

Postgraduate Certificate Development Education Intervention Strategies





Postgraduate Certificate

Development Education Intervention Strategies

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

Website: www.techtute.com/pk/postgraduate-certificate/development-education-intervention-strategies

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01

Introduction

In the teaching field, there is talk of the new educational paradigm, with emerging methodologies, but little is known about development education. Throughout this program, students will learn where, how and when this concept arose, the challenges it faces and the strategic lines of action, among other aspects. And all this with a very complete program elaborated by the main experts in the field.





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Teachers working in development cooperation need to update their knowledge to discover the main intervention strategies in education in which they can participate"

The work on education for development is neither casual nor isolated. There are specific guidelines to be followed, set out in the master plan for international development cooperation, which must be applied to projects carried out in different regions of the world.

The Postgraduate Certificate in Development Education Intervention Strategies brings together basic knowledge in international cooperation and development applied to the field of teaching, 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. And all of this with a focus on human and sustainable development.

In this way, the student of this Postgraduate Certificate 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.

One of the main advantages of this program is that, as it is a 100% online program, the teachers will be able to combine the study of this program with the rest of their 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 Development Education Intervention Strategies** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in international cooperation of the peoples of the world
- ♦ 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 news on Development Education Intervention Strategies
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning.
- ♦ Emphasis on innovative methodologies in International 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"

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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 Development Education Intervention Strategies, you will obtain a Postgraduate Certificate from TECH Technological University”

It includes, in its faculty, 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 educational experience designed to prepare students for real-life 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 specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Development Education Intervention Strategies.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

We offer you the most complete Postgraduate Certificate with the best teaching methodology.



02 Objectives

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



A young girl with dark hair tied back, wearing a white shirt, is looking down at her work in a classroom. The background is slightly blurred, showing other students and classroom elements. The image is partially covered by a large red diagonal shape on the right side.

“

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 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



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





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 on 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

03

Course Management

The program includes in its teaching staff reference experts in Development Education Intervention Strategies, who contribute their work experience to this program. In addition, other experts of renowned prestige participate in its design and planning completing 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 international development cooperation”

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ 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
- ♦ Specialist in Knowledge Management

Management



Ms. Romero Mateos, María del Pilar

- ♦ Social Educator
- ♦ Postgraduate Diploma in International Development Cooperation
- ♦ Employment training teacher
- ♦ Gender Equality Agent
- ♦ Author and collaborator in educational projects at Abile Educativa

Professors

Ms. Sánchez Garrido, Araceli

- ♦ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- ♦ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ♦ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ♦ Member of the Faculty of Curators of Museums, assigned to the Museum of America in Madrid
- ♦ Professor of the Master in Cultural Management at the Carlos III University of Madrid

Mr. Cano Corcuera, Carlos

- ♦ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ♦ Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- ♦ Specialization Courses in 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
- ♦ Work in different areas of international cooperation, mainly in Latin America

Ms. Córdoba, Cristina

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

Ms. Flórez Gómez, Mercedes

- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ♦ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ♦ Advanced Diploma in South Cooperation, Sur- FLACSO
- ♦ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ♦ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH

Ms. Ramos Rollon, Marisa

- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ♦ Researcher focused on the areas of public policies and institutions in Latin America and on the issues of democratic governance and development policies.
- ♦ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ♦ Professor in the Master's Degree in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master's Degree in Latin American-EU Relations at the University of Alcalá

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and 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. 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
 - 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 Always Take(II)
 - 1.2.8. Bibliography
- 1.3. Development Education Intervention Strategies
 - 1.3.1. Formal, Non-Formal and Informal Education
 - 1.3.2. Redirect Education
 - 1.3.3. Issues in Education for Sustainable Development
 - 1.3.4. Guidelines for Sustainable Development



- 1.3.5. Problems.
- 1.3.6. Framework for Teaching or Discussing Environmental Issues
- 1.3.7. Skills
- 1.3.8. Perspectives
- 1.3.9. Bibliography
- 1.4. 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 (SSICIAC)
 - 1.6.4. Actors: 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) BORRAR
 - 1.6.9. Stakeholders: In Europe
 - 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 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. Education for Development. 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 Development Education
 - 1.9.4. Sectoral Strategies of the Master Plan for Development Education
 - 1.9.4.1. PAS
 - 1.9.4.2. Strategies
 - 1.9.5. AECID's Strategic Lines for 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

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 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)
 - 1.3.1.1. What Is It?
 - 1.3.1.2. The History of the UN
 - 1.3.1.3. 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 in 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 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. PNUMA(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

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Methodology

This training program offers 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.





