

Postgraduate Certificate

Education Plan Development for Groups at Risk of Social Exclusion



Postgraduate Certificate

Education Plan Development for Groups at Risk of Social Exclusion

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

Website: www.techtute.com/in/education/postgraduate-certificate/education-plan-development-groups-risk-social-exclusion

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 16

05

Certificate

p. 24

01

Introduction

The need for inclusive policies is a maxim for the current sociocultural context, where many groups are at risk of social exclusion. In this sense, institutions and companies have adapted to the changing reality, taking into account diverse perspectives and modifying their mode of action towards a tolerant society. On the other hand, the increase in the unemployment rate and the pronounced discrimination in recent years have required new initiatives to promote equality, such as the creation of educational programs for the most vulnerable sectors of the population. This is the objective of this program, the content of which comprises a specific and up-to-date syllabus that offers the tools that students need to develop education plans for groups at risk of social exclusion.





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Get involved! Critically understand the theoretical and methodological bases of teaching in order to develop competitive plans that enhance social inclusion"

The need for inclusive policies is a maxim for the current sociocultural context, where many groups are at risk of social exclusion. On the increase in the unemployment rate and the pronounced discrimination in recent years have required new initiatives to promote equality, such as the creation of educational programs for the most vulnerable sectors of the population.

In this sense, institutions and companies have adapted to the changing reality, taking into account diverse perspectives and modifying their mode of action. Therefore, it is necessary that the inclusive policies to be implemented have professionals who master the subject and the latest updates, promoting Education Plan Development for Groups at Risk of Social Exclusion that are effective.

For all this, TECH has developed this Postgraduate Certificate so that professionals delve into a specific syllabus to undertake the functions that are related to the program, advocating for an egalitarian system by promoting projects from the base. In this way, students will analyze various aspects aimed at proposing inclusive education plans.

In addition, this Postgraduate Certificate is 100% online, which allows TECH students to be able to balance their personal and professional life with their studies, since it is only necessary to have an electronic device with an Internet connection to access the content when, how and where they want.

This **Postgraduate Certificate in Education Plan Development for Groups at Risk of Social Exclusion** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical case studies presented by experts
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession"

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Intensive and of high quality, this Postgraduate Certificate gives professionals the opportunity to become a key figure in the educational center"

The program includes, in its teaching staff, professionals from the sector 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 allow professionals to learn in a situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will acquire in-depth knowledge about social exclusion and you will learn about the reality of the affected groups through an up-to-date and high-quality syllabus.

You will learn the principles and fundamentals of attention to diversity in order to build viable plans that do not incur in discrimination.



02

Objectives

This program aims to enable students to acquire the necessary skills and develop professionally in the educational field to promote inclusive policies from the Development of Education Plans for Groups at Risk of Social Exclusion. To achieve this, TECH proposes an intensive syllabus with the best content, so that students acquire the necessary skills in a short time and successfully, acquiring the necessary competencies and knowledge about the reality of the sector, implementing equality through preparation and knowledge, promoting a tolerant climate.



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Your standards are your goals. Specialize with TECH and promote equality at a sociocultural level by developing plans that minimize the reality of social exclusion that many groups live"



General Objectives

- ♦ Learn to teach and guide teaching to each student according to their individual conditions
- ♦ Achieve the skills to work with the different ICTs
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive education
- ♦ Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- ♦ Understand the importance of professional teaching development and its direct reflection on the quality of education
- ♦ Know the different pedagogical foundations of education



Contribute to change the sociocultural reality through the development of education plans for groups at risk of social exclusion"





