

Postgraduate Diploma

Social Inclusion and Inclusive Education





Postgraduate Diploma Social Inclusion and Inclusive Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-social-inclusion-inclusive-education

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01

Introduction

Inclusive education has become one of the main objectives in educational centers, as it is a key element to generate equal opportunities among students. However, it is far from being effective, and the reasons for this are very diverse. From unfavorable social and family environments to the inability of teachers to address situations of inequality because they do not know how to do so. With the aim of remedying this deficiency, the present course was created, based on the principles of social inclusion and attention to diversity. Through it, teachers and school psychologists will be able to access the most recent and effective models and theories, aimed at preparing graduates to apply the perspective of inclusiveness in their field of action. On the other hand, the contents will be taught in an online modality and without timetables, thus favoring family and work conciliation.



“

Psychologists are often responsible for introducing equality perspectives in educational centers. Enroll in TECH and delve into the most effective techniques”

When a child is discriminated against because of their physique, sexual orientation, race, etc., at school, procedures must be put in place to tackle the problem at its root, since there is a risk that the problem will get worse. For this purpose, there are different procedures and techniques that have been described in this program by prestigious professionals.

As an introduction, the syllabus begins by defining the concepts of inclusive education, multilevel teaching, cooperative learning and social inclusion. As well as the application of information technology and universal learning design to the inclusive school. With the intention of approaching the program from a current and innovative perspective.

Next, the preparation of teachers to apply perspectives of inclusivity is explored. To this end, a contextualization of the inclusive school and the models and theories that teachers should use, as well as the competencies and emotional intelligence they should possess, will be made. This will allow extrapolating the knowledge acquired directly in the classroom.

Finally, we will work on the role played by the family in generating inclusive environments. Influencing different types of actions depending on the family model and the importance of family participation in school spaces.

On the other hand, these contents will be taught in an online modality, without timetables and with all the syllabus available from the first moment. Thus favoring the work and personal conciliation and, consequently, the assimilation of learning.

This **Postgraduate Diploma in Social Inclusion and Inclusive 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 Social Inclusion and inclusive education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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



By studying this Postgraduate Diploma you will have access to the most recent models of inclusive education. Practicing, in addition, with the criteria for its design"

“

Reinventing the way you teach can be complicated. For this reason, we have designed a syllabus that goes from the general to the concrete and from the simple to the complex”

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 throughout the program. For this purpose, it will be assisted by an innovative system of interactive videos made by renowned experts.

TECH teachers will help you develop strategies that will allow you to achieve the objectives of inclusive education today.

Enroll and delve into the possibilities of information technologies to generate an environment of integration and inclusion in the classroom.



02

Objectives

Graduates of this Postgraduate Diploma will be prepared to introduce equality and inclusion perspectives in their respective workplaces. They will learn about the different concepts around which these perspectives revolve, will work with the theories and models that they will later implement in their centers and will receive specific techniques to put theory into practice effectively. All this, with the intention of working on the basis of the most recent studies and research.





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TECH has reserved a topic for you to delve into emotional intelligence as a way to effectively connect with young people"



General Objectives

- ♦ Enable the student to teach in situations of risk of exclusion
- ♦ Define the main characteristics of inclusive education
- ♦ Manage techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- ♦ Develop in the student ability to develop their own methodology and work system
- ♦ Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- ♦ Describe the functioning of the child and youth protection system
- ♦ Study the different types of protection measures and their treatment in the school environment
- ♦ Analyze situations of child abuse and the protocols for action by the professional psychologist
- ♦ Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect risk factors of different nature that may alter development throughout the life cycle
- ♦ Describe the general circumstances of the mentored students and how these may affect their educational environment
- ♦ Learn how to respond to students under guardianship and their families from the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmonization of the educational community



Specific Objectives

Module 1. Social Inclusion and inclusive education

- ♦ Describe the key concepts related to educational and social inclusion
- ♦ Explain the traditional methods of education
- ♦ Define key inclusive education methods
- ♦ Identify student needs
- ♦ Identify the needs and possibilities of the educational center
- ♦ Plan an educational response adapted to the needs

Module 2. Teacher preparation for Inclusive Schools

- ♦ Describe a historical evolution of exclusivity in the classroom
- ♦ Interpret the main sources of inclusive scope
- ♦ Analyze the main components for teacher learning
- ♦ Instruct on different models of Inclusive Schooling
- ♦ Inform on legislation pertaining to inclusive education
- ♦ Use tools for learning in the field of exclusivity
- ♦ More effective interpretation of inclusive schooling

Module 3. The Role of the Family and the Community in Inclusive Schooling

- ♦ Define the types of families that exist
- ♦ Apply techniques and strategies for family diversity intervention
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop the student's ability to develop their own methodology and work system



Sometimes, intervening in families can be very complicated. However, in this course you will find some techniques and strategies that you may find useful"

03

Course Management

The teaching staff of the Postgraduate Certificate in Social Inclusion and Inclusive Education is made up of professionals with extensive work experience. Teachers and psychologists who have dealt first-hand with conflicts arising from the coexistence between children and young people, and are therefore familiar with the procedures to be carried out in each case. This will make it possible to acquire practical learning that can be easily extrapolated to classroom work.





