

# Postgraduate Certificate Intervention Strategies in Developmental Education





## Postgraduate Certificate Intervention Strategies in Developmental Education

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

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

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# 01

# Introduction

Education plays an elemental role in the sustainable and equitable development of developing countries. However, it is a fact that the lack of resources and adequate educational infrastructure in many impoverished countries hinders this process of social transformation. That is why Humanities professionals can do a great job updating themselves in this area with this program. Through it, students will learn the most effective strategies for strengthening the educational sphere in vulnerable communities, focusing on designing new programs and reorienting existing ones. All this will be available to you in a 100% online format with the most innovative educational resources.



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*Master the most innovative strategies to strengthen educational intervention in the framework of International Development Cooperation”*

In many developing countries, economic and social inequalities are reflected in education, resulting in a significant gap in the quality of education received by different groups of people. For example, girls and women often have less access to education than boys and men, limiting their opportunities in life. As a result, the values of Sustainable Development are practically non-existent in these regions, which is why there is an urgent need for professionals who are as well prepared as possible in Intervention Strategies in Developmental Education.

In fact, this program is an unique opportunity for Humanities professionals to update their knowledge and promote Sustainable Development in impoverished countries. Always, of course, with a focus on the protection of Human Rights and respect for International Humanitarian Law.

Therefore, during this program you will go through the fundamentals of Education for Sustainable Development, analyzing the different existing educational opportunities and the strategies to enhance them in the most vulnerable communities. Likewise, the focus will be on the preservation of the general prohibitions and restrictions that exist to guarantee Human Rights in conflict zones.

Undoubtedly, a tremendously necessary specialization that will increase the students' professional background and add value to their curriculum. All you will need is a device with an Internet connection, with which you can consult an extensive digital library of advanced educational materials.

This **Postgraduate Certificate in Intervention Strategies in Developmental Education** 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 Intervention Strategies in the Education for Development
- ◆ 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



*Be part of the change that is providing greater opportunities for vulnerable communities through Education”*

“

*Design advanced educational intervention plans that reinforce the values of Sustainable Development in developing countries”*

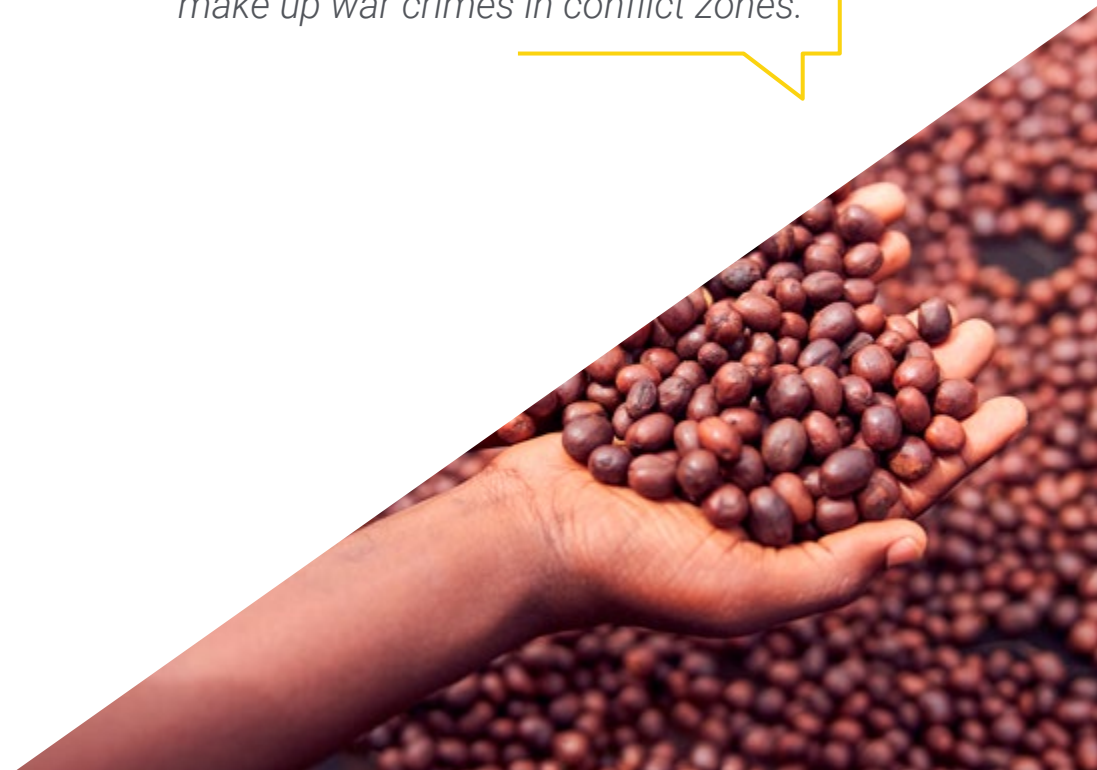
*See how the wide range of interactive resources on the Virtual Campus boost your skills in Intervention Strategies in Developmental Education.*

