Postgraduate Certificate

Design, Monitoring and Assessment of International Development Cooperation Projects

tech technological university

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Postgraduate Certificate

Design, Monitoring and Assessment of International Development Cooperation Projects

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

Website: www.techtitute.com/pk/humanities/postgraduate-certificate/design-monitoring-assessment-international-development-cooperation-projects

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01

Introduction

The management of an International Development Cooperation project involves focusing on the needs of the local communities and on the resources available to achieve the proposed goals. However, a lack of adequate planning or coordination among the actors involved threatens the success of these initiatives. Therefore, it is crucial to have the latest tools to design, monitor and evaluate them with all the guarantees, which is where this program comes into play. With it, the student will delve into the management cycle of a project and the regional particularities of the field of Development and Cooperation, always based on updated techniques. A great opportunity that will be carried out through a convenient online format.

The program you are looking for to master all aspects of the management cycle of an International Development Cooperation project"

The evaluation and monitoring of an International Development Cooperation project is essential to ensure its impact and sustainability over time. In this line, clear and measurable indicators must be established to evaluate the achievement of the objectives and the impact of the initiative on the target communities. In addition, it is important to consider the long-term viability of the project, ensuring that local cultures have the capacity to maintain the activities and results of the Humanitarian Action once it ends.

If these aspects are not taken into account when developing such actions, the initiative may fail, to the detriment of the communities involved,
That is why handling the latest management tools in this demanding area has become crucial, which is why this study was born. Through it, Humanities professionals have the opportunity to delve into the techniques, trends and projects of International Cooperation for Development.
In the same way, they will obtain a global vision on the nature, perspective and objectives of development cooperation actions

All this and more will be available to students in only 300 hours of specialization, in which they will not have to attend a teaching center in person, at any time. In fact, TECH give them the baton of the management of their educational cycle, so they will be the ones to decide their own study schedules. In this way, you will be able to combine the Postgraduate Certificate with your professional obligations without major problems.

This **Postgraduate Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects** contains the Educational most complete and up-to-date scientific program on the market. Its most notable features are:

- Practical cases presented by experts in International Development Design, Monitoring and Assessment of Cooperation
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Do you want to Develop a global vision on the nature, perspective and objectives of Development Cooperation actions? Do it with all the guarantees thanks to TECH!"

You will be able to examine the main challenges of the actors present in the Humanitarian Action in a completely online way"

TECH's advanced educational methodology will allow you to delve into the design, monitoring and evaluation of International Development Cooperation actions with dynamic resources in only 300 hours.

A high value specialization absolutely in line with the precepts of the United Nations.

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

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

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

02

Objectives

The effective management of International Development Cooperation projects is vital in the future of many communities, so TECH has designed this program with special care and based on a comprehensive approach. Thanks to this global perspective, after completing the program, the Humanities professional will be in a position to face any scenario related to the design, monitoring and evaluation of Humanitarian Actions.

By achieving the objectives of the Postgraduate Certificate, you will identify with expert precision the strategic axes that guide the policies and actions of Cooperation"

General Objectives

- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- Provide students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on sustainability processes
- involved in both economic and social aspects
- Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law

The comprehensive approach of this program will allow you to examine in depth the context and nature of humanitarian aid actions"

Specific Objectives

- Know the management cycle of a development project
- Know the techniques, trends and projects of international development cooperation
- Understand the main problems of the different regional and international environments
- Know the different systems, modalities and basic actors of International Development Cooperation
- Know the regional particularities of development and cooperation
- Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- Develop a global vision on the nature, perspective and objectives of development cooperation actions
- Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- 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

03

Course Management

In its commitment to offer an education with the highest academic standards, TECH has brought together in this Postgraduate Certificate a teaching team that is a referent in the field of International Development Cooperation. In this way, different experts from fields such as Geography, Biology or Cultural Heritage come together in this program to provide it with a rich multidisciplinary component. Undoubtedly, this will play in favor of students, who will also be able to resolve any doubts through the Virtual Campus.