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TECH teachers will put their experience at your disposal so that you can work based on the latest techniques and strategies”

Management



Mr. Notario Pardo, Francisco

- ◆ Department Supervisor Officer. Valencian Government
- ◆ Social Educator of the Intervention Team of Basic Primary Care of Social Services City Council of Alcoy
- ◆ Official Expert (family and minors). Family Courts, Juvenile Prosecutor's Office
- ◆ Interim Social Educator. Valencian Government
- ◆ Intervention Technician in Family Foster Care. Trama Center Association, Alicante
- ◆ Coordinator of Foster Care Intervention Center, Alicante
- ◆ Director of the Master's Degree in Inclusive Education for Children in Social Risk Situations
- ◆ Degree in Pedagogy. University of Valencia
- ◆ Postgraduate in Social Education. University of Valencia
- ◆ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior. University of Valencia
- ◆ Specialization Diploma in Intervention and Therapeutics in N.E.E. and socio-educational needs. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ◆ Official College of Pedagogues and Psychopedagogues of the Valencian Community. Official Expert (family court, minors)
- ◆ Teacher of Career Training for Employment. Servef Center
- ◆ University Certificate in Family and School Mediation San Vicente Mártir Catholic University
- ◆ University Expert in Social Inclusion and Inclusive Education. CEU Cardenal Herrera University
- ◆ Expert in "Intervention with families at risk and children with antisocial behavior"



Professors

Ms. Antón Ortega, Noelia

- ◆ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ◆ Therapeutic Pedagogue
- ◆ Postgraduate in Special Education Teacher
- ◆ Master in Neuropsychology and Education
- ◆ Training in ASD, ABN algorithm, ICT in the classroom, bullying, education by competencies, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- ◆ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ◆ Postgraduate Certificate in Social Work and Degree in Psychology
- ◆ Postgraduate degree in clinical psychopathology and in foster care and adoption
- ◆ Master's degree in children and youth at social risk
- ◆ Expert degree in psychological disorders in childhood and adolescence
- ◆ Specialist in child abuse and cognitive-behavioral therapy in childhood and adolescence

Beltrán Catalán, María

- ◆ Pedagogue and therapist at Oriéntate María
- ◆ Founder and Co-Director of the Spanish PostBullying Association
- ◆ PhD Cum Laude in Psychology Cum Laude from the University of Cordoba
- ◆ Recipient of the 2019 Youth Prize for Scientific Culture, awarded by the Council
- ◆ Research Council (CSIC) and the Seville City Council

Ms. Pérez López, Juana

- ◆ Director of the Anda Connigo Centers. Child therapy center. Early Care
- ◆ Production in Pedagogical Reeducation. Freelance Pedagogical Advisor/Children and Primary School, School supplies. Editorial Teide
- ◆ Pedagogue. Center for Child Development and Early Attention, AIDEMAR
- ◆ Degree in Pedagogy. University of Murcia
- ◆ Master's Degree in Child Development and Early Childhood Care. University of Valencia
- ◆ Early detection of early childhood difficulties, neuromotor Risk assessment and treatment plan design. Psychopraxis
- ◆ Judicial expert on families and minors. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ◆ Certificate of Professionalism in Teaching for Employment Training. Ministry of Education
- ◆ Certificate in Learning Difficulties and Behavior Disorders, Pedagogy. University of Murcia
- ◆ University Expert in didactics of language, reading and writing for children and primary school, Education. CEU Cardenal Herrera University

Ms. Tortosa Casado, Noelia

- ◆ Foster Care Coordinator of Alicante. Trama Center Association
- ◆ Manager at Movo social surveys
- ◆ Professor Department of Education
- ◆ Collaborator University of Alicante
- ◆ Vice-Director. O'Belen International Foundation
- ◆ Social Worker of the adoption assessment team. Eulen Group
- ◆ Social Worker of the technical team for minors. Department of Justice





- ◆ Social Worker at the 24-hour Women's Center. Lonerson t-Shirt
- ◆ Degree in Social Work. University of Alicante
- ◆ Master's Degree in Secondary Education. Miguel Hernández University of Elche
- ◆ Master's Degree, Intervention and diagnosis with minors at social risk "Cum Laude". University of Alicante
- ◆ Postgraduate Certificate in Social Work, minors at social risk. University of Alicante

