

Postgraduate Certificate

Intervention Strategies in Education for Development





Postgraduate Certificate Intervention Strategies in Education for Development

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

Website: www.techtitute.com/us/medicine/postgraduate-certificate/intervention-strategies-education-developmental

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01

Introduction

Developmental education is a fundamental task for the advancement of less developed societies, especially so that they can evolve independently. However, in order to achieve this goal, it is necessary to have appropriate intervention strategies for each region. More and more doctors are committed to collaborate in this type of actions and, therefore, TECH has created this specific program for those who wish to perform their work educating in developing environments. You will learn to develop educational intervention strategies, knowing the main lines of action in each population in order to develop an effective work in International Cooperation.





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Your role as a health professional will allow you to participate in developmental education from a global perspective, achieving benefits for the whole community”

The Postgraduate Certificate in Intervention Strategies in Education for Development brings together basic knowledge in international cooperation and development applied to the field of medicine, 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.

In this way, this specialization promotes a joint work of the actors involved in the field of International Cooperation, both in the design and development of projects, as well as in the field work itself, but focusing on the most appropriate strategies to intervene in each region, taking into account its characteristics and priority needs.

It must be taken into account that the work on developmental education is not casual or isolated, there are specific lines to follow, included in the Master Plan of International Development Cooperation, in which are marked to carry out the interventions. In this way, throughout this program, students will learn where, how and when developmental education arises, the challenges they have to face during their work, etc. In addition, they will learn about the main actors, how this type of education is developed, as well as the lines of action of International Cooperation in this specific field.

One of the main advantages of this Postgraduate Certificate is that, as it is a 100% online program, the Doctors will be able to combine the study of this comprehensive program with the rest of his daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice.

This **Postgraduate Certificate in Intervention Strategies in Education for Development** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in international cooperation of peoples
- ♦ Its graphic, schematic and practical contents provide scientific and practical information on those disciplines that are essential for professional practice
- ♦ Latest information on Intervention Strategies in Developmental Education
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in International Development Cooperation
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable electronic device with an Internet connection



Doctor working in development cooperation should update their knowledge to discover the main Intervention Strategies in each situation"

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There are specific lines to be followed in the field of developmental education, included in the Master Plan for International Development Cooperation, in which are marked to carry out the interventions and the one you will master thanks to this TECH Global University program”

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

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an 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 throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

This program focuses on the most appropriate strategies to intervene in each region, taking into account its characteristics and priority needs.

You will learn where, how and when developmental education emerges, and the challenges you will face in your professional work.



02 Objectives

The design of this program will allow the students to acquire the necessary skills so that, as a physician, they can focus their knowledge on educational intervention strategies for development. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the subjects of the curriculum, the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.





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You will come to analyze and understand global anti-poverty initiatives and collaborate in their implementation”



General Objectives

- Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that 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





Specific Objectives

- ♦ 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
- ♦ Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
- ♦ 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
- ♦ Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
- ♦ 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



Stay informed in the different types of pollution and how they affect the environment and thus the health of mankind"

03

Course Management

The program's teaching team includes leading experts in the development of intervention strategies in education to promote development in resource-poor countries, who bring the experience of their work to this curriculum. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.



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The best teachers are at the best university. And you can be part of the educational elite through this Postgraduate Certificate”

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

- 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
- ♦ 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. Flórez Gómez, Mercedes

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

Ms. 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.

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.

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

04

Structure and Content

The syllabus of this program has been designed based on the knowledge and needs for the Development of Intervention Strategies in Education for Development in medicine. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.





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The structure of this program will allow you to fully learn this subject, pushing your capabilities to the highest level”

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 It
 - 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 Takes All the Time (II)
 - 1.2.8. Bibliography
- 1.3. Intervention Strategies in Development Education
 - 1.3.1. Formal, Non-Formal and Informal Education
 - 1.3.2. Redirect Education
 - 1.3.3. Components of 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 (SSICAC)
 - 1.6.4. Stakeholders: 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)
 - 1.6.9. Stakeholders: European Space
 - 1.6.10. Other Stakeholders:
 - 1.6.10.1. Media
 - 1.6.10.2. Networks, Associations and Social Movements
 - 1.6.11. Stakeholders: Universities
 - 1.6.12. Bibliography
- 1.7. Developmental Education 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. Development Education. 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 Developmental Education
 - 1.9.4. Sectoral Strategies of the Master Plan for Developmental Education
 - 1.9.4.1. PAS
 - 1.9.4.2. Strategies
 - 1.9.5. AECID's Strategic Lines in 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

- 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 Organization
 - 2.3.1.1. What Is It?
 - 2.3.1.2. The History of the UN
 - 2.3.1.3. 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 around 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 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 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



*A unique specialization experience,
key and decisive to boost your
professional development"*



05

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

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





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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, we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

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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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



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.

Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been prepared with unprecedented success in all clinical specialties regardless of surgical load. Our educational methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your 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 TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then adapted in 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.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically assess and re-assess students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



06 Certificate

The Postgraduate Certificate in Intervention Strategies in Education for Development 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 Local, Regional and International Cooperation and Solidarity** 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 Local, Regional and International Cooperation and Solidarity**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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Postgraduate Certificate Intervention Strategies in Education for Development

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- » Exams: online

Postgraduate Certificate

Intervention Strategies in Education for Development

