

Postgraduate Certificate Education for Human and Sustainable Development





Postgraduate Certificate Education for Human and Sustainable Development

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

Website: www.techtitute.com/in/psychology/postgraduate-certificate/education-human-sustainable-development

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01

Introduction

The development of societies must go hand in hand with sustainable development. One cannot be understood without the other and, therefore, all measures carried out to improve the living conditions of the neediest populations must take into account the protection of the environment. The professional will be able to learn with TECH Technological University and discover the most complete information on this subject.





“

Promoting human and sustainable development is fundamental to achieve an egalitarian evolution of societies. If you wish to specialize in this field, we offer you the best program to do so”

International Cooperation is carried out in different areas: social, economic, humanitarian, reconstruction. The promotion of education is one of the most common actions carried out in regions where this fundamental right of citizens does not exist, or at least not in the way it is known in developed countries. However, in spite of the different actions carried out in the field of education, the Education for Human and Sustainable Development is still an undiscovered sector, in which much remains to be done.

Thanks to this program, students will learn about the work of NGOs dedicated to field work, as well as how these organizations are managed, their working methods, legislation, and commitments to important fields of work within international cooperation.

For this, TECH has a team of professionals from different professional areas who have extensive experience in the field of International Cooperation, so they have contributed to this program all their knowledge, backed by the experience of field work. In addition, this program has a large number of practical exercises, which will facilitate the understanding of the subject and make it more enjoyable to study.

This program is 100% online, so the Psychologist will be able to balance the program of this comprehensive Postgraduate Certificate with the rest of their daily obligations, choosing at any time where and when to study. A high-level program that will take these professionals to the highest level in their field.

This **Postgraduate Certificate in Education for Human and Sustainable Development** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in international cooperation of peoples
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments on Education for 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
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A high-level educational program created by the best experts in the field, which will allow you to achieve professional success”

“ *This Postgraduate Certificate is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in International Development Cooperation, you will obtain a Postgraduate Certificate from TECH Technological University*”

It includes in its teaching staff, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and 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 an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Education for Human and Sustainable Development.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

We offer you the most complete program with the best teaching methodology.



02

Objectives

The main objective of the program is the development of theoretical and practical learning, so that the Psychologist can master international cooperation in a practical and rigorous shape.





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This Postgraduate Certificate will allow you to update your knowledge in International Cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision-making"



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 students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on sustainability processes involved in both economic and social aspects
- Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- Disseminate the basics of the current system and develop is the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of International Law



Get up to date on the latest developments in international cooperation"





Specific Objectives

- ◆ Know different methods of research in International Development Cooperation
- ◆ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc.
- ◆ Know the evolution and status of current debates on development
- ◆ Become familiar with the instruments of international Development Cooperation 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
- ◆ 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

03

Course Management

The program includes in its faculty renowned to experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.



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*Leading professionals in the field
have come together to teach you
the latest advances in international
development cooperation”*

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ Specialist in Knowledge Management
- ♦ Expert in Educational Evaluation at OEI
- ♦ Expert in Educational Indicators and Statistics at UNED
- ♦ Expert in Development Cooperation in Education at the University of Barcelona

Management



Ms. Romero Mateos, María del Pilar

- ♦ Social Educator Specialized in Child Empowerment
- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa
- ♦ Co-Author of the book: 'Principeso Cara de Beso'
- ♦ Postgraduate Diploma in International Development Cooperation

Professors

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.

Ms. Flórez Gómez, Mercedes

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

Ms. Córdoba, Cristina

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

Ms. Sánchez Garrido, Araceli

- ♦ Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- ♦ Professor of the Master in Cultural Management at the Carlos III University of Madrid
- ♦ Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- ♦ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid

Ms. Ramos Rollón, 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 Eurosocietal 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

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.





