Postgraduate Certificate

Humanitarian Action and International Development Cooperation

tech technological university

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Postgraduate Certificate

Humanitarian Action and International Development Cooperation

Course Modality: **Online**
Duration: **12 weeks**
Certificate: **TECH Technological University**
Teaching Hours: **300 h.**
Website: **www.techtitute.com/in/psychology/postgraduate-certificate/humanitarian-action-international-development-cooperation**

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01

Introduction

Humanitarian Action is a fundamental task in improving living conditions in the neediest regions. Moreover, it is a field that has been growing in recent years, due to the increase in resources allocated to this cause. In this field, psychologists are an important part of the field work, since, on numerous occasions, they work with people who have suffered from unexpected conflicts, which have affected their physical and mental state. If the professional wants to increase their knowledge in this field, they should not think twice and join this community of students.

Humanitarian Action is essential to promote the development of communities with scarce resources or that have suffered a war or natural disaster. Join this program and acquire the skills to carry out a solidarity intervention in other regions"

International Cooperation organizations are developed in different areas: social, economic, educational, environmental, but Humanitarian Action is probably the most internationally recognized, both for its promotion worldwide and for the short- and long-term benefits it promotes in the poorest regions.

At TECH, we aim to prepare psychologists who wish to develop in this field, and, for this, we have designed this comprehensive program in which the students will approach the real work of Humanitarian Action, will know what are the objectives, ethical and operational principles, the actors involved and the challenges they face. On the other hand, the treatment of images and information in the news related to international cooperation for development is a delicate subject that will also have a section of study in this program. Therefore, we will try to provide clarity so that the student has a vision as objective as possible, taking into account that there is an ethics of images, since the media are an important weight as generators of thought.

To offer all this information to the students, TECH has an excellent teaching team with professionals from different fields. In this way, their experience in humanitarian work and their extensive knowledge will allow students to improve in their field of action. And to make it easier for them to study, TECH has prepared numerous practical activities on real situations.

In addition, as it is a 100% online specialization, the Psychologist will be able to combine the study of this comprehensive program with the rest of their daily obligations, choosing at all times 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 Humanitarian Action and International Development Cooperation** 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
- Its graphic, schematic and practical contents provide scientific and practical information on those disciplines that are essential for professional practice.
- New developments on Humanitarian Action and International Development Cooperation
- 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 program is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Humanitarian Action and International Development Cooperation, you will obtain a Postgraduate Certificate from TECH Technological University"

Increase your confidence in decision making by updating your knowledge through this program.

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

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.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will deliver an immersive learning experience, programmed to train in real 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 Humanitarian Action and International Cooperation for Development.

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 manner.

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

General Objectives

- Provide students with advanced program in international cooperation, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a qualification as a professional in international cooperation
- Supply 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

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

Specific Objectives

- Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project
- Develop a global vision on the nature, perspective and objectives of development cooperation actions
- Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- Ability to understand in depth the context and nature of humanitarian aid actions
- Assess the process and final result of the different development cooperation projects
- Prepare social communicators who can apply their knowledge at the different levels
- Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- Conduct an ethical reflection on cooperation, information, images and their applicability in specific contexts and information sources

03

Course Management

The program includes in its faculty renowned to experts in International Development Cooperation, who contribute their work experience this program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.

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

- 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

- 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

- 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

- 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

- 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

Dr. Ramos Rollón, Marisa

- Coordinator of the Democratic Governance area in the Eurosocial+ program. Lead 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. Humanitarian Action and International Development Cooperation

1.1. Humanitarian Action
- 1.1.1. Introduction
- 1.1.2. What Is Humanitarian Action?
  - 1.1.2.1. Concepts/Definition
- 1.1.3. Definition of Humanitarian
- 1.1.4. What Is Humanitarian Aid for?
- 1.1.5. Goals of Humanitarian Action
- 1.1.6. Beneficiaries of Humanitarian Action
- 1.1.7. The Concept of Aid
- 1.1.8. Emergency Aid
  - 1.1.8.1. Lines of Action for Emergency Aid
- 1.1.9. Humanitarian Aid
  - 1.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
- 1.1.10. Conclusions
- 1.1.11. Bibliography