Specific Objectives

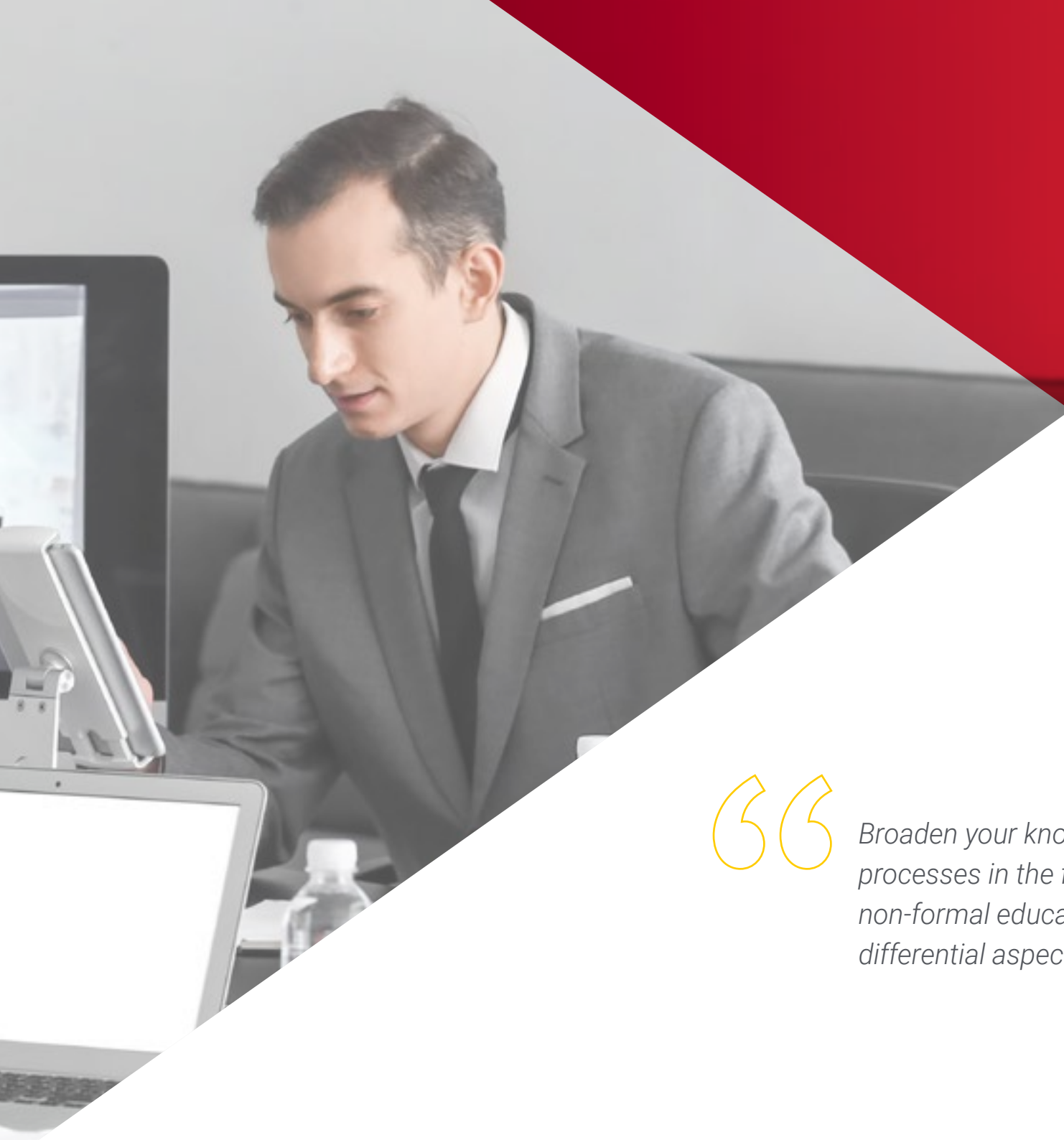
- ♦ Know and critically understand the theoretical and methodological principles that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- ♦ Awaken interest and sensitivity towards the socio-cultural reality
- ♦ Understand the different levels of planning possible for educational design
- ♦ Analyze the models, tools and actors in educational planning
- ♦ Understand the fundamentals and elements of educational planning
- ♦ Detect educational needs through the application of different existing analysis models
- ♦ Acquire the planning skills necessary for the development of education programs

03

Structure and Content

The content of this Postgraduate Certificate in Education Plan Development for Groups at Risk of Social Exclusion has been structured according to the knowledge that the professional oriented to this function must master in the current socio-cultural context. In this way, two modules have been structured with an up-to-date content of the highest quality, focused on the development of educational programs whose focus is to minimize social exclusion, betting on policies for the inclusion of the affected groups. In this way, students specialize at all levels to develop successful educational plans that contribute to the empowerment of all equally.





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Broaden your knowledge of exclusion processes in the field of formal and non-formal education and master those differential aspects and images of diversity”