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

Module 1. International Development Cooperation

- 1.1. International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is the International Development Cooperation?
 - 1.1.3. Objectives and Purpose of International Development Cooperation
 - 1.1.4. Objectives of International Cooperation for Spanish Development
 - 1.1.5. Evolution of the Spanish International Development Cooperation
 - 1.1.6. Origins and Historical Evolution of International Cooperation
 - 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
 - 1.1.8. The Processes of Decolonization in the Postwar Years
 - 1.1.9. Crisis of the International Development Cooperation
 - 1.1.10. Changes in the Conception of International Development Cooperation
 - 1.1.11. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
 - 1.2.1. Introduction
 - 1.2.2. Main Tools of International Development Cooperation
 - 1.2.2.1. Development co-operation
 - 1.2.2.2. Education for Development
 - 1.2.2.3. Technical Assistance, Training and Research
 - 1.2.2.4. Humanitarian Action
 - 1.2.3. Other Cooperation Tools
 - 1.2.3.1. Economic Cooperation
 - 1.2.3.2. Financial Help
 - 1.2.3.3. Scientific and Technological Cooperation
 - 1.2.3.4. Food Aid
 - 1.2.4. Modalities of the International Development Cooperation
 - 1.2.5. Types of Modalities
 - 1.2.5.1. Modality According to the Origin of the Funds
 - 1.2.6. Types of Aid According to the Stakeholders Channeling International Development Cooperation Funds
 - 1.2.6.1. Bilateral
 - 1.2.6.2. Multilateral
 - 1.2.6.3. Decentralized Cooperation
 - 1.2.6.4. Non-Governmental Cooperation
 - 1.2.6.5. Business Cooperation
 - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries





- 1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
- 1.2.9. Other Cooperation Tools Co-Development
 - 1.2.9.1. Co-Development Interventions
- 1.2.10. Bibliography
- 1.3. Multilateral Organizations Organismos multilaterales
 - 1.3.1. The International Development Cooperation System
 - 1.3.2. International Development Cooperation Stakeholders
 - 1.3.3. Stakeholders in the Official Development Assistance System
 - 1.3.4. Definitions of Relevant International Organizations (IOs)
 - 1.3.5. Characteristics of International Organizations
 - 1.3.5.1. Types of International Organizations
 - 1.3.6. Advantages of Multilateral Cooperation
 - 1.3.7. Contributions of International Organizations to the Multilateral System
 - 1.3.8. Multilateral Financial Institutions (MFIs)
 - 1.3.8.1. Characteristics of MFIs
 - 1.3.8.2. Composition of MFIs
 - 1.3.8.3. Types of MFIs
 - 1.3.9. Bibliography
- 1.4. Sources of International Development Cooperation
 - 1.4.1. Introduction
 - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
 - 1.4.3. Multilateral Financial Institutions
 - 1.4.4. The International Monetary Fund
 - 1.4.5. United States Agency for International Development USAID
 - 1.4.5.1. Who are They?
 - 1.4.5.2. The History of USAID
 - 1.4.5.3. Intervention Sectors
 - 1.4.6. The European Union
 - 1.4.6.1. Objectives of the EU
 - 1.4.6.2. General Objectives of EU External Action
 - 1.4.7. Non-Financial Multilateral Institutions
 - 1.4.7.1. List of Non-Financial Multilateral Institutions
 - 1.4.7.2. Actions by Non-Financial Multilateral Institutions
 - 1.4.8. United Nations Organization
 - 1.4.9. Bibliography