The teachers of this Postgraduate Certificate have put all their experience into the contents, providing them with a rich multidisciplinary approach"

Guest Director

Ms. Rodríguez Arteaga, Carmen

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

Management

Ms. Romero Mateos, María del Pilar

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

Professors

Ms. Sánchez Garrido, Araceli

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

Ms. Córdoba, Cristina

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

Ms. Flórez Gómez, Mercedes

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

Dr. Ramos Rollon, Marisa

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

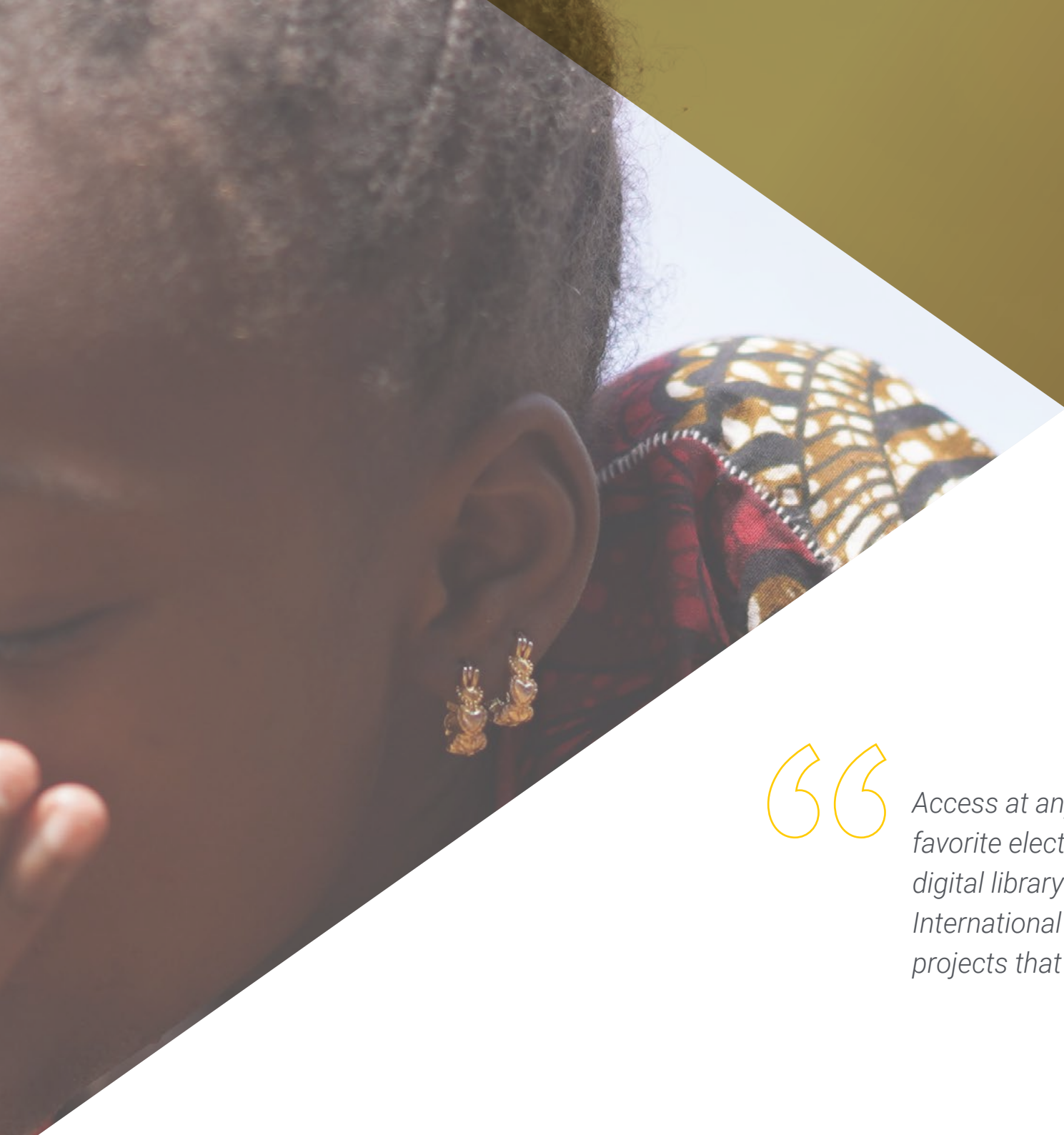
Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Interventions for Development
- General Coordinator of the Spanish Cooperation in the Dominican Republic
- General Coordinator of the Spanish Cooperation in Mexico
- Degree in Biology with a major in Zoology and a minor in Animal Ecology
- Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc

04

Structure and Content

300 hours is the time that separates the student from the most valuable specialization that can be developed on the design, monitoring and evaluation of International Cooperation for Development projects. Videos, interactive diagrams, master classes or case studies on this subject will make the student's educational experience very dynamic. In addition, you have the opportunity to have unlimited access to each and every one of the contents, available 24 hours a day in the Virtual Campus.



Access at any time and with your favorite electronic device to the largest digital library on the management of International Development Cooperation projects that you will find in the market"

Module 1. Design, Monitoring and Assessment of International Development Cooperation Projects

1.1. Fundamental Knowledge for the Design of International Development Cooperation Projects
- 1.1.1. Introduction
- 1.1.2. Meaning of the Project
- 1.1.3. Types of Projects
- 1.1.4. The Project Cycle
- 1.1.5. Steps to Elaborate a Project
- 1.1.6. Identification
- 1.1.7. Design
- 1.1.8. Execution and Follow-Up
- 1.1.9. Assessment
- 1.1.10. Bibliography

1.2. The Logical Framework Approach
- 1.2.1. Introduction
- 1.2.2. What is the logical framework approach?
- 1.2.3. Approaches to the Method
- 1.2.4. Definitions of the Method
- 1.2.5. Steps of the Method
- 1.2.6. Conclusions
- 1.2.7. Bibliography

1.3. Project Identification According to LFA I
- 1.3.1. Introduction
- 1.3.2. Participation Analysis
- 1.3.3. Criteria for the Selection of Project Beneficiaries
- 1.3.4. Outline of the Results of the Participation Analysis
- 1.3.5. Difficulties in Participation Analysis
- 1.3.6. Golden Rule of Participation Analysis
- 1.3.7. Case Study
  - 1.3.7.1. Diseases in the Montecito Community
  - 1.3.7.2. Participation Analysis
- 1.3.8. Bibliography

1.4. Project Identification According to LFA II
- 1.4.1. Introduction
- 1.4.2. Analysis of the Problems
- 1.4.3. How the Problem Tree Arises
- 1.4.4. Steps to Elaborate a Problem Tree
- 1.4.5. Problems in the Elaboration of a Problem Tree
- 1.4.6. Conclusions
  - 1.4.6.1. Analysis of objectives
  - 1.4.6.2. Problem Tree
- 1.4.7. Bibliography

1.5. Project Identification According to LFA III
- 1.5.1. Analysis of Alternatives
- 1.5.2. How to Conduct the Analysis of Alternatives
- 1.5.3. Criteria for Evaluating Alternatives
- 1.5.4. Sequence for Conducting the Analysis of Alternatives
- 1.5.5. Conclusions
- 1.5.6. Bibliography

1.6. The Logical Framework Approach to Project Design
- 1.6.1. Introduction
- 1.6.2. Planning Matrix
  - 1.6.2.1. Vertical Logic
  - 1.6.2.2. Horizontal Logic
- 1.6.3. Origin of the Planning Matrix
- 1.6.4. Composition of the Planning Matrix
- 1.6.5. Contents of the Planning Matrix
- 1.6.6. Bibliography