*Undergo demanding case studies based on real situations in which you will establish the assumptions that make up war crimes in conflict zones.*

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 design of this Postgraduate Certificate focuses on providing students with an advanced knowledge of the latest tools and methodologies that will allow them to design strategies for Developmental-Educational Intervention. Therefore, their actions in developing regions will make a difference in the future of thousands of citizens who have traditionally been excluded from the educational sphere. Likewise, the focus of this program is based on the values of Sustainability and Resilience.







*Achieve the objectives of the program and become the professional demanded by NGOs and governmental entities for the promotion of Education in International Development Cooperation”*



## General Objectives

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- ◆ 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 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





## 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 in 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



*Identifies situations and people who are particularly vulnerable in armed conflict"*

03

# Course Management

Given that educational intervention for Sustainable Development is a crucial area in international collaboration, TECH has opted for recognized experts to make up the teaching staff. In this sense, professionals with a wide experience in development projects have provided in the contents the keys that have given them so many years of work in the front line of International Development Cooperation. In addition, through the Virtual Campus, students will be able to resolve any doubts about the syllabus.



“

*Stand out in the implementation of educational plans with a focus on Sustainable Development with the keys provided by these experts”*

## 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 Certificate 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

### Mr. Cano Corcuera, Carlos

- ◆ Specialist in Planning and Management of Cooperation Development Interventions
- ◆ 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. 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
- ◆ Postgraduate Certificate 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
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (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 Eurosocietal program
- ◆ Full Professor of Political Science at UCM
- ◆ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ◆ Professor of Political Science at the University of Salamanca
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ◆ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

# 04

## Structure and Content

All the concepts that students learn throughout the Postgraduate Certificate in Intervention Strategies in Developmental Education will be very present throughout their professional career. TECH achieves this by using Relearning as a methodological basis, which enhances the durability of the ideas of the syllabus over time based on its continuous reiteration through multiple resources of the Virtual Campus. In this line, the student's educational experience will be reinforced through videos, interactive diagrams, self-assessment exercises or case studies.







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*Take stock of all the concepts you have studied in depth during your study sessions thanks to practical interactive diagrams”*

## 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 Takes it I
    - 1.2.7.2. Take Everything Today or Everyone Takes it II
    - 1.2.7.3. Observations on the Game “Take Everything Today or Everyone Always Takes it”
  - 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. Education, Participation and Social Transformation
  - 1.4.1. Introduction
    - 1.4.2.1. The Administration During Change
  - 1.4.2. Process to Generate Change
    - 1.4.2.1. Make the Decision to Act
    - 1.4.2.2. Support Your Decision with a Reason
    - 1.4.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders and the Community
    - 1.4.2.4. Prepare Final and Intermediate Goals
    - 1.4.2.5. Establish Programmatic Assessment Methods and Responsibilities
    - 1.4.2.6. Review and Revise Final and Interim Goals
    - 1.4.2.7. Rewards and Celebrations
  - 1.4.3. Exercises to Create Community Sustainability Goals through Public Participation
    - 1.4.3.1. Know Your Neighbors
    - 1.4.3.2. Generate Consensus
    - 1.4.3.3. Your Community through a Sustainability Lens
  - 1.4.4. Bibliography