1.2. Humanitarian Action and International Development Cooperation
- 1.2.1. Introduction
- 1.2.2. History of Humanitarian Action
  - 1.2.2.1. Modern Humanitarianism
  - 1.2.2.2. Evolution
- 1.2.3. Ethical and Operational Principles of Humanitarian Action
- 1.2.4. Humanitarian Principles
  - 1.2.4.1. Dilemmas that Contribute
- 1.2.5. Humanity
  - 1.2.5.1. Definitions and Dilemmas
- 1.2.6. Impartiality
  - 1.2.6.1. Definitions and Dilemmas
- 1.2.7. Neutrality
  - 1.2.7.1. Definitions and Dilemmas
- 1.2.8. Independence
  - 1.2.8.1. Definitions and Dilemmas
- 1.2.9. Universality
  - 1.2.9.1. Definitions and Dilemmas
- 1.2.10. Conclusions
- 1.2.11. Bibliography

1.3. Contents and Specific Objectives of Humanitarian Action (I)
- 1.3.1. Introduction
- 1.3.2. Humanitarian Action and Development Cooperation
  - 1.3.2.1. Classical Humanitarianism and New Humanitarianism
  - 1.3.2.2. Linking Emergency and Development
- 1.3.3. LRRD Approach
  - 1.3.3.1. Concept of Continuum and Contiguum
- 1.3.4. Humanitarian Action and LRRD
- 1.3.5. Preparedness, Mitigation and Prevention
- 1.3.6. Reducing Vulnerabilities and Strengthening Capacities
- 1.3.7. Bibliography

1.4. Contents and Specific Objectives of Humanitarian Action (II)
- 1.4.1. Victim Protection
  - 1.4.1.1. The Right to Asylum and Refuge
  - 1.4.1.2. Humanitarian Interference
- 1.4.2. International Supervision/Follow-Up of Compliance
- 1.4.3. Witnessing and Reporting Human Rights Violations. Manager
- 1.4.4. Lobbying of NGOs
  - 1.4.4.1. International Accompaniment and Presence
- 1.4.5. High-Level Political Action
- 1.4.6. Code of Conduct
- 1.4.7. ESFERA Project
  - 1.4.7.1. The Humanitarian Charter
  - 1.4.7.2. Minimum Standards
  - 1.4.7.3. The Essential Humanitarian Standard
  - 1.4.7.4. Assessment of Humanitarian Action
  - 1.4.7.5. Why Assess Humanitarian Action?
- 1.4.8. Bibliography

1.5. Stakeholders in Humanitarian Action
- 1.5.1. Introduction
- 1.5.2. What Are the Stakeholders in Humanitarian Action?
- 1.5.3. The Affected Population
- 1.5.4. The Affected Governments
- 1.5.5. NGOs
- 1.5.6. The International Red Cross and Red Crescent Movement
- 1.5.7. Donor Governments
- 1.5.8. UN Humanitarian Agencies
- 1.5.9. The European Union
- 1.5.10. Other Stakeholders:
  - 1.5.10.1. Private Sector Entities
  - 1.5.10.2. Media
  - 1.5.10.3. Military Forces
- 1.5.11. Bibliography

1.6. Main Challenges for Stakeholders and Humanitarian Action
- 1.6.1. Introduction
- 1.6.2. The World Humanitarian Summit
  - 1.6.2.1. The Agenda for Humanity
- 1.6.3. The Main Reasons to Look to the Future
- 1.6.4. Increase the Weight and Capacity of Local Stakeholders
  - 1.6.4.1. Charter for Change
- 1.6.5. Organizational Challenges for NGOs at the International Level
- 1.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
- 1.6.7. Bibliography