- 1.5. Spanish Cooperation Master Plan 2018-2021
 - 1.5.1. Introduction
 - 1.5.2. Action and Management Challenges for Spanish Cooperation
 - 1.5.3. What Is a Master Plan?
 - 1.5.3.1. Spanish Cooperation Master Plan
 - 1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
 - 1.5.4. Goals of the Master Plan
 - 1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
 - 1.5.5. Geographic Priorities for Action under the Master Plan of the IADC
 - 1.5.6. The 2030 Agenda
 - 1.5.6.1. What Is Agenda 2030?
 - 1.5.6.2. Development of Agenda 2030
 - 1.5.6.3. General Specifications
 - 1.5.6.4. Implementation of Agenda 2030
 - 1.5.7. Bibliography
- 1.6. Humanitarian Action
 - 1.6.1. Introduction
 - 1.6.2. Humanitarian Aid in the International Context
 - 1.6.3. Tendencies in Humanitarian Action
 - 1.6.4. Main Goals of Humanitarian Action
 - 1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
 - 1.6.6. AECID and Humanitarian Action
 - 1.6.7. The Financing of Humanitarian Action and Its Evolution
 - 1.6.8. Principles of International Human Rights Law and Humanitarian Action
 - 1.6.9. Summary
 - 1.6.10. Bibliography
- 1.7. Gender Approach in International Development Cooperation
 - 1.7.1. Introduction
 - 1.7.2. What Is the Gender Approach?
 - 1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
 - 1.7.4. Gender Approaches in International Development Cooperation
 - 1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
 - 1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
 - 1.7.7. Priority Equality Goals in the Spanish Development Cooperation
 - 1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
 - 1.7.9. Gender Mainstreaming Guide
 - 1.7.10. Bibliography
- 1.8. Focus on Human Rights In International Development Cooperation
 - 1.8.1. Introduction
 - 1.8.2. Human Rights
 - 1.8.3. Human Rights Approach to Development Cooperation
 - 1.8.4. How the Human Rights Approach Emerged
 - 1.8.5. Elements Provided by the Human Rights Approach to International Development Cooperation
 - 1.8.5.1. New Frame of Reference: International Human Rights Standards
 - 1.8.5.2. New Look at Capacity Building
 - 1.8.5.3. Participation in Public Policy
 - 1.8.5.4. Accountability
 - 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
 - 1.8.7. Challenges in Project Identification and Formulation
 - 1.8.8. Challenges in Project Execution
 - 1.8.9. Challenges in Project Monitoring and Assessment
 - 1.8.10. Bibliography
- 1.9. Human Mobility and Migration
 - 1.9.1. Introduction
 - 1.9.2. Migration
 - 1.9.2.1. First Human Movements
 - 1.9.2.2. Types of Migrations
 - 1.9.2.3. Causes of Migrations
 - 1.9.3. Migratory Processes in the Era of Globalization
 - 1.9.3.1. Improved Living Conditions
 - 1.9.3.2. Vulnerability and Migration
 - 1.9.4. Human Safety and Conflict
 - 1.9.5. Challenges of the International Asylum System
 - 1.9.6. The OHCHR
 - 1.9.7. Human Rights Based Migration Strategy
 - 1.9.8. Bibliography

Module 2. Education for Human and Sustainable Development

- 2.1. Education for Human and Sustainable Development
 - 2.1.1. Introduction
 - 2.1.2. Economic, Social and Sustainable Growth
 - 2.1.3. Sustainable Development, Sustainability and Education
 - 2.1.4. Education on Sustainable Development and Education for Sustainable Development
 - 2.1.4.1. Main Differences:
 - 2.1.4.2. Sustainability
 - 2.1.4.3. Sustainable Development
 - 2.1.5. Education for Sustainable Development (ESD)
 - 2.1.6. Bibliography
- 2.2. Development Education and Its Evolution
 - 2.2.1. Introduction
 - 2.2.2. Development Education Goals
 - 2.2.2.1. Purpose of Development Education Activities
 - 2.2.2.2. Purpose of Development Education
 - 2.2.3. Dimensions of Development Education
 - 2.2.4. The History of Development Education
 - 2.2.5. Redirect Education
 - 2.2.6. Guidelines for Sustainable Development
 - 2.2.7. Exercises to Introduce the Concept of Sustainable Development
 - 2.2.7.1. Take Everything Today or Everyone Always Take
 - 2.2.7.2. Take Everything Today or Everyone Takes All the Time (II)
 - 2.2.7.3. Observations on the Game: "Take Everything Today or Everyone Takes All the Time(II)"
 - 2.2.8. Bibliography
- 2.3. Development Education Intervention Strategies
 - 2.3.1. Formal, Non-Formal and Informal Education
 - 2.3.2. Redirect Education
 - 2.3.3. Components of Education for Sustainable Development
 - 2.3.4. Guidelines for Sustainable Development
 - 2.3.5. Problems.
 - 2.3.6. Framework for Teaching or Discussing Environmental Issues
 - 2.3.7. Skills
 - 2.3.8. Perspectives
 - 2.3.9. Bibliography
- 2.4. Challenges of Development Education in Spain and in the World
 - 2.4.1. Introduction
 - 2.4.2. Components of ESD (Education for Sustainable Development)
 - 2.4.2.1. Values
 - 2.4.3. Challenges and Barriers for ESD
 - 2.4.3.1. Challenges Faced by ESD
 - 2.4.4. Bibliography
- 2.5. Education, Participation and Social Transformation
 - 2.5.1. Introduction
 - 2.5.1.1. The Administration During Change
 - 2.5.2. Process to Generate Change
 - 2.5.2.1. Make the Decision to Act
 - 2.5.2.2. Support Your Decision with a Reason
 - 2.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
 - 2.5.2.4. Prepare Final and Intermediate Goals
 - 2.5.2.5. Establish Programmatic Assessment Methods and Responsibilities
 - 2.5.2.6. Review and Revise Final and Interim Goals
 - 2.5.2.7. Rewards and Celebrations
 - 2.5.3. Exercises to Create Community Sustainability Goals through Public Participation
 - 2.5.3.1. Know Your Neighbors
 - 2.5.3.2. Generate Consensus
 - 2.5.3.3. Your Community through a Sustainability Lens
 - 2.5.4. Bibliography
- 2.6. Stakeholders of Development Education
 - 2.6.1. Introduction
 - 2.6.2. Stakeholders: General State Administration
 - 2.6.3. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
 - 2.6.4. Stakeholders: Ministry of Education and Science
 - 2.6.5. Other Ministries:
 - 2.6.6. Cooperation Council
 - 2.6.7. NGDO
 - 2.6.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
 - 2.6.9. Stakeholders: European Space

