

# Postgraduate Certificate Development Education Intervention Strategies





## Postgraduate Certificate

### Development Education Intervention Strategies

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/postgraduate-certificate/development-education-intervention-strategies](http://www.techtute.com/us/postgraduate-certificate/development-education-intervention-strategies)

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# 01

# Introduction

In the teaching field, there is talk of the new educational paradigm, with emerging methodologies, but little is known about development education. Throughout this program, students will learn where, how and when this concept arose, the challenges it faces and the strategic lines of action, among other aspects. And all this with a very complete program elaborated by the main experts in the field.





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*Teachers working in development cooperation need to update their knowledge to discover the main intervention strategies in education in which they can participate”*

The work on education for development is neither casual nor isolated. There are specific guidelines to be followed, set out in the master plan for international development cooperation, which must be applied to projects carried out in different regions of the world.

The Postgraduate Certificate in Development Education Intervention Strategies brings together basic knowledge in international cooperation and development applied to the field of teaching, tools that allow the development worker to seek to improve the performance of their functions in those areas that people and peoples demand, to guide them to change and focus them on the present situation through the tools and resources of cooperation. And all of this with a focus on human and sustainable development.

In this way, the student of this Postgraduate Certificate will learn about specific organizations that work for environmental law, such as UNEP, or the existence of various humanitarian movements whose mission is to enforce the objectives set at international summits.

One of the main advantages of this program is that, as it is a 100% online program, the teachers will be able to combine the study of this 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 Development Education Intervention Strategies** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in international cooperation of the peoples of the world
- ♦ 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.
- ♦ Latest news on Development Education Intervention Strategies
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning.
- ♦ Emphasis on innovative methodologies in International 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"*

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*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 Development Education Intervention Strategies, you will obtain a Postgraduate Certificate from TECH Technological University”*

It includes, in its faculty, 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 educational experience designed to prepare students for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Development Education Intervention Strategies.

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

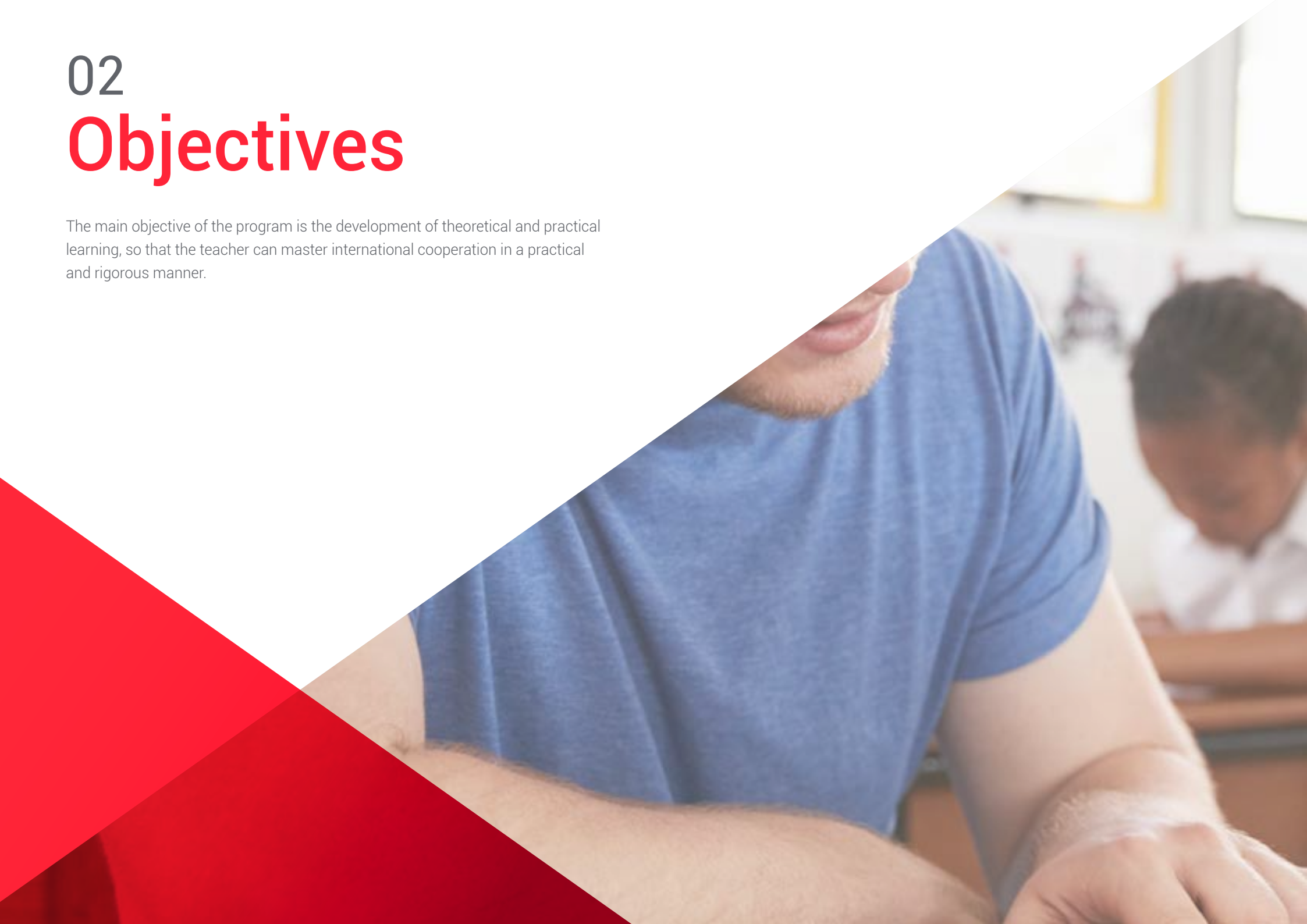
*We offer you the most complete Postgraduate Certificate with the best teaching methodology.*



