

# Postgraduate Diploma

## Human and Sustainable Development for Nursing



## Postgraduate Diploma Human and Sustainable Development for Nursing

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

Website: [www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-human-sustainable-development-nursing](http://www.techtute.com/us/nursing/postgraduate-diploma/postgraduate-diploma-human-sustainable-development-nursing)

# 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

Cooperation in development has been changing in its objectives, approach, methods and strategies, in search of a greater impact on the transformation of reality. Its actions are based on scientific models of understanding that have been proposed over time. Currently, development cooperation cannot be understood without a model based on human rights and the promotion of sustainability with the integration of the different sectors of society. In this sense, the health field is one of those involved in this process, so nursing professionals must be trained in the area to recommend favorable solutions and address complex and diverse situations that may arise in favor of equality and sustainability. Therefore, with this 100% online academic program, you will be able to obtain the necessary tools to do so.





“

*This Postgraduate Diploma is an update of knowledge in the field of Human and Sustainable Development for today's nurse who wants to go one step further in their career"*

As proposed by the United Nations Assembly in its Millennium Declaration, all human beings have a collective responsibility to respect and defend the principles of human dignity, equality and equity at the global level, through development cooperation as a living and dynamic sector, whose methods and techniques depend on the model adopted.

Today there is a clear commitment to promote human rights and sustainability from all approaches and most nations. This movement seeks to transform existing power relations, correcting inequalities, discriminatory practices and the unfair distribution of power, as the main problems that hinder development, which implies different strategic, political, organizational, etc. changes.

From the health sector, professionals have also become significantly involved and it is part of what nurses must master so that they can establish themselves in the face of the changes that arise and the implications that affect them. In that sense, this Postgraduate Diploma aims to provide the graduate with the most specific knowledge regarding the importance of the development of peoples, methodologies for the incidence of public policies, social communication and political change. as well as Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them.

An avant-garde academic program that will be developed 100% online at the hands of the most specialized teachers, through the Relearning methodology, which facilitates the understanding and assimilation of the most advanced concepts, being able to combine the study of this very complete program with the rest of your daily obligations in a comfortable and safe way.

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



*You will delve into the international cooperation system and the different members that make it up”*



*This Postgraduate Diploma will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and security in decision making"*

*If you want to develop your work in the field of international cooperation, you must have extensive knowledge in human rights and sustainability, and with this program you will achieve it.*

*Take advantage of this unique opportunity to learn 100% online about the latest advances in Human and Sustainable Development for Nursing.*

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

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

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



# 02

# Objectives

There are many proposals and projects to achieve a more sustainable and egalitarian world. In this sense, health professionals must understand the factors that influence their environment in order to achieve them. Therefore, one of the objectives of this Postgraduate Diploma is for nurses to acquire the necessary skills to analyze and assess the meaning of sectoral and geographic priorities of International Cooperation for Development, identify the strategic axes that guide the policies and actions of cooperation, the sectors of action, the sectors of action and the objectives of the program.





“

*Manage project development methodologies and technical skills for the planning, programming, management and monitoring of development cooperation projects”*



## General Objectives

---

- ♦ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge 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 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., to 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
- ♦ 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 of the field, 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
- ♦ Understand in depth the context and nature of humanitarian aid actions
- ♦ Assess the process and final result of the different development cooperation projects



*In 4 study modules you will be able to develop new competencies in Human and Sustainable Development for Nursing from the most experienced teachers"*

03

# Course Management

TECH has with the most specialized teaching team for this Postgraduate Diploma. Prestigious specialists in the field of research on International Cooperation, Human Development and Sustainability have developed all the content of this program from their own experience and latest evidence so that the graduate has new qualities and competencies that allow them to perform in modern and complex contexts.





“

*The best opportunity to meet prestigious specialists in the area of study, who will share their most updated experiences”*

## 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



### 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. 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 Curators of Museums, assigned to the Museum of America in 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
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)

### Ms. Córdoba, Cristina

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

### Dr. Ramos Rollon, Marisa

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

### 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

This educational program of 4 learning modules consists of a study methodology based on Relearning. The way in which the contents are presented will make their assimilation much faster, so the system is effective to advance naturally and progressively towards the goal. In just 6 months, the professional will obtain the degree that will open the way to new job opportunities, as it is designed according to the needs of the current labor market. In addition, its 100% online format allows you to connect from any device of your choice, 24 hours a day, which translates into autonomy and freedom of organization.



“

*You can find the most exclusive contents in TECH.  
“This program has been developed by experts  
in International Cooperation for your learning”*

## 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, the 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. 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. 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. HDI Principles
    - 1.9.2.2. HDI Goals
    - 1.9.2.3. Limitations of 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?
  - 2.1.3. Objectives and Purpose of International Development Cooperation
  - 2.1.4. Goals of the Spanish International Development Cooperation
  - 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 Cooperation
    - 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 Channeling 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. According to 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 BORRAR
  - 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 BORRAR
    - 2.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan BORRAR
  - 2.5.4. Goals of the Master Plan
    - 2.5.4.1. General Objectives of the V IADC PD BORRAR
  - 2.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation BORRAR
  - 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. AECID 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 International 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. Resources
    - 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 in the 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 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 It (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. Issues in 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 BARRAR
  - 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
  - 3.5.10. Other Stakeholders:
    - 3.6.10.1. Media
    - 3.6.10.2. Networks, Associations and Social Movements
  - 3.5.11. Actors: Universities
  - 3.5.12. 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 BORRAR
  - 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 Supervision/Follow-Up of Compliance
  - 4.4.3. Witnessing and Reporting Human Rights Violations. Resources
  - 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. Sphere 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 BORRAR)
  - 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"*

## At TECH Nursing School we use the Case Method

In a given situation, what should a professional do? 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. Nurses learn better, faster, and more sustainably over time.

*With TECH, nurses can experience a learning methodology 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, in an attempt to recreate the real conditions in professional nursing 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. Nurses who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the nursing professional to better integrate knowledge acquisition into the hospital setting or primary care.
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 case studies with a 100% online learning system based on repetition combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.



*The nurse will learn through real cases and by solving 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 we have trained more than 175,000 nurses with unprecedented success in all specialities regardless of practical workload. 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 really 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.



### Nursing Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, 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 them as many times as you want.



### 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 suggesting that observing third-party experts can be useful.

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 for Nursing 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 for Nursing** 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 for Nursing**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



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



**Postgraduate Diploma**  
Human and Sustainable  
Development for Nursing

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

# Postgraduate Certificate Human and Sustainable Development for Nursing