- 1.5. Stakeholders of Development Education
  - 1.5.1. Introduction
  - 1.5.2. Stakeholders: General State Administration
  - 1.5.3. Actors Ministry of Foreign Affairs and Cooperation: Secretary of State for International Cooperation and Ibero-America and the Caribbean (SSICIAC)
  - 1.5.4. Stakeholders: Ministry of Education and Science
  - 1.5.5. Other Ministries:
  - 1.5.6. Cooperation Council
  - 1.5.7. NGDO
  - 1.5.8. Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
  - 1.5.9. Stakeholders: In Europe
  - 1.5.10. Other Stakeholders:
    - 1.5.10.1. Media
    - 1.5.10.2. Networks, Associations and Social Movements
  - 1.5.11. Actors: Universities
  - 1.5.12. Bibliography
- 1.6. Education for Development in the Formal, Non-Formal and Informal Spheres
  - 1.6.1. Redirecting Existing Education
    - 1.6.1.1. Points to Consider
    - 1.6.1.2. Education as a Great Hope for a Sustainable Future
  - 1.6.2. The Story of Professor Mafalda
    - 1.6.2.1. Context
    - 1.6.2.2. Structure
    - 1.6.2.3. Attributes of Global Citizenship
    - 1.6.2.4. Practical Recommendations According to Some Determining Factors
  - 1.6.3. Bibliography
- 1.7. Comparative Development Education Strategy of the Cooperation
  - 1.7.1. Introduction
  - 1.7.2. Concept of Non-Formal Education
  - 1.7.3. EPD Activities in Non-Formal Education
  - 1.7.4. Informal Education

- 1.7.5. Areas in Informal Education
  - 1.7.5.1. Media
  - 1.7.5.2. Advocacy Awareness Campaigns
  - 1.7.5.3. Studies, Research and Publications
  - 1.7.5.4. Internet and Social Networks
- 1.7.6. Recommendations
- 1.7.7. Bibliography
- 1.8. Education for Development. Action Areas According to the Cooperation Master Plan
  - 1.8.1. Introduction
  - 1.8.2. Objectives of the Master Plan for Development Education
  - 1.8.3. Sectoral Strategies of the Master Plan for Development Education
    - 1.8.3.1. PAS
    - 1.8.3.2. Strategies
  - 1.8.4. AECID's Strategic Lines for Development Education
  - 1.8.5. Generation of Global Citizenship on Social Networks
  - 1.8.6. Bibliography
- 1.9. Development Education Projects Worldwide
  - 1.9.1. Introduction
  - 1.9.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
    - 1.9.2.1. What Is This Project Based On?
    - 1.9.2.2. Project Objectives
    - 1.9.2.3. Local Currency as the Backbone of the Project
    - 1.9.2.4. Examples in Spain
    - 1.9.2.5. Examples in Europe
    - 1.9.2.6. Two Formats
    - 1.9.2.7. Currency to Support Local Commerce
    - 1.9.2.8. Currency to Favor Local Commerce
    - 1.9.2.9. Solidarity Currency
    - 1.9.2.10. Fair Currency
    - 1.9.2.11. Participatory Process
  - 1.9.3. 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 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 Organization
    - 2.3.1.1. What Is It?
    - 2.3.1.2. The History of the UN
    - 2.3.1.3. The UN 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 (HRV) 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 Speech
    - 2.7.2.7. Article 21. The 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. UNEP United Nations Environment Programme
  - 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

# 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.

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*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.