02

# Objectives

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







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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

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- ♦ 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



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





## Specific Objectives

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- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- ♦ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- ♦ Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- ♦ Encourage networking with other entities in the sector, to achieve a greater impact on our actions
- ♦ Analyze and understand global initiatives to fight poverty
- ♦ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ♦ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ♦ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- ♦ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action

03

# Course Management

The program includes in its teaching staff reference experts in Development Education Intervention Strategies, who contribute their work experience to this program. In addition, other experts of renowned prestige participate in its design and planning completing 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”*

## 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

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- ♦ 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

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

## Management



### Ms. Romero Mateos, María del Pilar

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



## Professors

### Ms. Sánchez Garrido, Araceli

- ♦ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- ♦ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ♦ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid
- ♦ Professor of the Master in Cultural Management at the Carlos III University of Madrid

### Mr. Cano Corcuera, Carlos

- ♦ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ♦ Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- ♦ Specialization Courses in 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
- ♦ Work in different areas of international cooperation, mainly in Latin America

### Ms. Córdoba, Cristina

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

### Ms. Flórez Gómez, Mercedes

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

### Ms. Ramos Rollon, Marisa

- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Researcher focused on the areas of public policies and institutions in Latin America and on the issues of democratic governance and development policies.
- ♦ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ♦ Professor in the Master's Degree in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master's Degree in Latin American-EU Relations at the University of Alcalá

# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.





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

## Module 1. Education for Human and Sustainable Development

- 1.1. Education for Human and Sustainable Development
  - 1.1.1. Introduction
  - 1.1.2. Economic, Social and Sustainable Growth
  - 1.1.3. Sustainable Development, Sustainability and Education
  - 1.1.4. Education on Sustainable Development and Education for Sustainable Development
    - 1.1.4.1. Main Differences
    - 1.1.4.2. Sustainability
    - 1.1.4.3. Sustainable Development
  - 1.1.5. Education for Sustainable Development (ESD)
  - 1.1.6. Bibliography
- 1.2. Development Education and Its Evolution
  - 1.2.1. Introduction
  - 1.2.2. Development Education Goals
    - 1.2.2.1. Purpose of Development Education Activities
    - 1.2.2.2. Purpose of Development Education
  - 1.2.3. Dimensions of Development Education
  - 1.2.4. The History of Development Education
  - 1.2.5. Redirect Education
  - 1.2.6. Guidelines for Sustainable Development
  - 1.2.7. Exercises to Introduce the Concept of Sustainable Development
    - 1.2.7.1. Take Everything Today or Everyone Always Take
    - 1.2.7.2. Take Everything Today or Everyone Takes All the Time(II)
    - 1.2.7.3. Observations on the Game: Take Everything Today or Everyone Always Take(II)
  - 1.2.8. Bibliography
- 1.3. Development Education Intervention Strategies
  - 1.3.1. Formal, Non-Formal and Informal Education
  - 1.3.2. Redirect Education
  - 1.3.3. Issues in Education for Sustainable Development
  - 1.3.4. Guidelines for Sustainable Development



