



## Postgraduate Diploma Human and Sustainable Development

» Modality: online

» Duration: 6 months

» Certificate: TECH Technological University

» Dedication: 16h/week

» Schedule: at your own pace

» Exams: online

We b site: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-human-sustainable-development

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### tech 06 | Introduction

To cooperate means to work together, among equals, to achieve the same goal. In the case of development cooperation, this common goal is "development". A development focused on sustainability that allows to achieve important changes in political and strategic aspects, relational, internal organization and interventions, focusing on the values, principles and norms of sustainable development to look at the social, political, economic and cultural reality.

Development cooperation has been changing in its objectives, approach, methods and strategies, in search of a greater impact on the transformation of reality. In addition, it has become a professional sector that bases its actions on scientific models for understanding development that have been proposed over time. At present, development cooperation cannot be understood without a model based on sustainability and in which all the agents involved are aware of it.

Therefore, the objective of this program is to increase the skills of teachers who wish to develop their professional work in the field of international cooperation, promoting human and sustainable law. To this end, this program combines 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 communities demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation. A program with a high theoretical content, but in which the students will find numerous practical examples and educational material that will allow them to face real situations in a simulated way.

In addition, as it is a 100% online program, the teachers will be able to balance the study of this very complete Postgraduate Diploma 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 Diploma in Human and Sustainable Development** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in Human and Sustainable Development
- 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
- New developments on Human and Sustainable Development
- 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"



This Postgraduate Diploma is the best investment you can make when selecting an up to date program for two reasons: in addition to updating your knowledge in Human Development: and Sustainable, you will obtain a Postgraduate Diploma from TECH Technological University"

The teaching staff includes professionals from the field of Human and Sustainable Development, who bring their experience to this 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 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 created by renowned and experienced experts in the field of Human and Sustainable Development.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.







## tech 10 | Objectives



### **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 Human and Sustainable Development"





### **Specific Objectives**

#### Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the actors involved in development, why and its consequences
- \* Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Be familiar with the economic structure of the world
- Manage the concepts of sustainable development, sustainable objectives, etc., to meet their goals and objectives
- Know the basic theories of development in its economic, social, cultural and political aspects

### Module 2. International Development Cooperation

- Know different methods of research in International Development Cooperation
- Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- Know the evolution and status of current debates on development
- Be familiar with the instruments of international development cooperation, as well as the types of projects and NGOs that exist
- Develop skills to work with the main vulnerable subjects involved in development cooperation actions and programs
- Understand the international cooperation system and the different members that make it up

### Module 3. Education for Human and Sustainable Development

- 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

### Module 4. Humanitarian Action and International Development Cooperation

- Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- Develop a global vision on the nature, perspective and objectives of development cooperation actions
- Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- Ability to understand in depth the context and nature of humanitarian aid actions
- Assess the process and final result of the different development cooperation projects





