

Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion





Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/master-degree/master-inclusive-education-children-adolescents-situations-social-exclusion

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01

Introduction

Childhood and youth are stages that determine character and personality. Therefore, going through a situation of social exclusion at this time can condition the rest of a person's life. Educational centers are the main areas of socialization of children and adolescents, as well as an essential agent in the detection of these situations. In this sense, it is necessary for teachers and psychologists to be aware of the latest and most efficient techniques to deal with situations of abuse, lack of resources or *bullying*, among others. It offers the most appropriate solutions to these problems. Specifically designed to provide tools to address social exclusion with sensitivity and solvency. In turn, these contents will be taught in a totally online modality and without timetables, thus favoring personal and work conciliation.





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Bullying and sexual abuse are more prevalent in schools than is generally believed. Enroll in this Master's Degree and start detecting this type of situations"

Educational centers should not limit themselves to imparting certain contents. This is an essential part, but many factors come into play when it comes to education. For example, that the student is in optimal conditions to carry out the learning process.

Therefore, this program offers a comprehensive view of inclusive psychology in all its dimensions. Both from the perspective of the educational institution and the role played by the psychological professional and the family. Providing tools and experiences that can be directly extrapolated to the educational centers of the graduates.

The different modules are taught with an eminently practical approach, supported by the necessary theoretical material. All teachers have extensive experience with cases of different ages and in diverse socio-family and educational contexts. In addition, it must be taken into account that inclusive learning is approached by integrating the situation of each child, their families, as well as the educational institution and the social context.

Finally, this Master's Degree stands out for being fully online, which will allow students to carry out the learning process without leaving aside their work activity, as well as the rest of their daily obligations.

This **Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** 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 inclusive education for children and adolescents.
- ♦ The graphic, schematic, and eminently 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



Throughout the program you will obtain resources to address situations of social exclusion regardless of the student's age"

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This Master's Degree includes proven techniques for the generation of educational environments respectful of sexual diversity"

The program's teaching staff includes professionals from the sector who contribute their work experience to this training 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 training programmed to train 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 during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Enroll and learn how to organize student, classroom, center or legal oriented responses.

The degree includes a review of the most recent legislation on the protection of children's rights.



02 Objectives

This Master's Degree is designed to specialize in the detection, assessment and intervention of young patients at risk of social exclusion. As well as in the design of plans that favor inclusive education. With this training, professionals will acquire the necessary tools to develop in the specific area, knowing the latest trends and deepening in those issues that are at the forefront of the profession.



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Thanks to TECH you will acquire the necessary resources to easily detect situations of social exclusion in 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 for the intervention with the diversity of students, as well as with the educational community: families and environment
- ♦ 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 psychology professional
- ♦ Identify the stages of development from birth to adolescence; facilitating 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. Inclusive Education and Social Inclusion

- ♦ Describe 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 Intervention with the Diversity of Families
- ♦ 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

Module 4. Main Psychological Theories and Stages of Evolutionary Development

- ♦ Maintain a holistic view of Human Development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models of Developmental Psychology
- ♦ Manage the main theories that explain Human Development Students will know the most relevant Theoretical Positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each stage of development, as well as in the transition periods from one stage to another

Module 5. Attachment and Affective Bonds

- ♦ Explain the importance of attachment style in relating to others
- ♦ Describe attachment styles and how they affect the way we interact in society
- ♦ Explain the current theory of attachment and the preceding theories that inspired it
- ♦ Establish a relationship between the educational style of the caregiver figure and the attachment style that the child will develop with that adult
- ♦ Describe the possible consequences, at the psychological level, of a non-secure attachment pattern
- ♦ Describe how a child's attachment style may affect their learning and interaction in the educational context
- ♦ Define guidelines to establish safe contexts with children and youth in the classroom

Module 6. The Educational System as an Area of Social Exclusion

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Explain, according to current legislation, who are the students with special educational needs (SEN)
- ♦ Recognize the main SEN that can be presented by the Children with special education Needs
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom

Module 7. The Child Protection System

- ♦ Analyze the legal framework of the child protection system
- ♦ Define the basic concepts of protection
- ♦ Identify the various types of protection measures
- ♦ Explain the operation of residential centers and their coordination with the school
- ♦ Develop skills for school-based intervention with children living in foster or adopted families