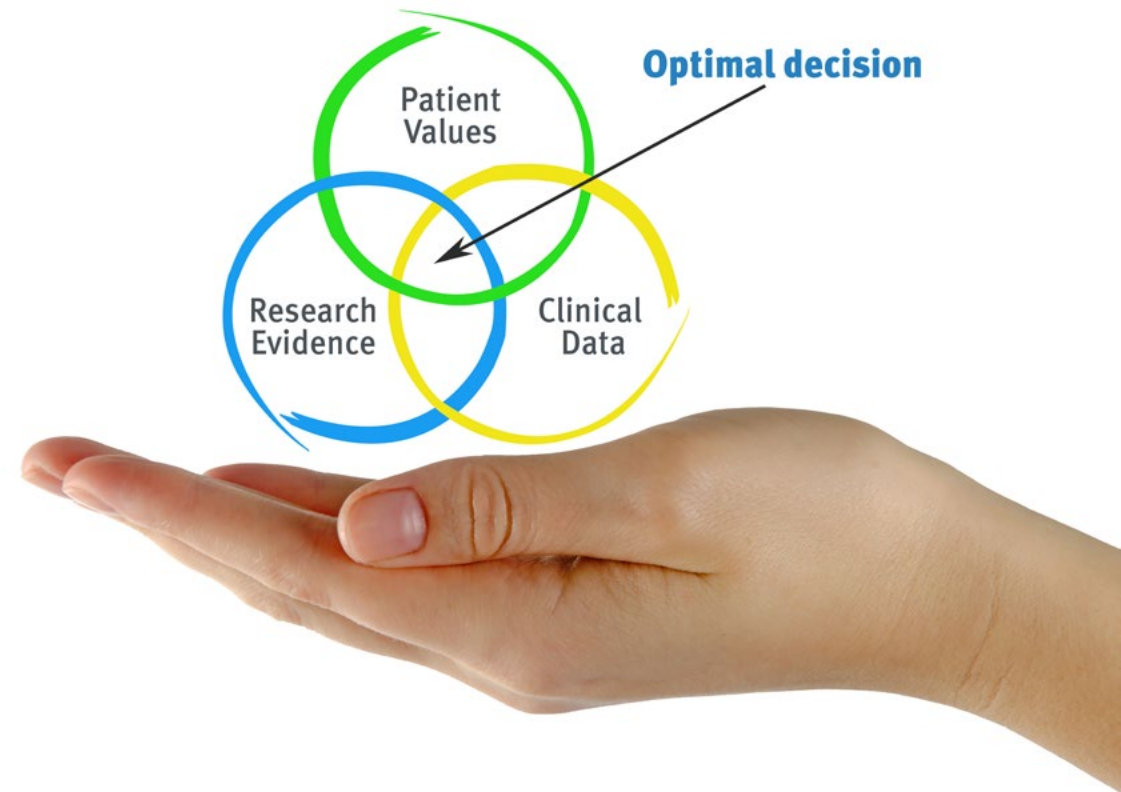
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

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. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort
and better performance, involving you more in
your 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 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 specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

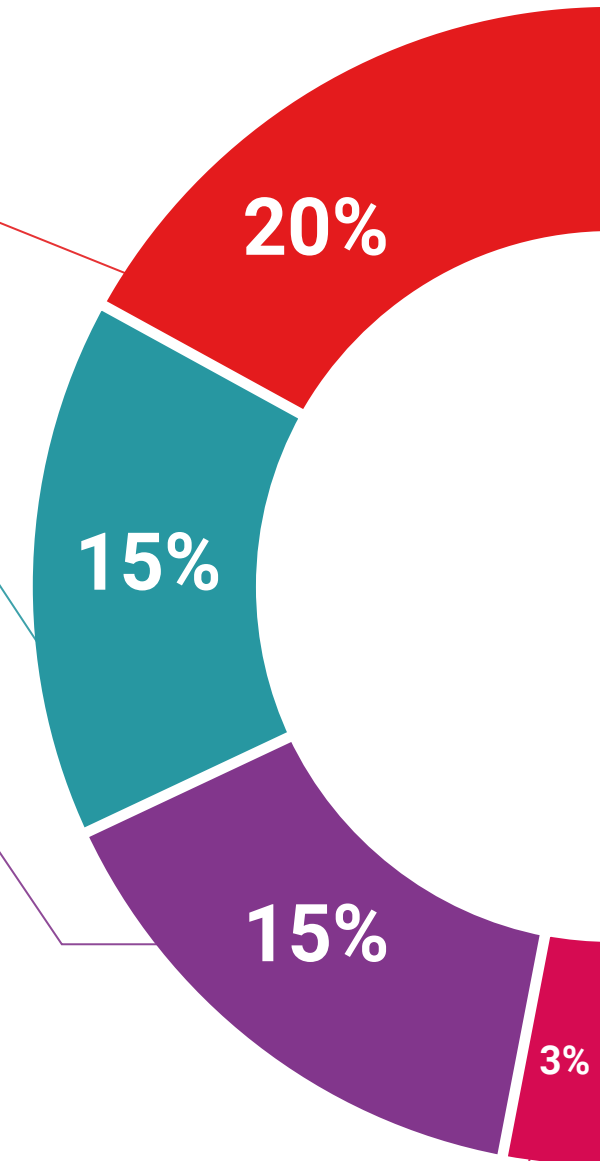
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