### **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 Educative

#### **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

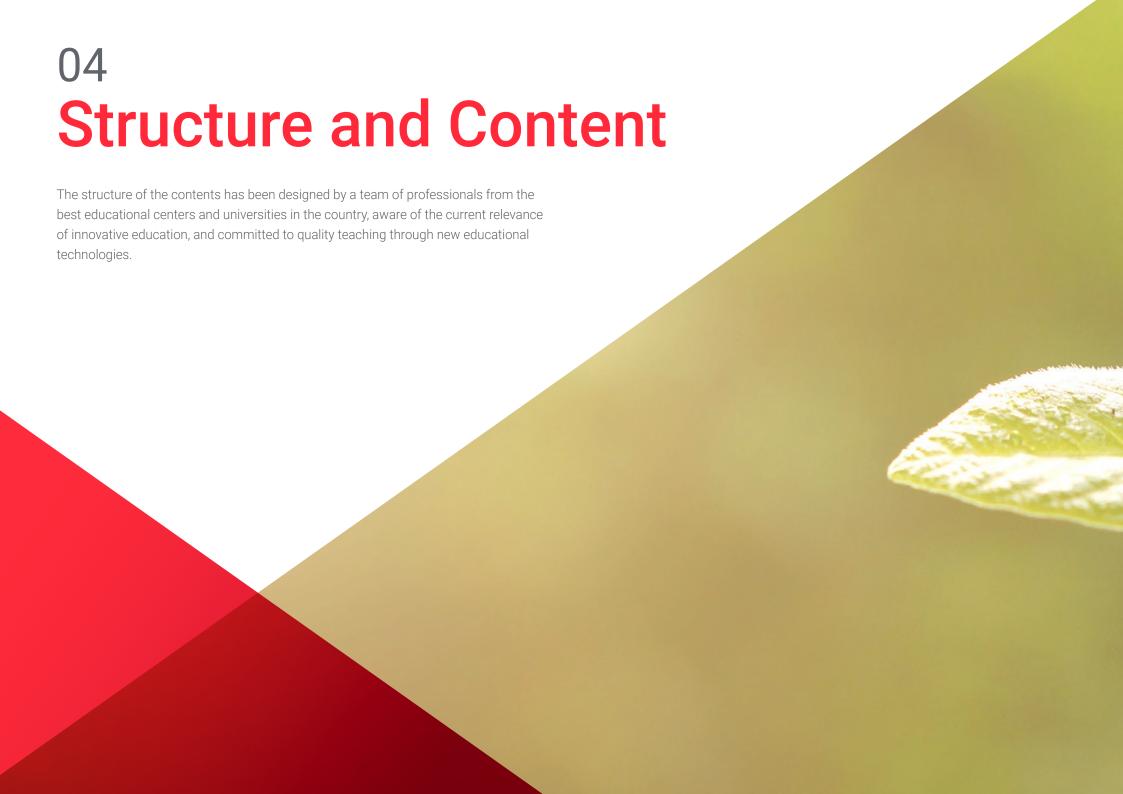
- Nurse
- Training and experience in International Development Cooperation Projects
- Co-founder and participant of PalSpain project
- Founder of the Youth Association APUMAK, Madrid, Spain

### 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 Walles, 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





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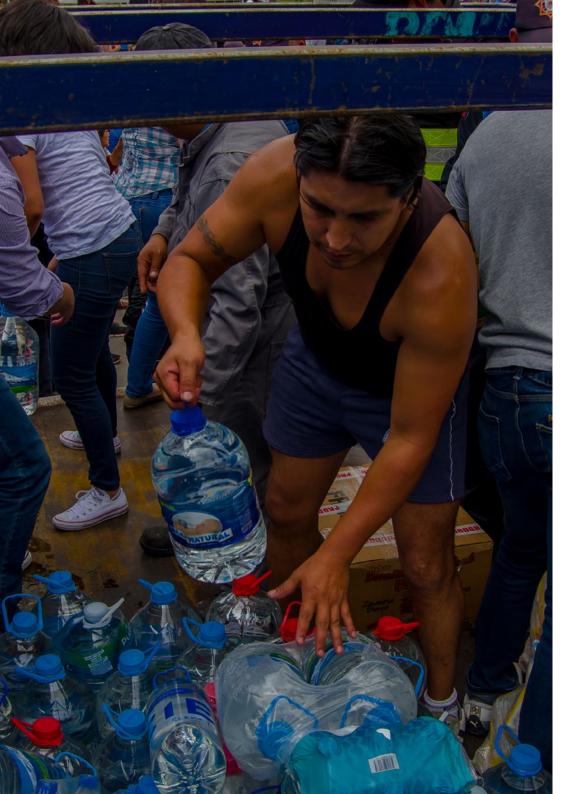
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Bibliography

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  - 3.3.1. Formal, Non-Formal and Informal Education
  - 3.3.2. Redirect Education
  - 3.3.3. Issues in Education for Sustainable Development
  - 3.3.4. Guidelines for Sustainable Development
  - 3.3.5. Problems