Module 8. The Educational Environment in Relation to the Students Under Guardianship

- ♦ Define the specific characteristics of children under guardianship
- ♦ Acquire knowledge about the specific needs of children under guardianship
- ♦ Define the different agents involved in the guardianship procedure and in the decision-making process
- ♦ Describe the different protection measures
- ♦ Acquire tools to deal with situations derived from the condition of being under guardianship
- ♦ Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- ♦ Provide real alternatives in the field of social and labor insertion

Module 9. Action by Schools in the Event of Child Abuse Situations

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context

- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc.

Module 10. School Mediation as a Tool for Inclusion

- ♦ Analyze the conflicts that occur in the educational environment
- ♦ Study the conceptualization of school mediation
- ♦ Define the steps to follow for an adequate implementation of mediation
- ♦ Delve into the pedagogical value of school mediation
- ♦ Acquire skills for the implementation of mediation
- ♦ Establish the appropriate space for the implementation of mediation in the classroom



Enroll and begin to familiarize yourself with child abuse detection protocols so that you can implement them in your workplace"

03

Skills

Graduates of the Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion will have acquired the professional skills necessary to carry out a quality praxis. Obtaining a title of great recognition within the sector. Successful completion of this program will also provide the certainty of having learned based on first-rate content and resources. Raising professional skills and preparing its graduates to take on new challenges in the field of social exclusion.



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TECH teachers will teach you how to introduce high ability students into daily classroom dynamics”



General Skills

- ♦ Apply the knowledge acquired in a practical way, with a good theoretical basis, with which to solve any problem that arises in the work environment, adapting to new challenges related to their area of study
- ♦ Integrate the knowledge acquired in the Master's Degree with the previous ones, as well as to reflect on the implications of the professional practice, applying personal values to them, in order to improve the quality of the service provided
- ♦ Transmit the theoretical and practical knowledge acquired, as well as develop the capacity for criticism and reasoning, before a specialized and non-specialized public, in a clear and unambiguous manner
- ♦ Develop self-learning skills that allow an adequate performance of their work



Work together with teachers with the most appropriate techniques to develop curricular programs that meet the needs of all student profiles"





Specific Skills

- ♦ Identify the elements and principles of the inclusive school as an educational model system for the education and development of students at risk of social exclusion
- ♦ Define an appropriate teaching style as an optimal model to implement the parameters of inclusive education and adapt them to each specific case
- ♦ Design guidelines to promote family participation with the school as a relevant and essential agent for the integral development of students
- ♦ Differentiate the stages of evolutionary development in order to know the needs and characteristics of children in each of their ages
- ♦ Discriminate the different attachment styles to be able to respond to the reactions and behaviors of the students and proceed to a better adaptation of the educational intervention
- ♦ Analyze the educational system itself as an area of social exclusion of students in order to respond and address education in the face of diversity
- ♦ Recognize the different protective measures and how they work as an essential part of designing an inclusive education system that can meet the needs of students in care
- ♦ Elaborate curricular programs that cover the needs of students at risk of exclusion, in order to favor their integral development both at school and in their environment
- ♦ Detect situations of child abuse in order to establish programs and intervention plans from the school center
- ♦ Organize mediation teams as a basic tool for the resolution of socio-educational cohesion conflicts and to establish positive social climates in the classroom

04

Course Management

The program includes in its teaching staff reference specialists in high abilities and inclusive education. Who have developed this qualification based on their work experience. Therefore, the graduate will not only have access to quality content, but will also be able to ask the most specific questions that may arise.





