

Postgraduate Certificate

Intervention Strategies in Developmental Education





Postgraduate Certificate Intervention Strategies In Developmental Education

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

Website: www.techtute.com/us/psychology/postgraduate-certificate/intervention-strategies-developmental-education

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01

Introduction

Education for Development aims to prepare citizens in sustainable and effective development for the whole community. It may not be a widespread concept, but it is one of the priority actions in the field of International Cooperation. In this context, developing intervention strategies in this area is essential for psychologists who wish to specialize in this field.

If you wish to acquire the latest knowledge in this field, you should not think twice and join this community of learners.





“

Psychologists working in development cooperation should update their knowledge to discover the main Intervention Strategies in Developmental Education”

To speak of Education for Development is to speak of the future of societies. A future centered on sustainable growth, in which all the actors involved have to contribute with their knowledge for a common objective: Preserve natural resources for the sustainability of future generations.

To promote this objective, TECH has designed this comprehensive program on Intervention Strategies in Developmental Education, thanks to which students will learn where, how and when this concept arises, the challenges it has to face and the strategic lines of action, among other aspects.

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

It should be taken into account that all the work carried out within the framework of Education for Development is guided by specific guidelines to be followed, as set out in the Master Plan of the Intervention Strategies in Developmental Education, which must be applied to the projects carried out in different regions of the world.

One of the main advantages of this Postgraduate Certificate is that, as it is a 100% online program, the Psychologists 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 program that will take these professionals to the highest level in their field.

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 international cooperation of peoples
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest information on Intervention Strategies in Developmental Education
- ♦ Practical exercises where the self-assessment process can be carried out 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 device with an Internet connection

“ *A high-level educational program created by the best experts in the field, which will allow you to achieve professional success* ”

“ *This Postgraduate Certificate is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Intervention Strategies in Development Education, you will obtain a Postgraduate Certificate from TECH Technological University*”

It includes in its teaching staff, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, the specialists will be assisted by an innovative interactive video system developed by renowned and experienced experts in Intervention Strategies in Development Education.

Increase your confidence in decision-making by updating your knowledge through this program.

We offer you the most complete program with the best teaching methodology.



02

Objectives

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





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This Postgraduate Certificate will allow you to update your knowledge in International Cooperation with the use of the latest educational technology, to contribute with quality and confidence to decision making"



General Objectives

- ♦ 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 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





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 of the field, for 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 it
- ♦ 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



Get up to date on the latest developments in international cooperation”

03

Course Management

The program includes in its teaching staff reference to experts in Intervention Strategies in Developmental Education, who contribute with their work experience to this program. Additionally, other recognized experts have participated in its design and preparation, complementing the program in an interdisciplinary manner.





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Leading professionals in the field have come together to teach you the latest advances in Intervention Strategies in Developmental Education”

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

- ♦ 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

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. 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

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 Curators of Museums, assigned to the Museum of America in Madrid

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

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 contents have been structured and designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of current innovation and who are committed to quality teaching through new educational technologies.





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

Module 1. Education for Human and Sustainable Development

- 1.1. Education for Human and Sustainable Development
 - 1.1.1. Introduction
 - 1.1.2. Economic, Social and Sustainable Growth
 - 1.1.3. Sustainable Development, Sustainability and Education
 - 1.1.4. Education on Sustainable Development and Education for Sustainable Development
 - 1.1.4.1. Main Differences
 - 1.1.4.2. Sustainability
 - 1.1.4.3. Sustainable Development
 - 1.1.5. Education for Sustainable Development (ESD)
 - 1.1.6. Bibliography
- 1.2. Developmental Education and Its Evolution
 - 1.2.1. Introduction
 - 1.2.2. Developmental Education Goals
 - 1.2.2.1. Purpose of Developmental Education Activities
 - 1.2.2.2. Purpose of Developmental Education
 - 1.2.3. Dimensions of Developmental Education
 - 1.2.4. The History of Developmental 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 Takes It
 - 1.2.7.2. Take Everything Today or Everyone Always Takes it II
 - 1.2.7.3. Observations on the Game: "Take Everything Today or Everyone Always Takes" II
 - 1.2.8. Bibliography
- 1.3. Intervention Strategies in Developmental 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 Developmental Education in Spain and in the World
 - 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 Neighbors
 - 1.5.3.2. Generate Consensus
 - 1.5.3.3. Your Community through a Sustainability Lens
 - 1.5.4. Bibliography