1.7. Indicators and Assessment of International Cooperation Projects for the Development of Peoples
- 1.7.1. Introduction
- 1.7.2. What Is Viability?
- 1.7.3. Feasibility Factors
- 1.7.4. Assessment
- 1.7.5. Types of Evaluations
- 1.7.6. Assessment Criteria
- 1.7.7. Design of Assessment
- 1.7.8. Assessment Indicators
- 1.7.9. Data Collection and Analysis Tools
- 1.7.10. Collection of Information
- 1.7.11. Bibliography

1.8. Project Design according to the Logical Framework Approach II: Practical Case
- 1.8.1. Introduction
- 1.8.2. Case Study Presentation
  - 1.8.2.1. Diseases in the Montecito Community
- 1.8.3. Annexes
- 1.8.4. Bibliography

Module 2. Humanitarian Action and International Development Cooperation

2.1. Humanitarian Action
- 2.1.1. Introduction
- 2.1.2. What Is Humanitarian Action?
  - 2.1.2.1. Concepts/Definition
- 2.1.3. Definition of Humanitarian
- 2.1.4. What Is Humanitarian Aid for
- 2.1.5. Goals of Humanitarian Action
- 2.1.6. Beneficiaries of Humanitarian Action
- 2.1.7. The Concept of Aid
- 2.1.8. Emergency Aid
  - 2.1.8.1. Lines of Action for Emergency Aid
- 2.1.9. Humanitarian Aid
  - 2.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
- 2.1.10. Conclusions
- 2.1.11. Bibliography

2.2. Humanitarian Action and International Development Cooperation
- 2.2.1. Introduction
- 2.2.2. History of Humanitarian Action
  - 2.2.2.1. Modern Humanitarianism
  - 2.2.2.2. Evolution
- 2.2.3. Ethical and Operational Principles of Humanitarian Action
- 2.2.4. Humanitarian Principles
  - 2.2.4.1. Dilemmas that Contribute
- 2.2.5. Humanity
  - 2.2.5.1. Definitions and Dilemmas
- 2.2.6. Impartiality
  - 2.2.6.1. Definitions and Dilemmas
- 2.2.7. Neutrality
  - 2.2.7.1. Definitions and Dilemmas
- 2.2.8. Independence
  - 2.2.8.1. Definitions and Dilemmas
- 2.2.9. Universality
  - 2.2.9.1. Definitions and Dilemmas
- 2.2.10. Conclusions
- 2.2.11. Bibliography

2.3. Contents and Specific Objectives of Humanitarian Action I
- 2.3.1. Introduction
- 2.3.2. Humanitarian Action and Development Cooperation
  - 2.3.2.1. Classical Humanitarianism and New Humanitarianism
  - 2.3.2.2. Linking Emergency and Development
- 2.3.3. LRRD Approach
  - 2.3.3.1. Concept of Continuum and Contiguum

