carried out 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
- Access to content from any fixed or portable device with an Internet connection

Promoting human development and sustainability is fundamental to achieving development that benefits all people"

This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Human and Sustainable Development, you will obtain a qualification from the leading online university in Spanish: TECH"

You will become familiar with the international development cooperation tools, as well as the types of projects and NGOs that exist for the medical profession.

You will master the concepts of sustainable development and master the SDGs of the 2030 Agenda to meet its goals and objectives.

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

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 system of interactive videos made by renowned experts with extensive experience in therapeutic personal training

02

Objectives

The design of the program of this Postgraduate Diploma will allow the student to acquire the necessary skills to update their knowledge in human and sustainable development for the medical field. To achieve this, it relies on the knowledge that professionals with extensive experience in this field have poured into the development of the subjects of the curriculum, promoting the professional from a global perspective, with full specialization for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments

Thanks to this program you will improve your professional performance and develop strategies to adapt and solve the problems of today's world through 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

Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the stakeholders 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. to meet their goals and objectives
- Know the basic theories of development in its economic, social, cultural and political aspects
- Know the current system of international relations and the different actors, both official and unofficial, that comprise it

Module 2. International Cooperation for the Development of Peoples

- 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
- Know the system and policies of International Development Cooperation
- Understand the causes, dynamics and consequences of human mobility and migration
- 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

- Promote a critical analysis and reflection of the problems and their causes that affect individuals, groups and societies, especially children, fostering a change of attitudes and behaviors in our society
- 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 the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- 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 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

Understand in depth the context and nature of humanitarian aid actions"

03

Course Management

In our commitment to offer elite education for all, TECH works with renowned professionals so that the medicine professional acquires a solid knowledge in Human and Sustainable Development. Therefore, this Postgraduate Diploma has a highly qualified team with extensive experience in the sector, which will offer the best tools for the student in the development of their skills during the program. In this way, it has the guarantees it requires to specialize internationally in a sector that needs professionals with a vocation

A program with excellent leadership that will give you the tools to succeed in your medical work with awareness and sustainability"

International Guest Director

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

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

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

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

Mr. Sasin, Piotr

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

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

Guest Director

Dr. 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

Dr. 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

Dr. 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.

Dr. Flórez Gómez, Mercedes

- Degree in Geography and History from the Complutense University of Madrid
- MSC in Corporate Social Responsibility Pontificia University of Salamanca
- MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Walles, UK
- Advanced Diploma in South Cooperation, Sur- FLACSO
- Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- 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

Dr. 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

Dr. 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 the knowledge of human and sustainable development pathways. To this end, the modules of the program follow the guidelines proposed by the teaching team who have poured their knowledge and experience into it. Thus, a curriculum has been established whose modules offer a broad perspective of the profession from a global point of view for the sake of its application at an international level, incorporating all the fields of work involved in the development of its functions. A challenge that will lead students to excellence in their work

Get an insight into social responsibility and its influence on environmental sustainability, the impact of which has an impact on everyone's health and, therefore, on your profession"

Module 1. The Development of Peoples: 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. Depending on How It Is Channeled, teh Aid Can Be
  - 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 Stakeholders 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. Structure of the International Society
1.2.7.1. Spatial Extension
1.2.7.2. Structural Diversity
1.2.7.3. The Cultural Dimension of 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. Medical History
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. Issues in 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 an HDI
  - 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 Program
- 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?
  - 2.1.2.1. Definition and Concept
- 2.1.3. What Is International Development Cooperation for?
  - 2.1.3.1. Goals/Purpose
- 2.1.4. Goals of the Spanish International Development Cooperation
- 2.1.5. Evolution of the Spanish International Development Cooperation
- 2.1.6. International Cooperation Systems
  - 2.1.6.1. Origin and Historical Evolution
- 2.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
- 2.1.8. The Processes of Decolonization in the Post-war Years
  - 2.1.8.1. Sources
- 2.1.9. Crisis of the International Development Cooperation
  - 2.1.9.1. Factors
- 2.1.10. Changes in the Conception of International Development Cooperation