- 1.3.5. Problems.
- 1.3.6. Framework for Teaching or Discussing Environmental Issues
- 1.3.7. Skills
- 1.3.8. Perspectives
- 1.3.9. Bibliography
- 1.4. Challenges of Development Education in Spain and in the World BORRAR
  - 1.4.1. Introduction
  - 1.4.2. Components of ESD (Education for Sustainable Development)
    - 1.4.2.1. Values
  - 1.4.3. Challenges and Barriers for ESD
    - 1.4.3.1. Challenges Faced by ESD
  - 1.4.4. Bibliography
- 1.5. Education, Participation and Social Transformation
  - 1.5.1. Introduction
    - 1.5.1.1. The Administration During Change
  - 1.5.2. Process to Generate Change
    - 1.5.2.1. Make the Decision to Act
    - 1.5.2.2. Support Your Decision with a Reason
    - 1.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
    - 1.5.2.4. Prepare Final and Intermediate Goals
    - 1.5.2.5. Establish Programmatic Assessment Methods and Responsibilities
    - 1.5.2.6. Review and Revise Final and Interim Goals
    - 1.5.2.7. Rewards and Celebrations
  - 1.5.3. Exercises to Create Community Sustainability Goals through Public Participation
    - 1.5.3.1. Know Your Neighbours
    - 1.5.3.2. Generate Consensus
    - 1.5.3.3. Your Community through a Sustainability Lens
  - 1.5.4. Bibliography
- 1.6. Stakeholders of Development Education
  - 1.6.1. Introduction
  - 1.6.2. Stakeholders: General State Administration
  - 1.6.3. Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
  - 1.6.4. Actors: Ministry of Education and Science
  - 1.6.5. Other Ministries:
  - 1.6.6. Cooperation Council
  - 1.6.7. NGDO
  - 1.6.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE) BORRAR
  - 1.6.9. Stakeholders: In Europe
  - 1.6.10. Other Stakeholders:
    - 1.6.10.1. Media
    - 1.6.10.2. Networks, Associations and Social Movements
  - 1.6.11. Actors: Universities
  - 1.6.12. Bibliography
- 1.7. Education for Development in the Formal, Non-Formal and Informal Spheres
  - 1.7.1. Redirecting Existing Education
    - 1.7.1.1. Points to Consider
    - 1.7.1.2. Education as a Great Hope for a Sustainable Future
  - 1.7.2. The Story of Professor Mafalda
    - 1.7.2.1. Context
    - 1.7.2.2. Structure
    - 1.7.2.3. Attributes of Global Citizenship
    - 1.7.2.4. Practical Recommendations According to Some Determining Factors
  - 1.7.3. Bibliography

- 1.8. Comparative Development Education Strategy of the Cooperation
  - 1.8.1. Introduction
  - 1.8.2. Concept of Non-Formal Education
  - 1.8.3. EPD Activities in Non-Formal Education
  - 1.8.4. Informal Education
  - 1.8.5. Areas in Informal Education
    - 1.8.5.1. Media
    - 1.8.5.2. Advocacy Awareness Campaigns
    - 1.8.5.3. Studies, Research and Publications
    - 1.8.5.4. Internet and Social Networks
  - 1.8.6. Recommendations
  - 1.8.7. Bibliography
- 1.9. Education for Development. Action Areas According to the Cooperation Master Plan
  - 1.9.1. Introduction
  - 1.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation BORRAR
  - 1.9.3. Objectives of the Master Plan for Development Education
  - 1.9.4. Sectoral Strategies of the Master Plan for Development Education
    - 1.9.4.1. PAS
    - 1.9.4.2. Strategies
  - 1.9.5. AECID's Strategic Lines for Development Education
  - 1.9.6. Generation of Global Citizenship on Social Networks
  - 1.9.7. Bibliography
  - 1.10. Development Education Projects Worldwide
    - 1.10.1. Introduction
    - 1.10.2. Social Economy "Zafra Local" of the NGDO, Páramo Movement, Cooperation and Development
      - 1.10.2.1. What Is This Project Based On?
      - 1.10.2.2. Project Objectives
      - 1.10.2.3. Local Currency as the Backbone of the Project
      - 1.10.2.4. Examples in Spain
      - 1.10.2.5. Examples in Europe
      - 1.10.2.6. Two Formats
      - 1.10.2.7. Currency to Support Local Commerce
      - 1.10.2.8. Currency to Favor Local Commerce
      - 1.10.2.9. Solidarity Currency
      - 1.10.2.10. Fair Currency
      - 1.10.2.11. Participatory Process