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	3.3.6.	Framework for Teaching or Discussing Environmental Issues		3.6.5.	Other Ministries:
	3.3.7.	Skills		3.6.6.	Cooperation Council
	3.3.8.	Perspectives		3.6.7.	NGDO
3.4.	3.3.9. Challer	Bibliography nges of Development Education in Spain and in the World		3.6.8.	Stakeholders: Coordination of Non-Governmental Development Organizations of Spain (CONGDE)
J. 1.	3.4.1.			3.6.9.	Stakeholders: In Europe
	3.4.2.			3.6.10.	Other Stakeholders:
	0	3.4.2.1. Values			3.6.10.1. Media
	3.4.3.	Challenges and Barriers for ESD			3.6.10.2. Networks, Associations and Social Movements
	00.	3.4.3.1. Challenges Faced by ESD		3.6.11.	Actors: Universities
	3.4.4.	Bibliography		3.6.12.	Bibliography
3.5.		ion, Participation and Social Transformation	3.7.	Educat	ion for Development in the Formal, Non-Formal and Informal Spheres
0.0.		Introduction		3.7.1.	Redirecting Existing Education
		3.5.1.1. The Administration During Change			3.7.1.1. Points to Consider
	3.5.2.				3.7.1.2. Education as a Great Hope for a Sustainable Future
		3.5.2.1. Make the Decision to Act		3.7.2.	The Story of Professor Mafalda
		3.5.2.2. Support Your Decision with a Reason			3.7.2.1. Context
		3.5.2.3. Prepare a Communication Strategy to Share Your Vision with Stakeholders			3.7.2.2. Structure
		and the Community			3.7.2.3. Attributes of Global Citizenship
		3.5.2.4. Prepare Final and Intermediate Goals			3.7.2.4. Practical Recommendations According to Some Determining Factors
		3.5.2.5. Establish Programmatic Assessment Methods and Responsibilities		3.7.3.	Bibliography
		3.5.2.6. Review and Revise Final and Interim Goals	3.8.	Compa	arative Development Education Strategy of the Cooperation
		3.5.2.7. Rewards and Celebrations		3.8.1.	Introduction
	3.5.3.	Exercises to Create Community Sustainability Goals through Public Participation		3.8.2.	Concept of Non-Formal Education
		3.5.3.1. Know Your Neighbours		3.8.3.	EPD Activities in Non-Formal Education
		3.5.3.2. Generate Consensus		3.8.4.	Informal Education
		3.5.3.3. Your Community through a Sustainability Lens		3.8.5.	Areas in Informal Education
	3.5.4.	Bibliography			3.8.5.1. Media
3.6.	Stakeh	olders of Development Education			3.8.5.2. Advocacy Awareness Campaigns
	3.6.1.	Introduction			3.8.5.3. Studies, Research and Publications
	3.6.2.	Stakeholders: General State Administration			3.8.5.4. Internet and Social Networks
	3.6.3.	Stakeholders: Ministry of Foreign Affairs and Cooperation: Secretary of State for		3.8.6.	Recommendations
		International Cooperation and Ibero-America and the Caribbean (SSICIAC)		3.8.7.	Bibliography
	3.6.4.	Actors: Ministry of Education and Science			



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3.9.	Education f	for Development.	Action Areas	According t	to the Coo	peration	Master Plan
U. J.	Laacationii	OF DEVELOPMENT.	ACTION AICUS	According		peration	ividotel i it

- 3.9.1. Introduction
- 3.9.2. Education Strategy for the Development of the Fifth Master Plan of the Spanish Cooperation
- 3.9.3. Objectives of the Master Plan for Development Education
- 3.9.4. Sectoral Strategies of the Master Plan for Development Education3.9.4.1. PAS3.9.4.2. Strategies
  - AECID's Strategic Lines for Development Education
- 3.9.6. Generation of Global Citizenship on Social Networks
- 3.9.7. Bibliography