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
  - 2.2.4.1. According to the Stakeholders Channelling the Funds
- 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 Organizations
- 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. Definitions of Relevant International Organizations (IOs)
- 2.3.5. Characteristics of International Organizations
  - 2.3.5.1. Types of International Organisations
- 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 of Multilateral Institutions
  - 2.4.7.3. Non-Financial
- 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. Fields Composing the Fifth Spanish Cooperation Master Plan
- 2.5.4. Goals of the Master Plan
  - 2.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
- 2.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
- 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. Spanish Agency of International Cooperation for Development and Humanitarian Action
- 2.6.7. The Financing of Humanitarian Action and Its Evolution
- 2.6.8. Principles of International Human Rights Law and Humanitarian Action
- 2.6.9. Summary
- 2.6.10. 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 Human Rights 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 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 Development 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 All the Time
3.2.7.2. Take Everything Today or Everyone Takes All the Time (II)
3.2.7.3. Observations on the Game: Take Everything Today or Everyone Takes All the Time (II)

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. Stakeholders: 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: European Space
3.6.10. Other Stakeholders:
3.6.10.1. Media
3.6.10.2. Networks, Associations and Social Movements
3.6.11. Stakeholders: 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. Development Education 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 Humanitarian Aid Is 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 Supervision/Monitoring 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
4.5.11. 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 2005 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. Conclusion
- 4.9.7. Bibliography

05

Methodology

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

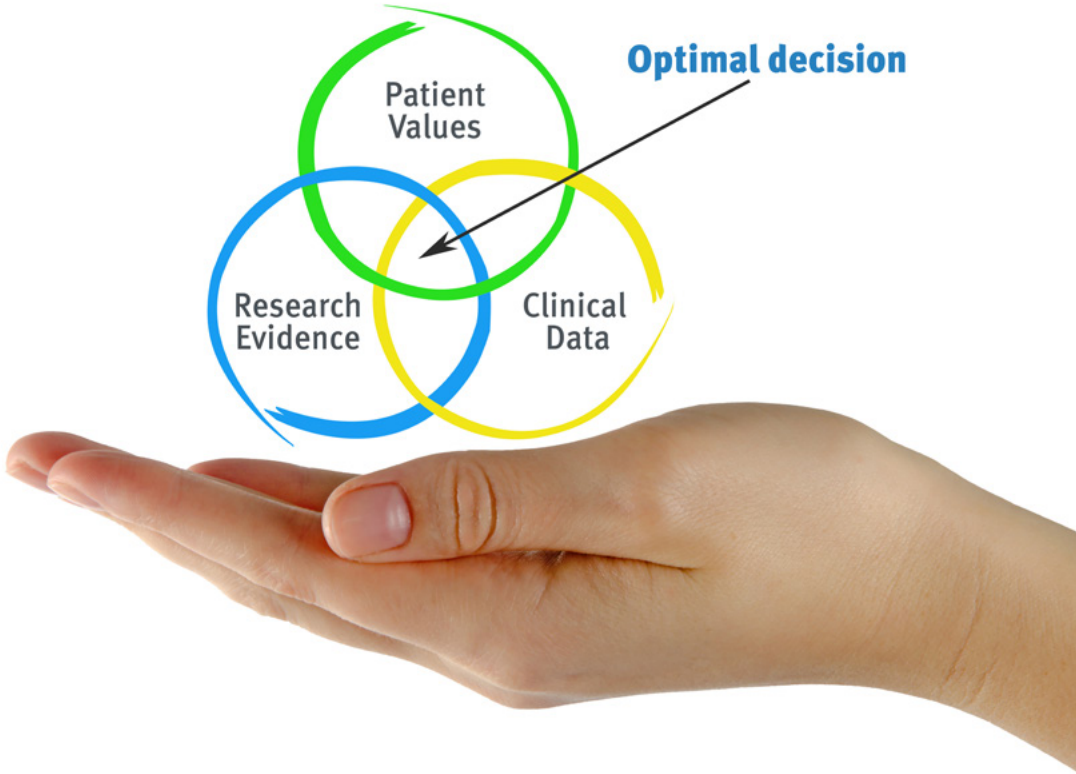
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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"

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. Gérvas, 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:

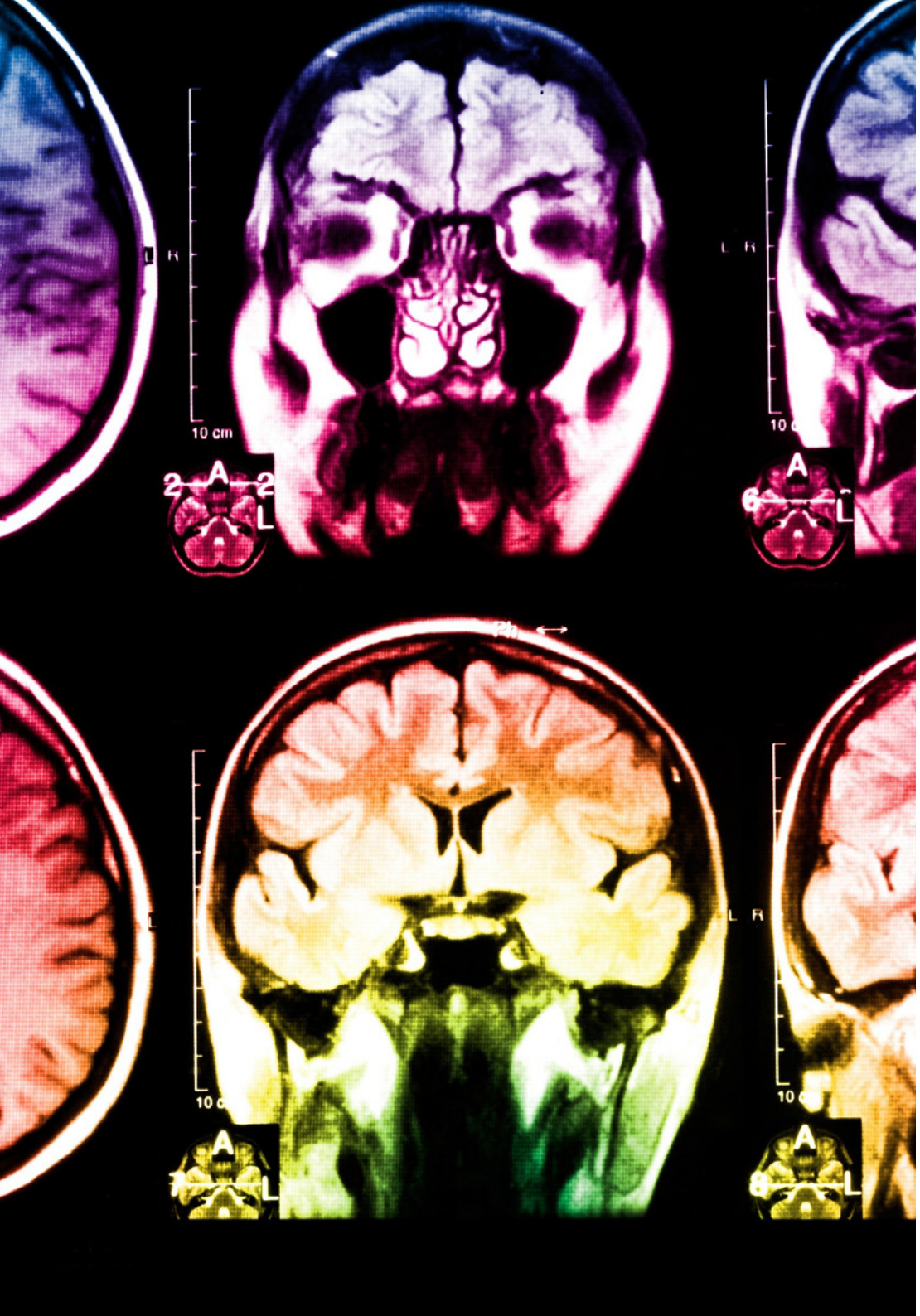
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better 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.