- 1.10.3. Bibliography

## Module 2. Human Rights (HR) and International Humanitarian Law (IHL)

- 2.1. Human Rights and International Humanitarian Law
  - 2.1.1. Introduction
  - 2.1.2. Concept and Definition of Human Rights
  - 2.1.3. Universal Declaration of Human Human Rights
    - 2.1.3.1. What Is the Universal Declaration of Human Rights?
    - 2.1.3.2. Authors of the Universal Declaration of Human Rights
    - 2.1.3.3. Preamble of the Universal Declaration of Human Rights
    - 2.1.3.4. Articles of the Universal Declaration of Human Rights
  - 2.1.4. Bibliography
- 2.2. International Humanitarian Law (IHL)
  - 2.2.1. What Is International Humanitarian Law? (IHL)
  - 2.2.2. Branches of IHL
  - 2.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
  - 2.2.4. Scope of International Human Rights Law
    - 2.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
    - 2.2.4.2. Specific Prohibitions and Restrictions
  - 2.2.5. When Does IHL Apply?
  - 2.2.6. Who Does IHL Protect and How?
  - 2.2.7. Bibliography
- 2.3. The UN and Human Rights
  - 2.3.1. The UN (United Nations)
    - 1.3.1.1. What Is It?
    - 1.3.1.2. The History of the UN
    - 1.3.1.3. The ONU and Human Rights

- 2.3.2. How Does the UN Promote and Protect Human Rights?
  - 2.3.2.1. High Commissioner for Human Rights
  - 2.3.2.2. Human Rights Council
  - 2.3.2.3. UNDG-HRM
  - 2.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
- 2.3.3. Conclusions
- 2.3.4. Bibliography
- 2.4. UN Human Rights Protection Tools
  - 2.4.1. Introduction
  - 2.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
    - 2.4.2.1. The International Bill of Human Rights
    - 2.4.2.2. Democracy
    - 2.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
  - 2.4.3. Several Agencies Dealing with Different Issues
  - 2.4.4. General Secretary
  - 2.4.5. United Nations Peace Operations
  - 2.4.6. Commission on the Status of Women (CSW)
  - 2.4.7. Bibliography
- 2.5. International Human Rights Law
  - 2.5.1. Introduction
  - 2.5.2. What Is International Human Rights Law?
    - 2.5.2.1. Characteristics of International Human Rights Law
  - 2.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
  - 2.5.4. Crimes against Humanity
    - 2.5.4.1. Crimes against Humanity throughout History
  - 2.5.5. Bibliography
- 2.6. Non-Governmental Organizations and Human Rights
  - 2.6.1. Introduction
    - 2.6.1.1. What Is a NGDO?
  - 2.6.2. NGOs and Human Rights
  - 2.6.3. Categories of Human Rights NGOs
  - 2.6.4. Main Characteristics of Human Rights NGOs
  - 2.6.5. Bibliography
- 2.7. Human Rights Violations in the World
  - 2.7.1. Introduction
  - 2.7.2. Cases of Human Rights Violations by Articles
    - 2.7.2.1. Article 3: Right to Live in Freedom
    - 2.7.2.2. Article 4: No Slavery
    - 2.7.2.3. Article 5: No Torture
    - 2.7.2.4. Article 13: Freedom of Movement
    - 2.7.2.5. Article 18: Freedom of Thought
    - 2.7.2.6. Article 19: Freedom of Expression
    - 2.7.2.7. Article 21: Right to Democracy
  - 2.7.3. Bibliography
- 2.8. Environmental Human Rights
  - 2.8.1. Environmental Protection as a Human Right
  - 2.8.2. Does the Environment Have Rights?
  - 2.8.3. Evolution of Human Rights in the Face of No Rights Cases
  - 2.8.4. Rights of Nature Evolution
    - 2.8.4.1. Statement of Intent Special Rapporteur
  - 2.8.5. Environmental Law
    - 2.8.5.1. PNUMA(United Nations Environment Program)
  - 2.8.6. Bibliography
- 2.9. Human Rights NGOs
  - 2.9.1. Introduction
  - 2.9.2. List of Human Rights NGOs
    - 2.9.2.1. 1 Kilo of Aid
    - 2.9.2.2. B. Soleil d'Afrique
    - 2.9.2.3. Aasara
    - 2.9.2.4. Andean Action
    - 2.9.2.5. Global Solidarity Action
    - 2.9.2.6. Verapaz Action
    - 2.9.2.7. ADANE: Amics per al Desenvolupament a l'Àfrica Negra (Friends for African Development)
  - 2.9.3. Bibliography

05

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.