1.7. OCHA The Office for the Coordination of Humanitarian Affairs
- 1.7.1. Objectives
- 1.7.2. United Nations
- 1.7.3. Spanish Agency of International Cooperation for Development and Humanitarian Action
- 1.7.4. The Office for the Coordination of Humanitarian Affairs (OCHA)
  - 1.7.4.1. The Origin of OCHA
  - 1.7.4.2. The Evolution of OCHA
  - 1.7.4.3. The 2005 Humanitarian Reform
  - 1.7.4.4. The Cluster Approach
  - 1.7.4.5. OCHA's Coordination Tools
  - 1.7.4.6. The Mission of OCHA
  - 1.7.4.7. OCHA Strategic Plan 2018-2021
- 1.7.5 Bibliography

1.8. The Office for Humanitarian Action OHA
- 1.8.1. Objectives
- 1.8.2. Spanish Agency for International Development Cooperation (AECID)
- 1.8.3. Spanish Humanitarian Action
- 1.8.4. AECID and the Office for Humanitarian Action (OHA)
- 1.8.5. The Office for Humanitarian Action (OHA)
  - 1.8.5.1. The Objectives and Functions of OHA
  - 1.8.5.2. OHA Financing
- 1.8.6. Bibliography

1.9. Comparative of Humanitarian Action Strategies for Development
- 1.9.1. Objectives
- 1.9.2. Introduction
- 1.9.3. Spain's Participation in the World Humanitarian Summit
  - 1.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
- 1.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
- 1.9.5. The START (Spanish Technical Aid Response Team) Project
  - 1.9.5.1. Objectives and Purpose of the START Project
  - 1.9.5.2. The START Project Team
- 1.9.6. Conclusions
- 1.9.7. Bibliography

Module 2. Social and Transformative Communication

2.1. Fundamentals of Communication
- 2.1.1. Introduction
- 2.1.2. What Is Communication?
  - 2.1.2.1. Concept and Definition
- 2.1.3. Objectives, Audiences and Messages
- 2.1.4. Right to Information and Communication
  - 2.1.4.1. Freedom of Speech
- 2.1.5. Access and Participation
- 2.1.6. Brief Overview of the Media According to Typology
  - 2.1.6.1. Written Press
  - 2.1.6.2. Radio
  - 2.1.6.3. Television
  - 2.1.6.4. Internet and Social Networks
- 2.1.7. Conclusions

2.2. Communication and Power in the Digital Age
- 2.2.1. What Is Power?
  - 2.2.1.1. Power in the Global Era
- 2.2.2. Fake News, Control and Leaks
- 2.2.3. Publicly Owned Media
- 2.2.4. Commercial Media
  - 2.2.4.1. Large Conglomerates in Europe
  - 2.2.4.2. Large Conglomerates in Latin America
  - 2.2.4.3. Other Conglomerates
- 2.2.5. Alternative Media
  - 2.2.5.1. Evolution of the Alternative Media in the Spanish State
  - 2.2.5.2. Current Trends
  - 2.2.5.3. The Problem of Financing
  - 2.2.5.4. Professional Journalism/Activist Journalism
- 2.2.6. Initiatives for the Democratization of Communication
  - 2.2.6.1. Examples in Europe
  - 2.2.6.2. Examples in Latin America
- 2.2.7. Conclusions

2.3. Comunication and International Cooperation
- 2.3.1. Social Communication
  - 2.3.1.1. Concept
  - 2.3.1.2. Themes
- 2.3.2. Stakeholders: Associations and Research Centers
  - 2.3.2.1. Social Movements
- 2.3.3. Collaboration and Exchange Networks
- 2.3.4. Cooperation, Education for Social Transformation and Communication
  - 2.3.4.1. Types of Communication from NGDOs
- 2.3.5. Code of Conduct
  - 2.3.5.1. Social Marketing
- 2.3.6. Educommunication
- 2.3.7. Working with Alternative Media
- 2.3.8. Working with Publicly Owned Media and Commercial Media
- 2.3.9. Communication and Cooperation in Times of Crisis
  - 2.3.9.1. Technical and Labor Impacts
  - 2.3.9.2. Impacts on Social Movements
- 2.3.10. Tensions between Professional Journalism and Activist Journalism