#### 3.10. Development Education Projects Worldwide

- 3.10.1. Introduction
- 3.10.2. Social Economy "Zafra Local" of the NGDO , Páramo Movement, Cooperation and Development
  - 3.10.2.1. What Is This Project Based On?
  - 3.10.2.2. Project Objectives
  - 3.10.2.3. Local Currency as the Backbone of the Project
  - 3.10.2.4. Examples in Spain
  - 3.10.2.5. Examples in Europe
  - 3.10.2.6. Two Formats
  - 3.10.2.7. Currency to Support Local Commerce
  - 3.10.2.8. Currency to Favor Local Commerce
  - 3.10.2.9. Solidarity Currency
  - 3.10.2.10. Fair Currency
  - 3.10.2.11. Participatory Process
- 3.10.3. Bibliography

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4.2.8.1. Definitions and Dilemmas

#### Module 4. Humanitarian Action and International Development Cooperation 4.2.9. Universality 4.2.9.1. Definitions and Dilemmas 4.1. Humanitarian Action 4.2.10. Conclusions 4.1.1. Introduction 4.2.11. Bibliography 4.1.2. What Is Humanitarian Action? Contents and Specific Objectives of Humanitarian Action (I) 4.1.2.1. Concepts/Definition 4.3.1. Introduction 4.1.3. Definition of Humanitarian 4.3.2. Humanitarian Action and Development Cooperation 4.1.4. What Is Humanitarian Aid for 4.3.2.1. Classical Humanitarianism and New Humanitarianism 4.1.5. Goals of Humanitarian Action 4.3.2.2. Linking Emergency and Development 4.1.6. Beneficiaries of Humanitarian Action 4.3.3. LRRD Approach 4.1.7. The Concept of Aid 4.3.3.1. Concept of Continuum and Contiguum 4.1.8. Emergency Aid 4.3.4. Humanitarian Action and LRRD 4.1.8.1. Lines of Action for Emergency Aid 4.3.5. Preparedness, Mitigation and Prevention 4.1.9. Humanitarian Aid 436 Reducing Vulnerabilities and Strengthening Capacities 4.1.9.1. Differences between Humanitarian Aid and Humanitarian Action 4.3.7. Bibliography 4.1.10. Conclusions Contents and Specific Objectives of Humanitarian Action (II) 4.1.11. Bibliography 4.4.1. Victim Protection Humanitarian Action and International Development Cooperation 4.4.1.1. The Right to Asylum and Refuge 4.2.1. Introduction 4.4.1.2. Humanitarian Interference 4.2.2. History of Humanitarian Action 4.4.2. International Supervision/Follow-Up of Compliance 4.2.2.1. Modern Humanitarianism Witnessing and Reporting Human Rights Violations 443 4.2.2.2. Evolution 4.4.4. Lobbying of NGOs 4.2.3. Ethical and Operational Principles of Humanitarian Action 4.4.4.1. International Accompaniment and Presence 4.2.4. Humanitarian Principles 4.4.5. High-Level Political Action 4.2.4.1. Dilemmas that Contribute 4.4.6. Code of Conduct 4.2.5. Humanity 4.4.7. ESFERA Project 4251 Definitions and Dilemmas 4.4.7.1. The Humanitarian Charter 4.2.6. Impartiality 4472 Minimum Standards 4 2 6 1 Definitions and Dilemmas 4.4.7.3. The Essential Humanitarian Standard 4.2.7. Neutrality 4.4.7.4. Assessment of Humanitarian Action 4.2.7.1. Definitions and Dilemmas 4.4.7.5. Why Assess Humanitarian Action? 4.2.8. Independence 4.4.8. Bibliography