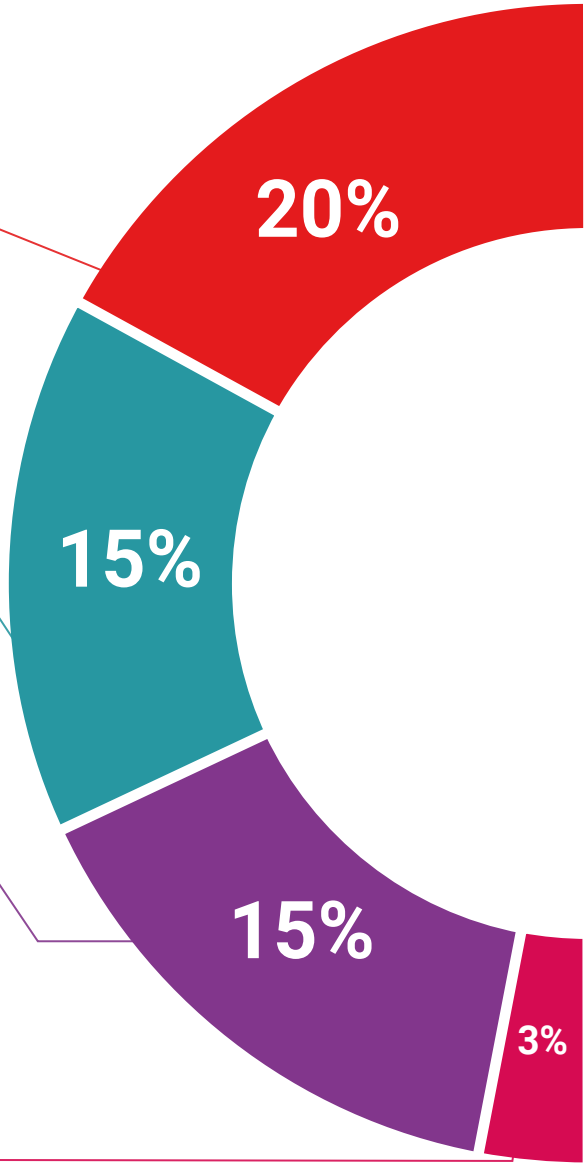
Interactive Summaries

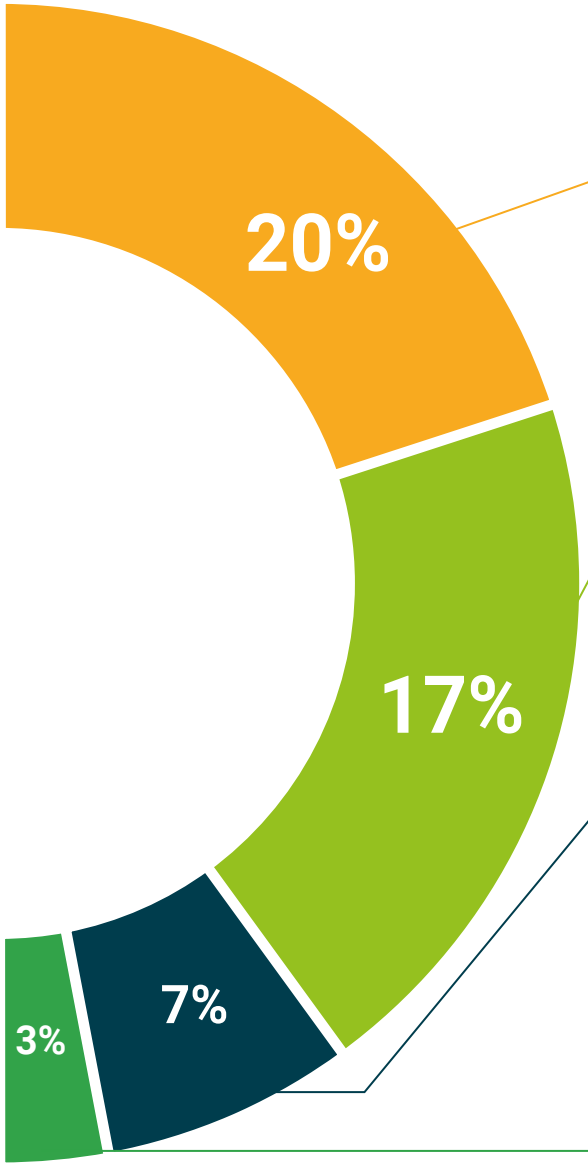
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 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 Global University

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

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

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

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

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

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**

tech global university

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

Postgraduate Diploma in Human and Sustainable Development

This is a private qualification of 720 hours of duration equivalent to 24 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech global university

Postgraduate Diploma

Human and Sustainable Development

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Human and Sustainable Development

tech global university