2.4. Communication and Gender Equality
- 2.4.1. Introduction
- 2.4.2. Key Concepts
- 2.4.3. Women in the Media
  - 2.4.3.1. Representation and Visibility
- 2.4.4. Media Production and Decision Making
- 2.4.5. The Beijing Platform for Action (Chapter J)
- 2.4.6. Feminist Communication and Inclusive Language
  - 2.4.6.1. Basic Concepts
- 2.4.7. How to Identify and Avoid Stereotypes
- 2.4.8. Guidelines, Best Practices
- 2.4.9. Examples of Initiatives
- 2.4.10. Conclusions

2.5. Communication and Sustainable Development
- 2.5.1. The Sustainable Development Goals (SDGs)
  - 2.5.1.1. Proposal and Limits
- 2.5.2. The Anthropocene
  - 2.5.2.1. Climate Change and Human Development
- 2.5.3. Communication about "Natural Disasters" from NGDOs
  - 2.5.3.1. Regular Coverage in the Mass Media
- 2.5.4. Advocacy Possibilities from NGDOs
- 2.5.5. Environmental Defenders in Latin America
  - 2.5.5.1. The Data: Threats and Deaths
- 2.5.6. How Can NGDOs Communicate the Work of Human Rights Defenders?

2.6. Communication and Migrations
- 2.6.1. Introduction
- 2.6.2. Key Concepts and Data
- 2.6.3. Hate Speech and Its Foundations
  - 2.6.3.1. Dehumanization and Victimization
- 2.6.4. Necropolitics
- 2.6.5. Regular Coverage in the Mass Media
- 2.6.6. Social Networks, WhatsApp and Hoaxes
- 2.6.7. Advocacy Possibilities from NGDOs
  - 2.6.7.1. How to Recognize Prejudice
  - 2.6.7.2. Overcoming Eurocentrism
- 2.6.8. Best Practices and Guidelines on Communication and Migration
- 2.6.9. Conclusions

2.7. Communication and Peace Building
- 2.7.1. Introduction
- 2.7.2. Peace Journalism vs. War Journalism
  - 2.7.2.1. Features
- 2.7.3. Brief Historical Review of Warmongering
- 2.7.4. Communication on Armed Conflicts and Peace Processes
- 2.7.5. Journalists in Armed Conflicts
- 2.7.6. Possibilities for NGDOs
  - 2.7.6.1. Shifting Our Focus to the Solution
- 2.7.7. Research and Guidelines

2.8. Educommunication for Walking
- 2.8.1. Introduction
- 2.8.2. Pedagogy and Popular Education
- 2.8.3. Media Literacy
- 2.8.4. Educommunication Projects
  - 2.8.4.1. Features
  - 2.8.4.2. Agents
- 2.8.5. Mainstreaming Communication for Social Change
  - 2.8.5.1. The Communication Component in Other Projects
- 2.8.6. The Importance of Internal Communication in NGDOs
- 2.8.7. Communication to Members and Collaborators
- 2.8.8. Conclusions

2.9. Digital Culture and Development NGOs
- 2.9.1. Introduction
- 2.9.2. Paradigm Shifts and New Spaces
  - 2.9.2.1. Characteristics and Main Agents and Networks
- 2.9.3. The Tyranny of the Click
- 2.9.4. The Imposition of Brevity
- 2.9.5. Citizen Participation in Digital Society
  - 2.9.5.1. Changes in Solidarity and Activism in the Digital Culture
- 2.9.6. Promote the Participation of NGDOs in Digital Spaces
- 2.9.7. Indicators of Communication 2.0 in NGDOs
- 2.9.8. Conclusions

2.10. In Practice
- 2.10.1. Introduction
- 2.10.2. Elaboration of Organizational Communication Plans
  - 2.10.2.1. Communication Plan Introduction
- 2.10.3. Project and Action Communication Plans
- 2.10.4. Basic Contents and Common Errors in Web Pages
- 2.10.5. Social Media Publishing Plans
- 2.10.6. Crisis Management and Unplanned Aspects in Social Networks
- 2.10.7. Subject, Verb and Predicate
  - 2.10.7.1. Recalling Notions
- 2.10.8. Conclusions