Module 1. Continuing Education

- 1.1. Basic Concepts of Equality and Diversity
 - 1.1.1. Diversity and Equal Opportunities
 - 1.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 1.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 1.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 1.2.1. Current Context of Social Exclusion
 - 1.2.2. New Sociodemographic Reality
 - 1.2.3. New Labor Reality
 - 1.2.4. Crisis of the Well-Being State
 - 1.2.5. New Relational Forms and New Social Ties
- 1.3. Exclusion in Schools
 - 1.3.1. Epistemological Preamble
 - 1.3.2. Sociological References
 - 1.3.3. Social Context that Generates Inequalities
 - 1.3.4. Social Exclusion and Integration
 - 1.3.5. Schooling and Educational Exclusion
 - 1.3.6. Meritocracy and Democratization of Secondary Education
 - 1.3.7. Neoliberal Discourse and the Effects of Power
- 1.4. Main Factors of School Failure
 - 1.4.1. Definition of School failure
 - 1.4.2. Causes of School failure
 - 1.4.3. Difficulties Associated with Failure
 - 1.4.4. Methods of Diagnosing School Failure
- 1.5. Inclusive School and Interculturality
 - 1.5.1. Pluricultural Society and Intercultural Education
 - 1.5.2. Inclusive Education as a Response
 - 1.5.3. Democratic Coexistence in the Classroom
 - 1.5.4. Methodological Proposals for Inclusive Education
- 1.6. Practical Approaches in Attention to Diversity
 - 1.6.1. Inclusive Education in Spain
 - 1.6.2. Inclusive Education in France
 - 1.6.3. Inclusive Education in Latin America
- 1.7. Digital Exclusion in the Digital Information Society
 - 1.7.1. ICTs and the Digital Divide
 - 1.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 1.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 1.8. The Inclusion of ICT in the Diverse School
 - 1.8.1. ICT as an Inclusive Resource
 - 1.8.2. Teacher Training, ICT and Attention to Diversity
 - 1.8.3. Adaptation of ICT to the Students' Needs
- 1.9. Social Exclusion and Pedagogical Innovation
 - 1.9.1. Inclusion, a New Paradigm
 - 1.9.2. The Denaturalization of School Failure
 - 1.9.3. The Defence of Diversity
 - 1.9.4. Questioning Homogeneity
 - 1.9.5. Resignification of the Teacher's Role
- 1.10. Needs and Practices in Social Policies for Inclusion
 - 1.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 1.10.2. Anticipating Social Problems
 - 1.10.3. Social Participation
 - 1.10.4. Multilevel Articulation

Module 2. Design and Management of Education Programs

- 2.1. Design and Management of Education Programs
 - 2.1.1. Stages and Tasks in the Design of Education Programs
 - 2.1.2. Types of Education Programs
 - 2.1.3. Evaluation of the Education Program
 - 2.1.4. Competency-Based Educational Program Model
- 2.2. Program Design in the Formal and Non-Formal Educational Field
 - 2.2.1. Formal and Non-Formal Education
 - 2.2.2. Formal Education Program Model
 - 2.2.3. Non-Formal Education Program Model
- 2.3. Education Programs and Information and Communication Technologies
 - 2.3.1. Integration of ICT in Education Programs
 - 2.3.2. Advantages of ICT in the Development of Education Programs
 - 2.3.3. Educational Practices and ICT
- 2.4. Educational Program Design and Bilingualism
 - 2.4.1. Advantages of Bilingualism
 - 2.4.2. Curricular Aspects for the Design of Education Programs in Bilingualism
 - 2.4.3. Examples of Educational and Bilingual Programs
- 2.5. Pedagogical Design of Educational Guidance Programs
 - 2.5.1. The Elaboration of Programs in Educational Guidance
 - 2.5.2. Possible Contents of Educational Guidance Programs
 - 2.5.3. Methodology for the Assessment of Educational Guidance Programs
 - 2.5.4. Aspects to Take into Account in the Design
- 2.6. Education Programs Design for Inclusive Education
 - 2.6.1. Theoretical Fundamentals of Inclusive Education
 - 2.6.2. Curricular Aspects for the Design of Inclusive Education Programs
 - 2.6.3. Examples of Inclusive Education Programs
- 2.7. Management, Monitoring and Assessment of Education Programs. Pedagogical Skills
 - 2.7.1. Assessment as a Tool for Educational Improvement
 - 2.7.2. Guidelines for the Assessment of Education Programs
 - 2.7.3. Techniques for the Assessment of Education Programs
 - 2.7.4. Pedagogical Skills for Assessment and Improvement
- 2.8. Strategies for Communication and Dissemination of Education Programs
 - 2.8.1. Didactic Communication Process
 - 2.8.2. Teaching Communication Strategies
 - 2.8.3. Dissemination of Education Programs
- 2.9. Good Practice in the Design and Management of Education Programs in Formal Education
 - 2.9.1. Characterization of Good Teaching Practices
 - 2.9.2. Influence of Good Practices on Program Design and Development
 - 2.9.3. Pedagogical Leadership and Best Practices
- 2.10. Best Practices in the Design and Management of Education Programs in Non-Formal Contexts
 - 2.10.1. Good Teaching Practices in Non-Formal Contexts
 - 2.10.2. Influence of Good Practices on Program Design and Development
 - 2.10.3. Example of Good Educational Practices in Non-Formal Contexts



You will develop successful education plans based on best practices in the design and management of these plans in non-formal contexts"

04

Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by 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 specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

This exclusive multimedia content presentation training Exclusive system 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 your 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.



05

Certificate

The Postgraduate Certificate in Education Plan Development for Groups at Risk of Social Exclusion guarantees guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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”

This **Postgraduate Certificate in Education Plan Development for Groups at Risk of Social Exclusion** contains the most complete and up-to-date 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 Education Plan Development for Groups at Risk of Social Exclusion**

Official N° of Hours: **300 h.**



*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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