2.3.4. Humanitarian Action and LRRD
2.3.5. Preparedness, Mitigation and Prevention
2.3.6. Reducing Vulnerabilities and Strengthening Capacities
2.3.7. Bibliography
2.4. Contents and Specific Objectives of Humanitarian Action II
2.4.1. Victim Protection
2.4.1.1. The Right to Asylum and Refuge
2.4.1.2. Humanitarian Interference
2.4.2. International Supervision/monitoring of compliance
2.4.3. Testimony and reporting Human Rights violations.
2.4.4. Lobbying of NGOs
2.4.4.1. International Accompaniment and Presence
2.4.5. High-Level Political Action
2.4.6. Code of Conduct
2.4.7. ESFERA Project
2.4.7.1. The Humanitarian Charter
2.4.7.2. Minimum Standards
2.4.7.3. The Essential Humanitarian Standard
2.4.7.4. Assessment of Humanitarian Action
2.4.7.5. Why Assess Humanitarian Action?
2.4.8. Bibliography
2.5. Stakeholders in Humanitarian Action
2.5.1. Introduction
2.5.2. What Are the Stakeholders in Humanitarian Action?
2.5.3. The Affected Population
2.5.4. The Affected Governments
2.5.5. NGOs
2.5.6. The International Red Cross and Red Crescent Movement
2.5.7. Donor Governments
2.5.8. UN Humanitarian Agencies
2.5.9. The European Union
2.5.10. Other Stakeholders:
2.5.10.1. Private Sector Entities
2.5.10.2. Media
2.5.10.3. Military Forces
2.5.11. Bibliography
2.6. Main Challenges for Stakeholders and Humanitarian Action
2.6.1. Introduction
2.6.2. The World Humanitarian Summit
2.6.2.1. The Agenda for Humanity
2.6.3. The Main Reasons to Look to the Future
2.6.4. Increase the Weight and Capacity of Local Stakeholders
2.6.4.1. Charter for Change
2.6.5. Organizational Challenges for NGOs at the International Level
2.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
2.6.7. Bibliography
2.7. OCHA The Office for the Coordination of Humanitarian Affairs
2.7.1. Objectives
2.7.2. United Nations
2.7.3. The UN and Humanitarian Action
2.7.4. The Office for the Coordination of Humanitarian Affairs OCHA
2.7.4.1. The Origin of the OCHA
2.7.4.2. The Evolution of OCHA
2.7.4.3. The 2005 Humanitarian Reform
2.7.4.4. The Cluster Approach
2.7.4.5. OCHA's Coordination Tools
2.7.4.6. The Mission of OCHA
2.7.4.7. OCHA Strategic Plan 2018-2021
2.7.5. Bibliography

2.8. The Office for Humanitarian Action OHA
- 2.8.1. Objectives
- 2.8.2. Spanish Agency for International Development Cooperation (AECID)
- 2.8.3. Spanish Humanitarian Action
- 2.8.4. AECID and the Office for Humanitarian Action (OHA)
- 2.8.5. The Office for Humanitarian Action (OHA)
  - 2.8.5.1. The Objectives and Functions of OHA
  - 2.8.5.2. OHA Financing
- 2.8.6. Bibliography

2.9. Comparative of Humanitarian Action Strategies for Development
- 2.9.1. Objectives
- 2.9.2. Introduction
- 2.9.3. Spain's Participation in the World Humanitarian Summit
  - 2.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
- 2.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
- 2.9.5. The START (Spanish Technical Aid Response Team) Project
  - 2.9.5.1. Objectives and Purpose of the START Project
  - 2.9.5.2. The START Project Team
- 2.9.6. Conclusions
- 2.9.7. Bibliography

With this course you will focus on key initiatives such as the START Project, examining its rationale and objectives"

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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