A unique, key, and decisive educational 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.**

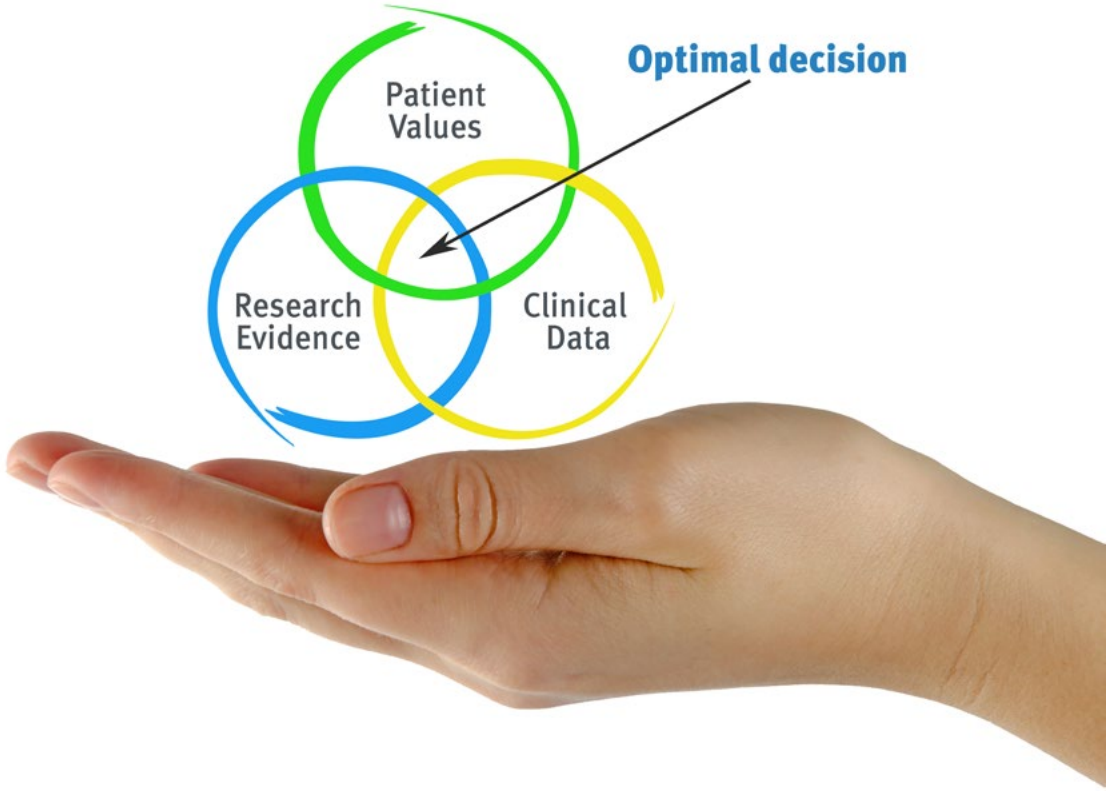
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