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*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

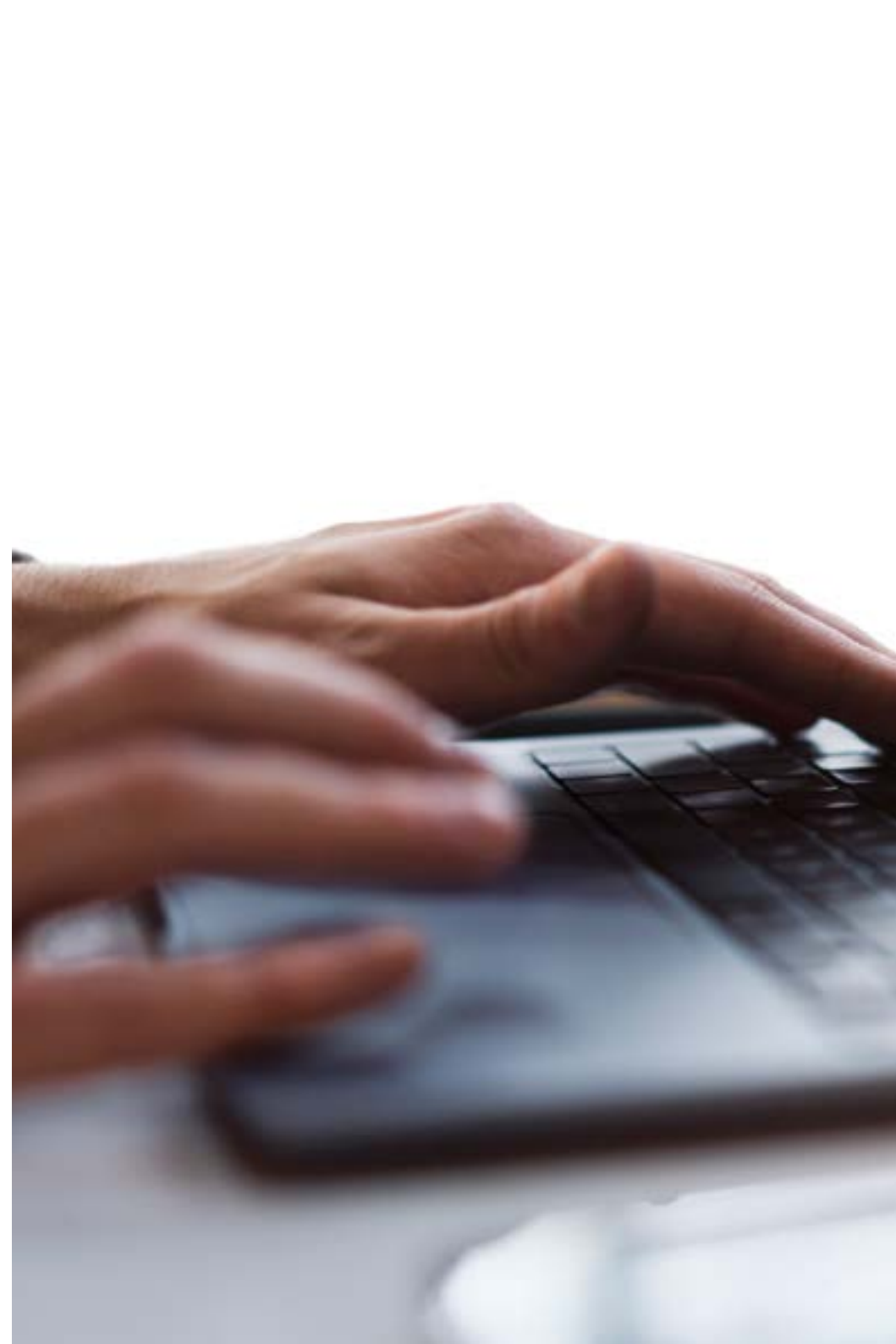
### The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