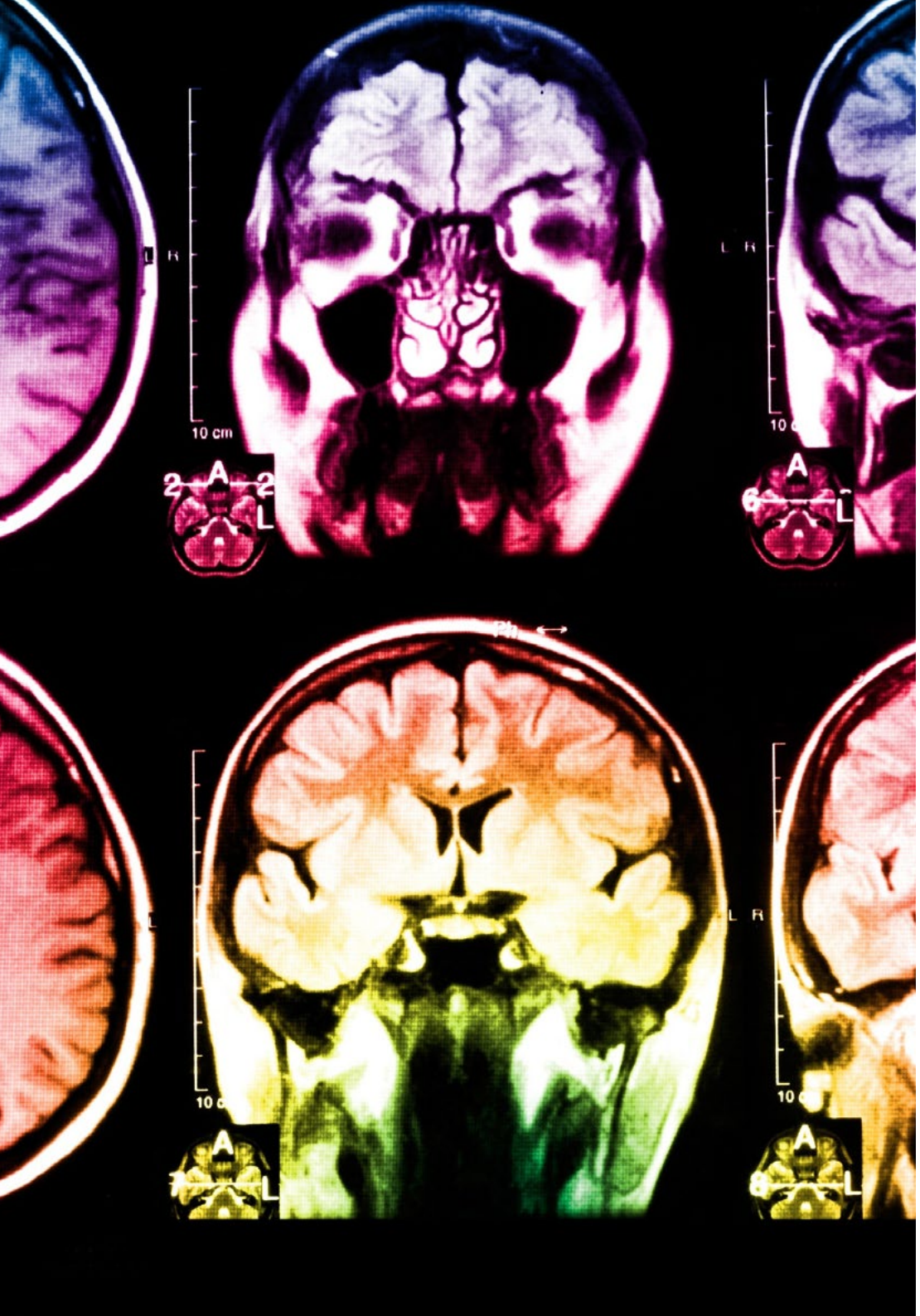
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

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.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

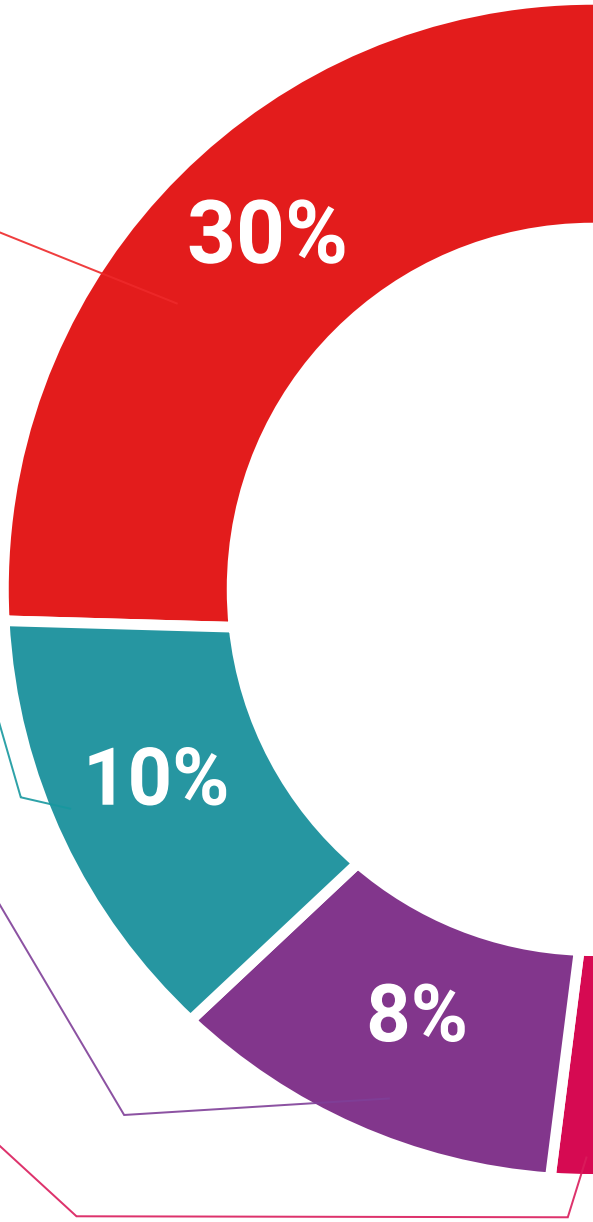
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