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TECH teachers will provide you with the tricks and strategies they have learned throughout their long professional careers"

Management



Notario Pardo, Francisco

- ♦ Pedagogue and Social Educator
- ♦ Expert in intervention with dysfunctional families and children at risk
- ♦ Intervention technician in family and residential care

Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher at Miguel Hernández Primary School

Ms. Antón Ortega, Patricia

- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante

Ms. Beltrán Catalán, María

- ♦ Pedagogical therapist at Oriéntate POLARIS
- ♦ Co-director of Spanish PostBullying Association
- ♦ Research Member of LAECOVİ - University of Cordoba

Dr. Carbonell Bernal, Noelia

- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Teacher - UNIR Degree in Primary Education

Ms. Chacón Saiz, Raquel

- ♦ Pedagogue/School Counselor
- ♦ SPE V01 Guidance Counselor

Ms. Pérez López, Juana

- ♦ Collegiate Pedagogue. no 1404

Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante



05

Structure and Content

The structure of the contents of this program has been designed by a team of high-level professionals. They come from the best educational centers and universities in the country. This team is aware of the importance of detecting and working with children at risk of social exclusion. For this reason, it has designed a complete syllabus designed for those professionals who want to broaden their knowledge and learn new methodologies and techniques.



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Throughout the program you will learn about different resources such as the keys to cooperative learning or the most useful ICT applications"

Module 1. Inclusive education and social inclusion

- 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 UDL?
 - 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 Do We Mean 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 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 Competencies
- 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 for 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

Module 4. Main psychological theories and stages of evolutionary development

- 4.1. Main Authors and Psychological Theories of Childhood Development
 - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 4.1.2. E. Erikson's Theory of Psychosocial Development
 - 4.1.3. Jean Piaget's Theory of Cognitive Development
 - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 4.1.3.2. Stages of Cognitive Development
 - 4.1.3.3. Sensorimotor Stage (0-2 years old)
 - 4.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years old)
 - 4.1.3.5. Stage of Concrete Operations (7-11 years old)
 - 4.1.3.6. Formal Operations Stage (11-12 years old and older)
 - 4.1.4. Lev Vygotsky's Sociocultural Theory
 - 4.1.4.1. How do we Learn?
 - 4.1.4.2. Higher Psychological Functions
 - 4.1.4.3. Language As a Mediating Tool
 - 4.1.4.4. Proximal Development Zone
 - 4.1.4.5. Development and Social Context
- 4.2. Introduction to Early Intervention
 - 4.2.1. History of Early Intervention
 - 4.2.2. Definition of Early Intervention
 - 4.2.2.1. Levels of Intervention in Early Intervention
 - 4.2.2.2. Main Fields of Action
 - 4.2.3. What is a CCDEA
 - 4.2.3.1. Concept of CCDEA
 - 4.2.3.2. Functioning of a CCDEA
 - 4.2.3.3. Professionals and Areas of Intervention
- 4.3. Evolutionary Aspects of Development
 - 4.3.1. Development from 0-3 years of age
 - 4.3.1.1. Introduction
 - 4.3.1.2. Motor Development
 - 4.3.1.3. Cognitive Development
 - 4.3.1.4. Language Development
 - 4.3.1.5. Social Development

- 4.3.2. Development from 3-6 years of age
 - 4.3.2.1. Introduction
 - 4.3.2.2. Motor Development
 - 4.3.2.3. Cognitive Development
 - 4.3.2.4. Language Development
 - 4.3.2.5. Social Development
- 4.4. Milestones of Alarm in Child Development
- 4.5. Cognitive and Socio-affective Development from 7 to 11 years of age
- 4.6. Cognitive Development during Adolescence and early Adulthood