- 1.6. Stakeholders of Developmental 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. Actors: Universities
 - 1.6.12. Bibliography
- 1.7. Education for Development in the Formal, Non-Formal and Informal Spheres
 - 1.7.1. Redirecting Existing Education
 - 1.7.1.1. Points to Consider
 - 1.7.1.2. Education as a Great Hope for a Sustainable Future
 - 1.7.2. The Story of Professor Mafalda
 - 1.7.2.1. Context
 - 1.7.2.2. Structure
 - 1.7.2.3. Attributes of Global Citizenship
 - 1.7.2.4. Practical Recommendations According to Some Determining Factors
 - 1.7.3. Bibliography
- 1.8. Comparative Developmental 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. Developmental 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
 - 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 Developmental Education
 - 1.9.6. Generation of Global Citizenship on Social Networks
 - 1.9.7. Bibliography
- 1.10. Developmental Education Projects Worldwide
 - 1.10.1. Introduction
 - 1.10.2. Social Economy "Zafra Local" of the NGDO, Páramo Movement, Cooperation and Development
 - 1.10.2.1. What Is This Project Based On?
 - 1.10.2.2. Project Objectives
 - 1.10.2.3. Local Currency as the Backbone of the Project
 - 1.10.2.4. Examples in Spain
 - 1.10.2.5. Examples in Europe
 - 1.10.2.6. Two Formats
 - 1.10.2.7. Currency to Support Local Commerce
 - 1.10.2.8. Currency to Favor Local Commerce
 - 1.10.2.9. Solidarity Currency
 - 1.10.2.10. Fair Currency
 - 1.10.2.11. Participatory Process
 - 1.10.3. Bibliography

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

- 2.1. Human Rights and International Humanitarian Law
 - 2.1.1. Introduction
 - 2.1.2. Concept and Definition of Human Rights
 - 2.1.3. Universal Declaration of Human Rights. Manager
 - 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. Manager
 - 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. Human Rights Protection Tools of the UN
 - 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. Manager
 - 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 Violation of Human Rights per articles
 - 2.7.2.1. Article 3: Right to Live in Freedom
 - 2.7.2.2. Article 4: No Slavery
 - 2.7.2.3. Article 5: No Torture
 - 2.7.2.4. Article 13: Freedom of Movement
 - 2.7.2.5. Article 18: Freedom of Thought
 - 2.7.2.6. Article 19: Freedom of Expression
 - 2.7.2.7. Article 21: Right to Democracy
 - 2.7.3. Bibliography
- 2.8. Environmental Human Rights
 - 2.8.1. Environmental Protection as a Human Right
 - 2.8.2. Does the Environment Have Rights?
 - 2.8.3. Evolution of Human Rights in the Face of No Rights Cases
 - 2.8.4. Rights of Nature Evolution
 - 2.8.4.1. Statement of Intent. Special Rapporteur
 - 2.8.5. Environmental Law
 - 2.8.5.1. 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

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"

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 the psychologist experiences 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 psychologist'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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

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



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

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

The overall score obtained by our learning system is 8.01, according to the highest international standards.



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



Study Material

All teaching material is produced by the 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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 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.



Classes

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

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



Quick Action Guides

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



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 Technological University.



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Successfully complete this program and receive your Postgraduate Certificate without having to travel or fill out laborious paperwork”

This **Postgraduate Certificate in Intervention Strategies in Developmental Education** contains the Educational 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 diploma 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 Intervention Strategies in Developmental Education**
Official N° of Hours: **300 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate Intervention Strategies In Developmental Education

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Postgraduate Certificate

Intervention Strategies in Developmental Education