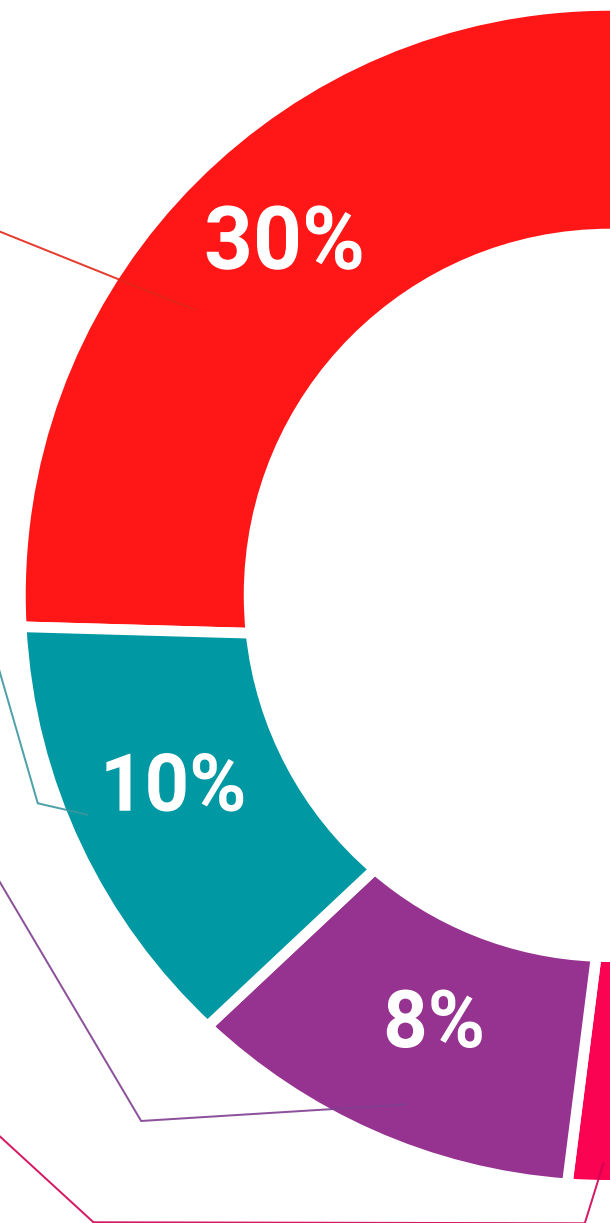
#### Practising Skills and Abilities

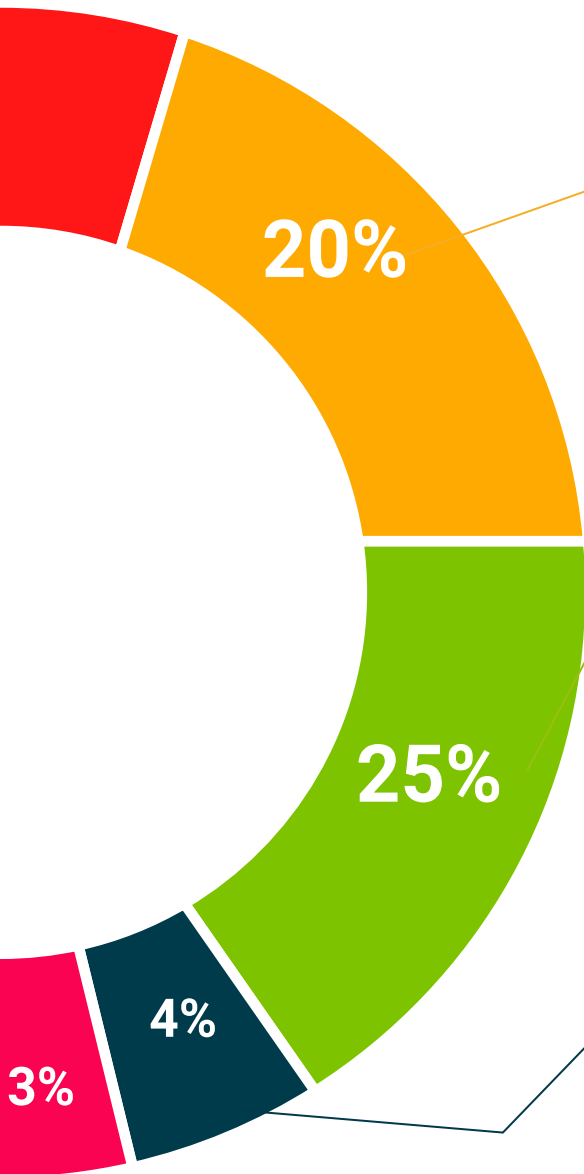
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### 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

The Postgraduate Certificate in Intervention Strategies in Developmental Education 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 program will allow you to obtain your **Postgraduate Certificate in Intervention Strategies in Developmental Education** 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** title 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: **Postgraduate Certificate in Intervention Strategies in Developmental Education**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



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## Postgraduate Certificate Intervention Strategies in Developmental Education

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

# Postgraduate Certificate Intervention Strategies in Developmental Education