Module 5. Attachment and affective bonds

- 5.1. Attachment Theory
 - 5.1.1. Theoretical Basis
 - 5.1.1.1. John Bowlby
 - 5.1.1.2. Mary Ainsworth
 - 5.1.2. Attachment Behaviors
 - 5.1.3. Attachment Functions
 - 5.1.4. Internal Representation Models
 - 5.1.5. Ambivalent Insecure Attachment
 - 5.1.6. Avoidant Insecure Attachment
 - 5.1.7. Disorganized Attachment
- 5.2. Attachment Styles
 - 5.2.1. Secure Attachment
 - 5.2.1.1. Characteristics of the Subject with this Attachment Style
 - 5.2.1.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.2. Ambivalent Insecure Attachment
 - 5.2.2.1. Characteristics of the Subject with this Attachment Style
 - 5.2.2.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.3. Avoidant Insecure Attachment
 - 5.2.3.1. Characteristics of the Subject with this Attachment Style
 - 5.2.3.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.4. Disorganized Attachment
 - 5.2.4.1. Characteristics of the Subject with this Attachment Style
 - 5.2.4.2. Characteristics of the Caregivers that Promote this Style
- 5.3. Evolution of Attachment in the Different Stages of Development
 - 5.3.1. Attachment During Childhood
 - 5.3.1.1. Attachment Development in Early Childhood
 - 5.3.1.2. Attachment in the Preschool Stage
 - 5.3.1.3. Attachment During Infancy
 - 5.3.2. Attachment During Adolescence
 - 5.3.2.1. Friendships: Evolution and Functions
 - 5.3.3. Adulthood
 - 5.3.3.1. Attachment in Adults
 - 5.3.3.2. Differences in Attachment During Adulthood
 - 5.3.3.3. Attachment Theory and Love Relationships in Adulthood
 - 5.3.4. Old Age
 - 5.3.4.1. Attachment Around Retirement
 - 5.3.4.2. Attachment Around the Final Years of Life
- 5.4. Attachment and Parental Style
 - 5.4.1. The Family as a Development Context
 - 5.4.1.1. Parental Skills and Abilities
 - 5.4.2. Parental Educational Styles and Bonding Styles
 - 5.4.2.1. Authoritative/Democratic
 - 5.4.2.2. Authoritarian/Repressive
 - 5.4.2.3. Permissive/Indulgent
 - 5.4.2.4. Negligent/Independent
 - 5.4.3. Promotion of Socio-Affective Development from the Family Environment
- 5.5. Importance of Attachment in the Educational Context
 - 5.5.1. Relationship of the Child with the Educator as a function of Attachment Style
 - 5.5.1.1. Different Styles of Students According to their Temperament
 - 5.5.1.2. Children who are Confident or Insecure about Learning
 - 5.5.2. Educational Intervention: The Educator as a Bonding Figure
 - 5.5.2.1. The First Bonds
 - 5.5.2.2. Representations About Oneself, Others and Reality
 - 5.5.2.3. The Importance of the Referring Teacher or Tutor

- 5.5.3. The Socio-Affective Education Curriculum
 - 5.5.3.1. The Formal Curriculum
 - 5.5.3.2. The Paracurriculum
- 5.5.4. Social and Emotional Development Programs in the Classroom
 - 5.5.4.1. Educational Intervention in the Classroom
 - 5.5.4.2. Relationship Between Teachers and Family/Caregivers
- 5.6. Psychological Disorders Explained from Attachment Theory
 - 5.6.1. Behavior Disorders
 - 5.6.1.1. Reactive Attachment Disorder
 - 5.6.1.2. Attention Deficit Disorder
 - 5.6.1.3. Oppositional Defiant Disorder
 - 5.6.2. Personality Disorders
 - 5.6.2.1. Borderline Personality Disorder
 - 5.6.2.2. Dissociative Disorders
 - 5.6.3. Anxiety Disorders
 - 5.6.3.1. Separation Anxiety Disorder
 - 5.6.3.2. Social Anxiety Disorder
 - 5.6.3.3. Generalized Anxiety Disorder
 - 5.6.3.4. Post-Traumatic Stress Disorder
 - 5.6.4. Affective Disorders
 - 5.6.4.1. Major Depression Disorder
 - 5.6.4.2. Dysthymia
 - 5.6.4.3. Bipolar Disorder
- 5.7. Creating Safe Contexts: Coping Capacities
 - 5.7.1. Protective Factors and Coping Strategies
 - 5.7.2. Risk and Vulnerability Factors
 - 5.7.3. Coping Concepts
 - 5.7.3.1. Resilience
 - 5.7.3.2. *Coping* (Stress Coping)
 - 5.7.3.3. Positive Parenting