- 2.6.10. Other Stakeholders:
 - 2.6.10.1. Media
 - 2.6.10.2. Networks, Associations and Social Movements
- 2.6.11. Actors: Universities
- 2.6.12. Bibliography
- 2.7. Education for Development in the Formal, Non-Formal and Informal Spheres
 - 2.7.1. Redirecting Existing Education
 - 2.7.1.1. Points to Consider
 - 2.7.1.2. Education as a Great Hope for a Sustainable Future
 - 2.7.2. The Story of Professor Mafalda
 - 2.7.2.1. Context
 - 2.7.2.2. Structure
 - 2.7.2.3. Attributes of Global Citizenship
 - 2.7.2.4. Practical Recommendations According to Some Determining Factors
 - 2.7.3. Bibliography
- 2.8. Comparative Development Education Strategy of the Cooperation
 - 2.8.1. Introduction
 - 2.8.2. Concept of Non-Formal Education
 - 2.8.3. EPD Activities in Non-Formal Education
 - 2.8.4. Informal Education
 - 2.8.5. Areas in Informal Education
 - 2.8.5.1. Media
 - 2.8.5.2. Advocacy Awareness Campaigns
 - 2.8.5.3. Studies, Research and Publications
 - 2.8.5.4. Internet and Social Networks
 - 2.8.6. Recommendations
 - 2.8.7. Bibliography
- 2.9. Development Education. Action Areas According to the Cooperation Master Plan
 - 2.9.1. Introduction
 - 2.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation
 - 2.9.3. Objectives of the Master Plan for Development Education





- 2.9.4. Sectoral Strategies of the Master Plan for Development Education
 - 2.9.4.1. PAS
 - 2.9.4.2. Strategies
- 2.9.5. AECID's Strategic Lines for Development Education
- 2.9.6. Generation of Global Citizenship on Social Networks
- 2.9.7. Bibliography
- 2.10. Development Education Projects Worldwide
 - 2.10.1. Introduction
 - 2.10.2. Social Economy "Zafra Local" of the NGDO, Páramo Movement, Cooperation and Development
 - 2.10.2.1. What Is This Project Based On?
 - 2.10.2.2. Project Objectives
 - 2.10.2.3. Local Currency as the Backbone of the Project
 - 2.10.2.4. Examples in Spain
 - 2.10.2.5. Examples in Europe
 - 2.10.2.6. Two Formats
 - 2.10.2.7. Currency to Support Local Commerce
 - 2.10.2.8. Currency to Favor Local Commerce
 - 2.10.2.9. Solidarity Currency
 - 2.10.2.10. Fair Currency
 - 2.10.2.11. Participatory Process
 - 2.10.3. Bibliography



A unique, key, and decisive training experience to boost your professional development"

05

Methodology

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

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



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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 the psychologist experiences 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 psychologist'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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 our 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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 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 Certificate in Education for Human and Sustainable Development guarantees students, in addition to the most rigorous and up-to-date education, access to a qualification issued by TECH Technological University.



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

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