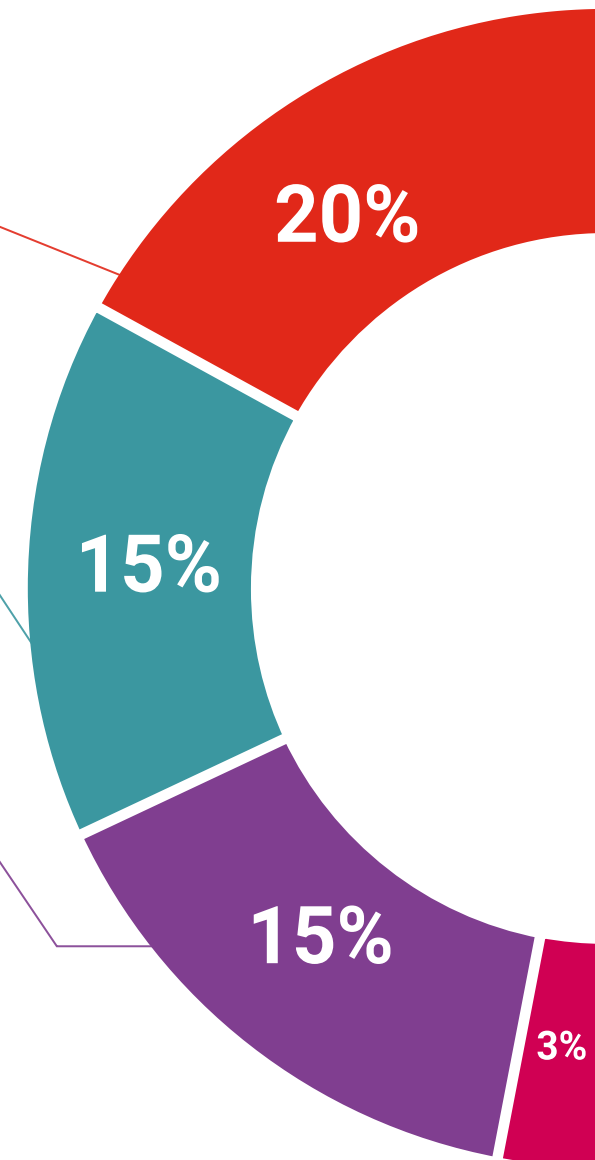
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

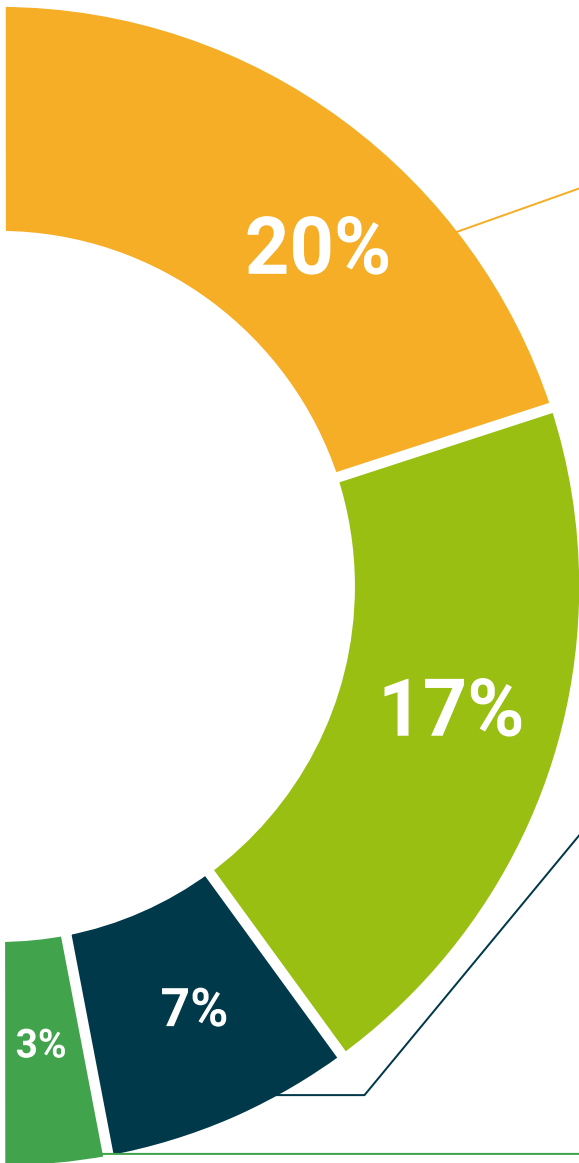


#### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.







**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for 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 Development Education Intervention Strategies guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*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 Certificate in Development Education Intervention Strategies** 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: **Professional Master's Degree in Development Education Intervention Strategies**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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