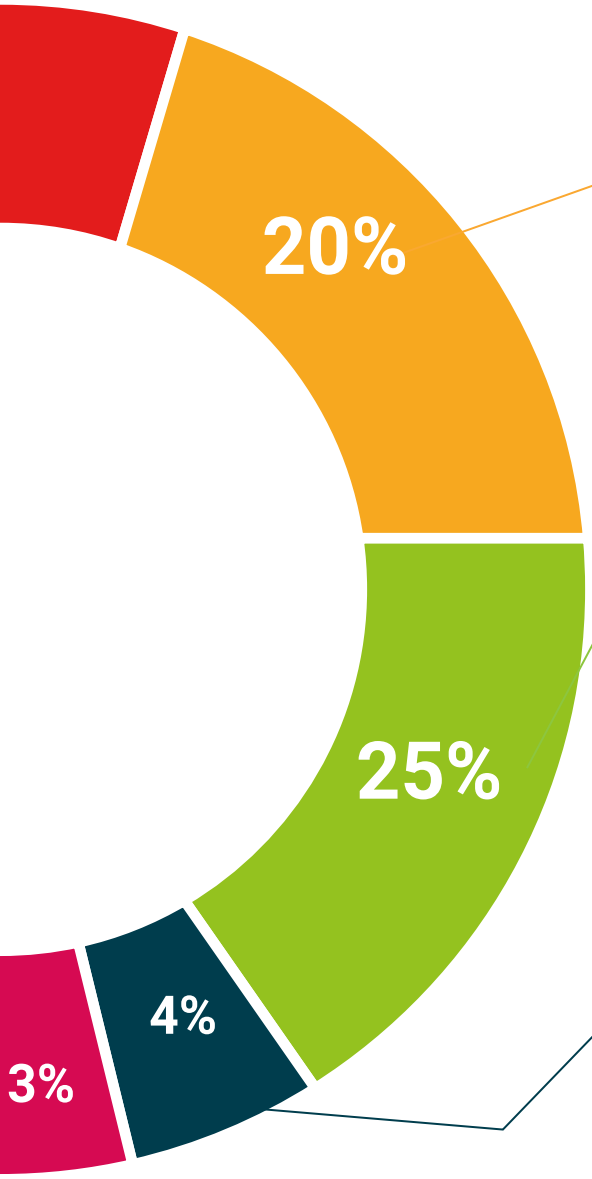
Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

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".

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.

06

Certificate

This Postgraduate Certificate in in Design, Monitoring and Assessment of International Development Cooperation Projects 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 university qualification without having to travel or fill out laborious paperwork"

This **Postgraduate Certificate in Design, Monitoring and Assessment of International Development Cooperation Projects** 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 Design, Monitoring and Assessment of International Development Cooperation Projects**

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

Design, Monitoring and Assessment of International Development Cooperation Projects

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

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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