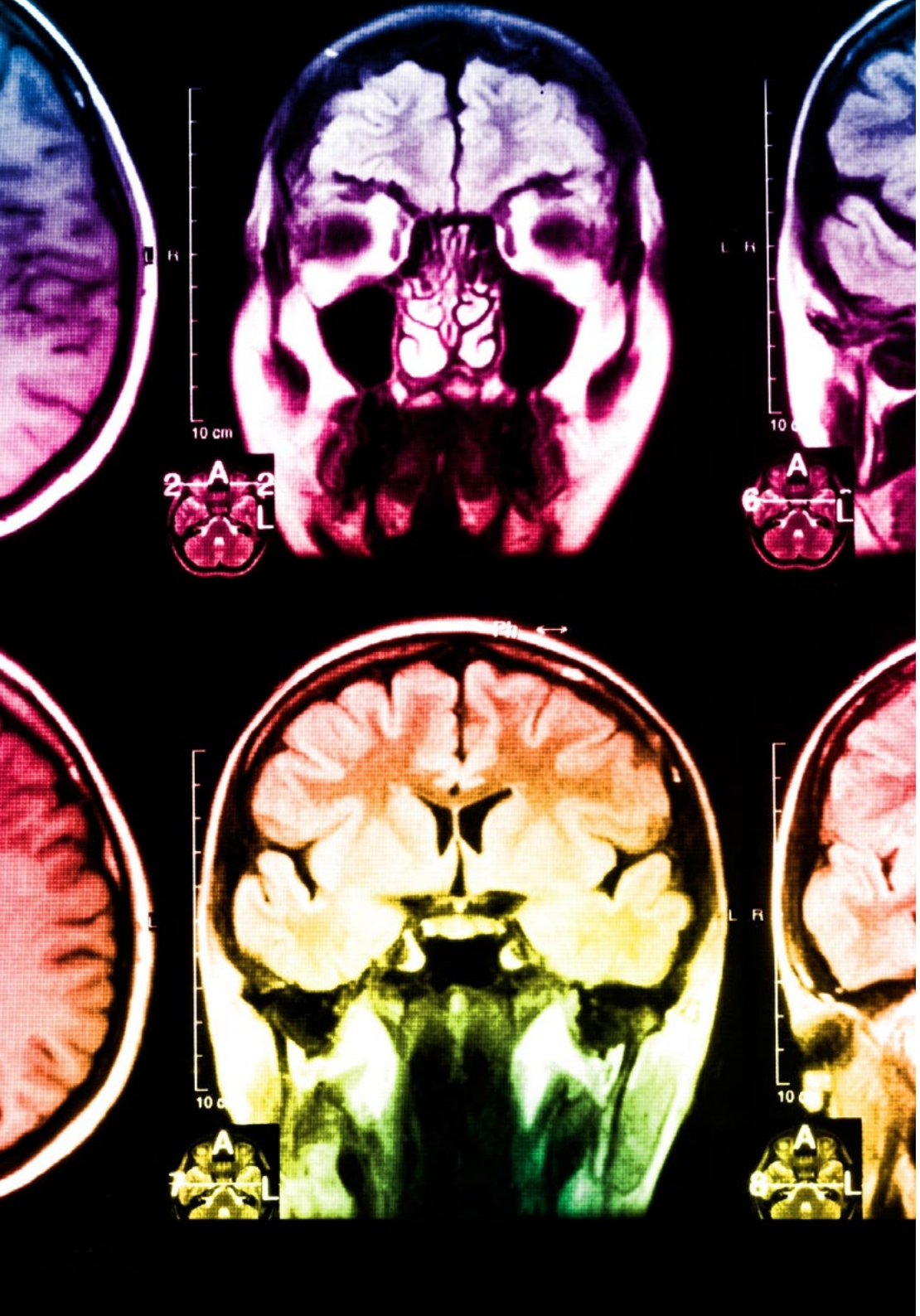
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate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