Module 6. The Educational System as an Area of Social Exclusion

- 6.1. Exclusion in Education
 - 6.1.1. Conception of Current Education
 - 6.1.1.1. Traditional Education
 - 6.1.1.2. Evolution and Problems; European Schools
 - 6.1.1.3. Other Educational Models
 - 6.1.2. Educational Exclusion
 - 6.1.2.1. Concept of Educational Exclusion
 - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
 - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers).
 - 6.2.1.1. Educational Inclusion
 - 6.2.1.2. Attention to Diversity
 - 6.2.2. Organization of the Educational Response
 - 6.2.2.1. At the Educational System level
 - 6.2.2.2. At Center Level
 - 6.2.2.3. At Classroom Level
 - 6.2.2.4. At Student Level
- 6.3. Students with SEN
 - 6.3.1. Evolution of EE in the Last Decades
 - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 6.3.1.2. Clinical Model
 - 6.3.1.3. Standardization of Services
 - 6.3.1.4. Pedagogical Model
 - 6.3.1.5. Particular Features that Have Characterized the Evolution of Special Education
 - 6.3.2. Definition of SEN
 - 6.3.2.1. At the Educational Level
 - 6.3.2.2. At Social Level

- 6.3.3. Students with SEN in the Educational Environment
 - 6.3.3.1. Specific Learning Difficulties
 - 6.3.3.2. ADHD.
 - 6.3.3.3. High Intellectual Potential
 - 6.3.3.4. Late Incorporation into the Educational System
 - 6.3.3.5. Personal or School History Conditions
 - 6.3.3.6. Students with SEN
- 6.3.4. Organization of the Educational Response for this Student Body
- 6.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 6.4. Students with High Abilities
 - 6.4.1. Models Definition
 - 6.4.2. Precocity, Talent, Giftedness
 - 6.4.3. Identification and SEN
 - 6.4.4. Educational Response
 - 6.4.4.1. Acceleration
 - 6.4.4.2. Grouping
 - 6.4.4.3. Enrichment Programs
 - 6.4.4.4. Ordinary Measures Center
 - 6.4.4.5. Ordinary Measures Classroom
 - 6.4.4.6. Extraordinary Measures
- 6.5. Inclusion and Multiculturalism
 - 6.5.1. Conceptualization
 - 6.5.2. Strategies to Respond to Multiculturality
 - 6.5.2.1. Classroom Strategies
 - 6.5.2.2. Internal and External Classroom Support
 - 6.5.2.3. Adequacy to the Curriculum
 - 6.5.2.4. Organizational Aspects
 - 6.5.2.5. Center-Environment Cooperation
 - 6.5.2.6. Collaboration from the Institution
- 6.6. Cooperative Learning
 - 6.6.1. Theoretical Basis/Approaches
 - 6.6.1.1. Socio-Cognitive Conflict
 - 6.6.1.2. Conceptual Controversies
 - 6.6.1.3. Help Between Schoolchildren
 - 6.6.1.4. Interaction and Cognitive Processes
 - 6.6.2. Cooperative Learning
 - 6.6.2.1. Concept
 - 6.6.2.2. Features
 - 6.6.2.3. Components.
 - 6.6.2.4. Advantages
 - 6.6.3. Training of the Teaching Staff
 - 6.6.4. Cooperative Learning Techniques
 - 6.6.4.1. Jigsaw Technique
 - 6.6.4.2. Team Learning
 - 6.6.4.3. Learning Together
 - 6.6.4.4. Group Research
 - 6.6.4.5. Co-op
 - 6.6.4.6. Guided or Structured Cooperation
- 6.7. Coeducation
 - 6.7.1. What is Meant by Coeducation?
 - 6.7.1.1. Homophobia
 - 6.7.1.2. Transphobia
 - 6.7.1.3. Gender Violence
 - 6.7.1.4. How to Work on Equality in the Classroom? (Prevention from the Classroom)

- 6.8. The Social Climate in the Classroom
 - 6.8.1. Definition
 - 6.8.2. Influencing Factors
 - 6.8.2.1. Social Factors
 - 6.8.2.2. Economic Factors
 - 6.8.2.3. Demographic Factors
 - 6.8.3. Key Agents
 - 6.8.3.1. The Role of the Teacher
 - 6.8.3.2. The Role of the Student
 - 6.8.3.3. The Importance of Families
 - 6.8.4. Assessment
 - 6.8.5. Intervention Programs