Carbonell Bernal, Noelia

- ◆ PhD in Educational Psychology at the University of Murcia
- ◆ Master's Degree in Teacher Training from the University of Murcia
- ◆ Master's Degree in Clinical Psychology from the San Antonio of Murcia Catholic University
- ◆ Teacher - UNIR Degree in Primary Education
- ◆ Professor of the Degree in Early Childhood Education at the VIU
- ◆ Member of the Teaching Staff at Camilo José Cela University

Ms. Chacón Saiz María Raquel

- ◆ Civil servant of the Department of Education and Science of the Valencian Community
- ◆ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ◆ Degree in Pedagogy from the University of Valencia

04

Structure and Content

The structure of this Postgraduate Diploma goes from the general to the concrete, trying to provide the most organic learning possible. It begins with a general review of the concepts of social inclusion and inclusive education. Subsequently, we will delve into the most accepted theories and models at present. As well as the most appropriate methods to internalize and transmit this knowledge. Finally, the importance of the family in generating inclusive environments will be explained. All this, through the Relearning methodology proposed by TECH, which favors learning through the repetition of concepts throughout the syllabus.





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TECH has endeavored to develop an extensive and comprehensive program to include every last consideration regarding social inclusion and inclusive education"

Module 1. Social Inclusion and Inclusive Education

- 1.1. Concept of Inclusive Education and its Key Elements
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
 - 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers
- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What is DUA?
 - 1.6.3.2. UDL Principles
 - 1.6.3.3. The Application of the UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Media to Individualize Classroom Learning



Module 2. Teacher preparation for Inclusive Schools

- 2.1. Historical and Teacher Education Evolution
 - 2.1.1. The Old Paradigm: "Normal Schools"
 - 2.1.1.1. What is meant by normal schools?
 - 2.1.1.2. Main Characteristics of Normal Schools
 - 2.1.1.3. The Moyano Law
 - 2.1.2. Teacher Training in the XX Century
 - 2.1.2.1. Teacher Training at the Beginning of the Century
 - 2.1.2.2. Teacher Training in 1914
 - 2.1.2.3. Education in the Second Spanish Republic
 - 2.1.2.4. Teacher Training During Franco's Dictatorship
 - 2.1.2.5. The General Education Law of 1970
 - 2.1.2.6. The Democratic Period LOGSE
 - 2.1.3. Teacher Training in the XXI Century
 - 2.1.3.1. Main Aspects of Teacher Training
 - 2.1.3.2. New Challenges in Education
 - 2.1.4. Legal Framework
 - 2.1.4.1. International Regulations
- 2.2. Contextualization of the Inclusive School
 - 2.2.1. Main Features
 - 2.2.1.1. Basic Principles
 - 2.2.1.2. Objectives of Today's Inclusive School
- 2.3. Teacher Training for Inclusive Education
 - 2.3.1. Previous Aspects to Consider
 - 2.3.1.1. Basis and Purpose
 - 2.3.1.2. Essential Elements of the Initial Training
 - 2.3.2. Main Theories and Models
 - 2.3.3. Criteria for the Design and Development of Teacher Education
 - 2.3.4. Continuing education
 - 2.3.5. Profile of the Teaching Professional
 - 2.3.6. Teaching Skills in Inclusive Education
 - 2.3.6.1. The Support Teacher Functions
 - 2.3.6.2. Emotional Skills

- 2.4. Emotional Intelligence of Teachers
 - 2.4.1. Emotional Intelligence Concept
 - 2.4.1.1. Daniel Goleman's Theory
 - 2.4.1.2. The Four Phase Model
 - 2.4.1.3. Emotional Competencies Model
 - 2.4.1.4. Emotional and Social Intelligence Model
 - 2.4.1.5. Theory of Multiple Intelligences
 - 2.4.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.4.2.1. Emotions
 - 2.4.2.2. Self-esteem
 - 2.4.2.3. Self-Efficacy
 - 2.4.2.4. The Development of Emotional Skills
 - 2.4.3. Teacher Self-Care
 - 2.4.3.1. Strategies to Self-Care
- 2.5. External Elements: Administrations, Resources and Family
- 2.6. Quality of Inclusive Education
 - 2.6.1. Inclusion and Quality
 - 2.6.1.1. Conceptualization of Quality
 - 2.6.1.2. Dimensions in the Quality of Education
 - 2.6.1.3. Quality Parameters in the Inclusive School
 - 2.6.2. Successful Experiences

Module 3. The Role of the Family and the Community in Inclusive Schooling

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models





- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to improve Family Participation?
- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

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 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 Diploma in Social Inclusion and Inclusive Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 private qualification will allow you to obtain a **Postgraduate Diploma in Social Inclusion and Inclusive 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** private qualification 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 Diploma in Social Inclusion and Inclusive Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 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.

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



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