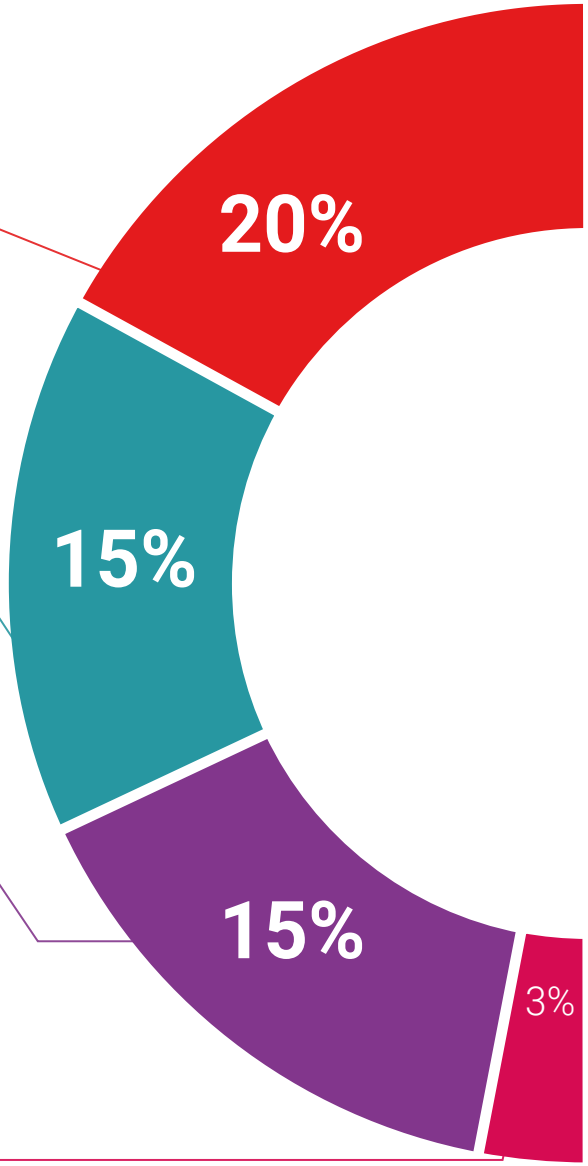
Interactive Summaries

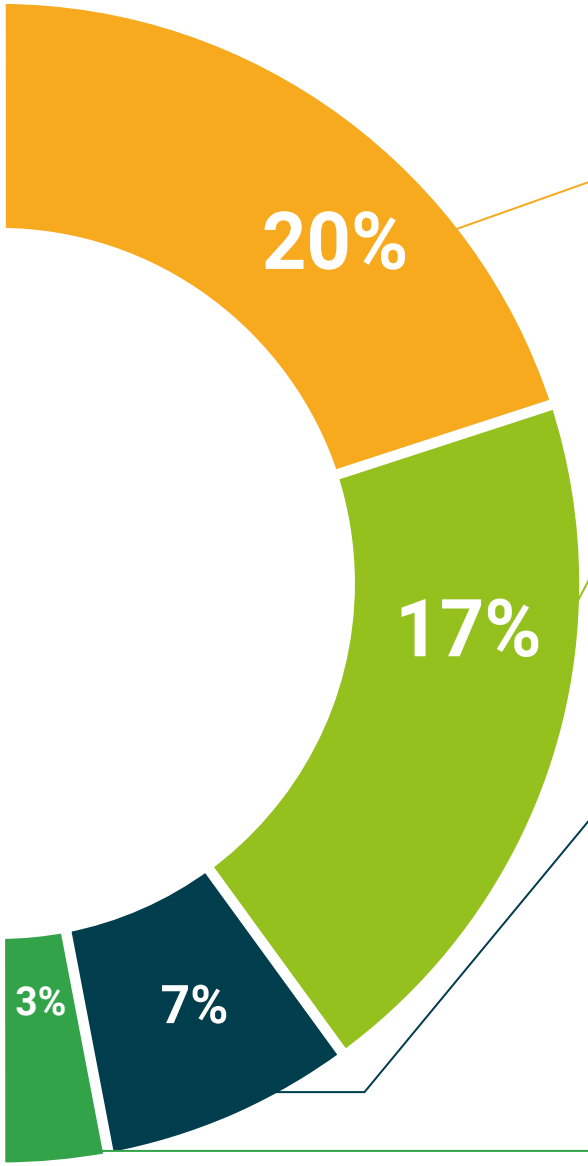
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

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

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

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

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

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

Official Nº of Hours: **300 h.**

tech technological university

Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Humanitarian Action and International Development Cooperation

This is a qualification awarded by this University, equivalent to 300 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Certificate

Humanitarian Action and International Development Cooperation

Course Modality: **Online**
Duration: **12 weeks**
Certificate: **TECH Technological University**
Teaching Hours: **300 h.**

Postgraduate Certificate

Humanitarian Action and International Development Cooperation

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