Module 7. The child protection system

- 7.1. Legislative and Conceptual Framework
 - 7.1.1. International Regulations
 - 7.1.1.1. Declaration of Rights of the Child
 - 7.1.1.2. Principles of the United Nations General Assembly
 - 7.1.1.3. United Nations Convention on the Rights of the Child
 - 7.1.1.4. Other Regulations
 - 7.1.2. Legislative Developments in Spain
 - 7.1.2.1. The Spanish Constitution
 - 7.1.2.2. Organic Law 1/96 on the Legal Protection of Minors
 - 7.1.2.3. The Civil Code and Law 21/87 from Which it is Modified
 - 7.1.2.4. Organic Law 8/2015, on the Modification of the Child and Adolescent Protection System
 - 7.1.2.5. Law 26/2015 on the Modification of the Child and Adolescent Protection System
 - 7.1.3. Basic Principles of Protective Intervention
- 7.1.4. Basic Concepts of the Child Protection System
 - 7.1.4.1. Concept of Protection
 - 7.1.4.2. Concept of Vulnerability
 - 7.1.4.3. Risk Situations
 - 7.1.4.4. Helpless Situation
 - 7.1.4.5. Safeguarding
 - 7.1.4.6. Guardianship
 - 7.1.4.7. The Best Interest of the Child
- 7.2. Foster Care for Minors
 - 7.2.1. Theoretical and Conceptual Framework
 - 7.2.1.1. Evolution Over Time
 - 7.2.1.2. Theories of Intervention with Families
 - 7.2.2. Types of Family Foster Care
 - 7.2.2.1. Kinship Foster Care
 - 7.2.2.2. Family Placement Foster Care
 - 7.2.3. Stages of Family Foster Care
 - 7.2.3.1. Purpose of the Family Foster Care
 - 7.2.3.2. Principles of Action
 - 7.2.3.3. Stages of the Intervention
 - 7.2.4. Foster Care from the Children's Perspective
 - 7.2.4.1. Preparation for Foster Care
 - 7.2.4.2. Fears and Resistance
 - 7.2.4.3. Foster Family and Family of Origin
- 7.3. Residential Foster Care for Minors
 - 7.3.1. Definition and Typology of Juvenile Centers
 - 7.3.1.1. Reception Centers
 - 7.3.1.2. Reception Centers II
 - 7.3.1.3. Functional Homes
 - 7.3.1.4. Emancipation Centers
 - 7.3.1.5. Day Centers for Labor Market Insertion
 - 7.3.1.6. Day Care Centers for Convivial and Educational Support
 - 7.3.1.7. Reform Centers

- 7.3.2. Residential Care Principles and Criteria
 - 7.3.2.1. Protective Factors
 - 7.3.2.2. Resident Children's Needs
- 7.3.3. Main Areas of Intervention from the Centers
 - 7.3.3.1. Stages of the Intervention
 - 7.3.3.2. Rights and Duties of the Children
 - 7.3.3.3. Group Intervention
 - 7.3.3.4. Individual Intervention
- 7.3.4. Profiles of Children Served
 - 7.3.4.1. Behavioral and Mental Health Problems
 - 7.3.4.2. Filio-Parental Violence
 - 7.3.4.3. Juvenile Offenders
 - 7.3.4.4. Unaccompanied Foreign Minors
 - 7.3.4.5. Accompanied Foreign Minors
 - 7.3.4.6. Preparation for Independent Living
- 7.4. Adoption of Children

Module 8. The Educational Environment in Relation to the Students Under Guardianship

- 8.1. Characteristics of the Supervised Student
 - 8.1.1. Characteristics of Supervised Children
 - 8.1.2. How Does the Profile of Supervised Children Affect the School Setting?
 - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
 - 8.2.1. The Process of Adaptation and Integration to the School
 - 8.2.2. Student Needs
 - 8.2.2.1. Needs of Adopted Children
 - 8.2.2.2. Needs of Children in Foster Care
 - 8.2.3. Collaboration Between School and Families
 - 8.2.3.1. School and Adoptive Families
 - 8.2.3.2. School and Foster Families