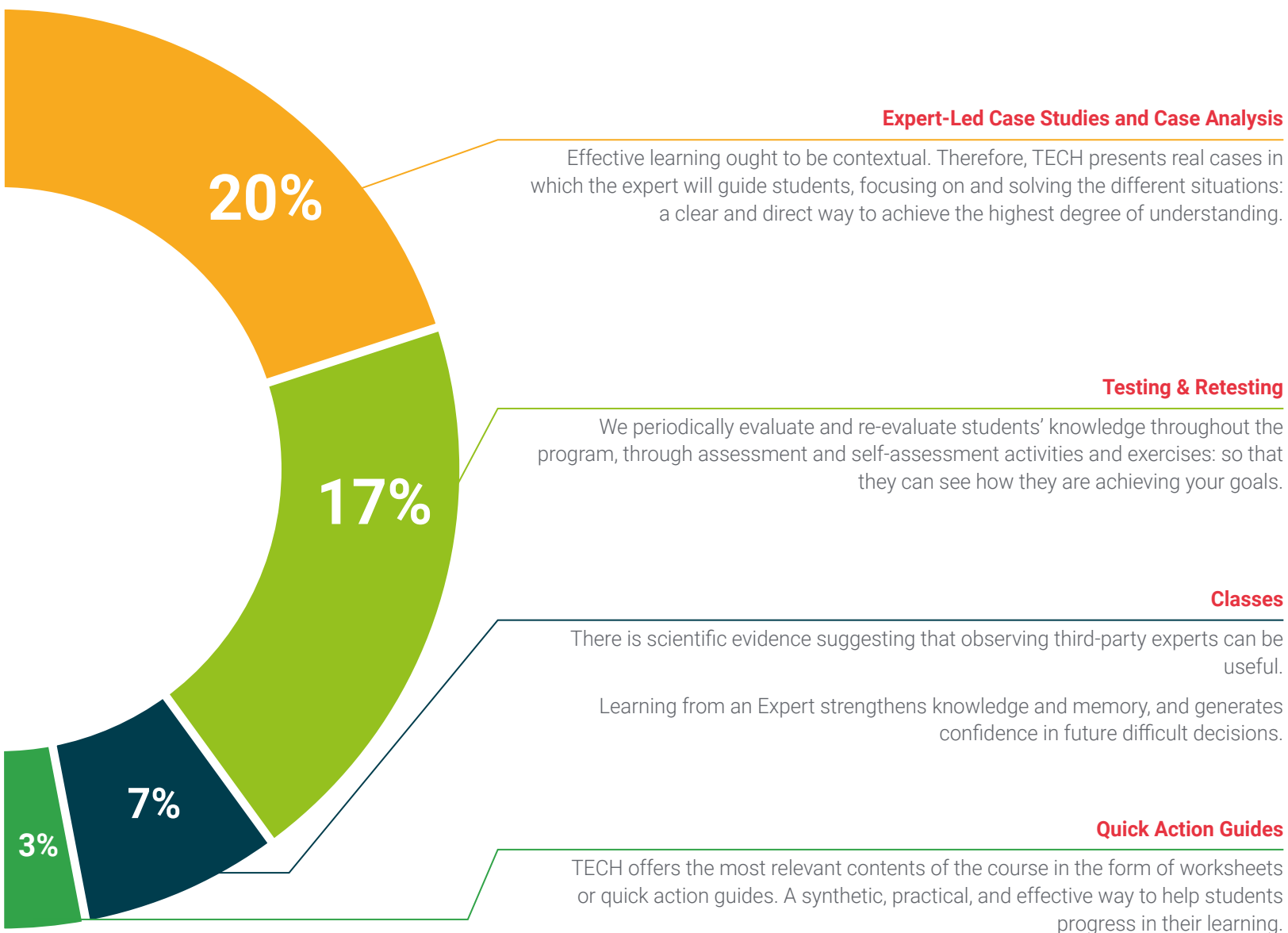
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Certificate in Development Education Intervention Strategies 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 university qualification without
having to travel or fill out laborious paperwork”*

This **Postgraduate Certificate in Development Education Intervention Strategies** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate Development Education Intervention Strategies**

Official N° of Hours: **300 h.**



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



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Development Education Intervention Strategies