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4.5.	Stakeho	olders in Humanitarian Action		4.7.4.	The Office for the Coordination of Humanitarian Affairs (OCHA)
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	4.5.2.	What Are the Stakeholders in Humanitarian Action?			4.7.4.2. The Evolution of OCHA
	4.5.3.	The Affected Population			4.7.4.3. The 2005 Humanitarian Reform
	4.5.4.	The Affected Governments			4.7.4.4. The Cluster Approach
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	4.5.7.	Donor Governments			4.7.4.7. OCHA Strategic Plan 2018-2021
	4.5.8.	4.5.8. UN Humanitarian Agencies		4.7.5.	Bibliography
	4.5.9.	The European Union	4.8.	The Off	fice for Humanitarian Action (OHA)
	4.5.10.	Other Stakeholders:		4.8.1.	Objectives
		4.5.10.1. Private Sector Entities		4.8.2.	Spanish Agency for International Development Cooperation (AECID)
		4.5.10.2. Media		4.8.3.	Spanish Humanitarian Action
		4.5.10.3. Military Forces		4.8.4.	AECID and the Office for Humanitarian Action (OHA)
	4.5.11.	Bibliography		4.8.5.	The Office for Humanitarian Action (OHA)
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	4.6.1.	Introduction			4.8.5.2. OHA Financing
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	4.6.5.	Organizational Challenges for NGOs at the International Level			4.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
	4.6.6.	The Need for the United Nations to Consider Humanitarian Issues as a Global Issue		4.9.4.	The Fifth Master Plan for Spanish Cooperation 2018-2021
	4.6.7.	Bibliography		4.9.5.	The START (Spanish Technical Aid Response Team) Project
4.7.	(OCHA)	The Office for the Coordination of Humanitarian Affairs			4.9.5.1. Objectives and Purpose of the START Project
	4.7.1.	Objectives			4.9.5.2. The START Project Team
	4.7.2.	The United Nations		4.9.6.	Conclusions
	4.7.3.	The UN and Humanitarian Action		4.9.7.	Bibliography



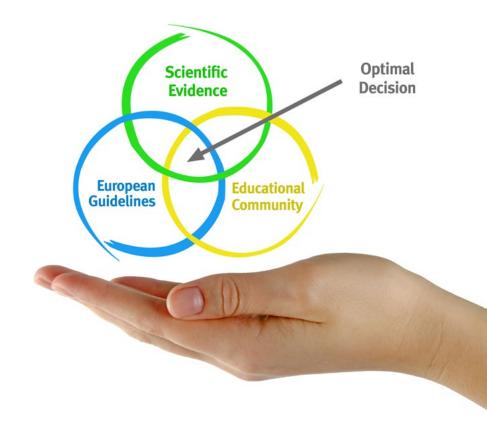


## tech 30 | Methodology

### 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:

- 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.



### tech 32 | Methodology

### 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.



### Methodology | 33 tech

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.

### tech 34 | Methodology

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**

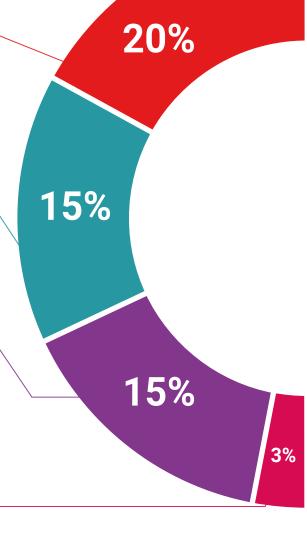
TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### **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.

### **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 your goals.



#### Classes

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

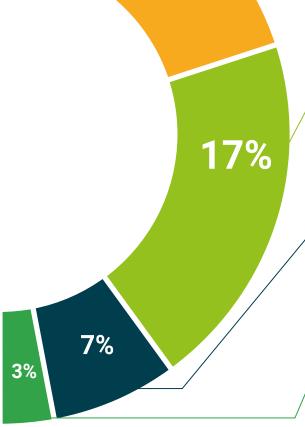




#### **Quick Action Guides**

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.





20%





## tech 38 | Certificate

This **Postgraduate Diploma in Human and Sustainable Development** 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 diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: Postgraduate Diploma in Human and Sustainable Development

Official No of Hours: 600 h.



<sup>\*</sup>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.

technological university Postgraduate Diploma Human and Sustainable Development

» Modality: online» Duration: 6 months

» Exams: online

» Dedication: 16h/week

» Schedule: at your own pace

» Certificate: TECH Technological University