- 8.2.4. Coordination Between the Social Agents Involved
 - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
 - 8.2.4.2. The School and the Health System
 - 8.2.4.3. School and Community Services
- 8.3. Students Coming from Reception Centers
 - 8.3.1. The Integration and Adaptation in School
 - 8.3.2. Needs of Children in Foster Care
 - 8.3.3. Collaboration Between School and Protection Centers
 - 8.3.3.1. Collaboration Between Administrations
 - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team
- 8.4. Life History Work
 - 8.4.1. What Do We Mean by Life History?
 - 8.4.1.1. Areas to be Covered in the Life History
 - 8.4.2. Support in Life History Work
 - 8.4.2.1. Technical Support
 - 8.4.2.2. Family Support
- 8.5. Educational Itineraries
 - 8.5.1. Compulsory Education
 - 8.5.1.1. The Legislative treatment of Students in Guardianship or at Risk of Exclusion
 - 8.5.2. Secondary Education
 - 8.5.2.1. Intermediate Level Training Cycles
 - 8.5.2.2. High School
 - 8.5.3. Higher Education
- 8.6. Alternatives After Reaching Legal Age
 - 8.6.1. Socio-Labor Insertion
 - 8.6.1.1. The Concept of Socio-Labor Insertion
 - 8.6.1.2. Orientation
 - 8.6.1.3. Professional Training and Education
 - 8.6.2. Other Alternatives

Module 9. Action by Schools in the Event of Child Abuse Situations

- 9.1. Child Abuse
 - 9.1.1. Definition and Conceptualization of Child Abuse
 - 9.1.1.1. Definition
 - 9.1.1.2. Conceptualization of Abuse in Terms of:
 - 9.1.1.2.1. Time of Development at Which it Occurs
 - 9.1.1.2.2. Who Causes the Abuse? (Context in Which They Take Place)
 - 9.1.1.2.3. The Specific Action or Omission that is Occurring
 - 9.1.1.2.4. Intentionality of Abuse
 - 9.1.2. The Social Importance of Identifying Child Abuse
 - 9.1.2.1. Basic Needs in Childhood
 - 9.1.2.2. Risk and Protective Factors
 - 9.1.2.3. Intergenerational Transmission of Abuse
 - 9.1.3. Situation of Risk and Situation of Helplessness
 - 9.1.3.1. Concept of Risk
 - 9.1.3.2. Concept of Helplessness
 - 9.1.3.3. Risk Assessment Protocol
- 9.2. Child Abuse: General Characteristics and Main Types
 - 9.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 9.2.1.1. Definition and Alarm Indicators
 - 9.2.1.2. Incidence and Prevalence
 - 9.2.2. Physical Abuse
 - 9.2.2.1. Definition and Alarm Indicators
 - 9.2.2.2. Incidence and Prevalence
 - 9.2.3. Abuse and Emotional Neglect
 - 9.2.3.1. Definition and Alarm Indicators
 - 9.2.3.2. Incidence and Prevalence
 - 9.2.4. Sexual Abuse
 - 9.2.4.1. Definition and Alarm Indicators
 - 9.2.4.2. Incidence and Prevalence
 - 9.2.5. Other Types of Abuse
 - 9.2.5.1. Children Victims of Gender Violence
 - 9.2.5.2. Transgenerational Cycle of Child Abuse
 - 9.2.5.3. Münchhausen Syndrome by Proxy
 - 9.2.5.4. Harassment and Violence through Social Networks
 - 9.2.5.5. Peer Abuse: *Bullying*
 - 9.2.5.6. Filioparental Violence
 - 9.2.5.7. Parental Alienation
 - 9.2.5.8. Institutional Abuse
- 9.3. Consequences of Child Abuse
 - 9.3.1. Indicators of Abuse
 - 9.3.1.1. Physical Indicators
 - 9.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 9.3.2. Consequences of Abuse
 - 9.3.2.1. Impact of Physical and Functional Development
 - 9.3.2.2. Consequences on Cognitive Development and School Performance
 - 9.3.2.3. Effects on Socialization and Social Cognition
 - 9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 9.3.2.5. Behavioral Problems
 - 9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 9.4.1. Prevention and Detection
 - 9.4.2. Action Protocol
 - 9.4.2.1. Identification
 - 9.4.2.2. Immediate Actions
 - 9.4.2.3. Notification
 - 9.4.2.4. Communication of the Situation
 - 9.4.2.5. Emergency Procedure
 - 9.4.3. School Intervention in Child Abuse Cases

- 9.5. Peer Abuse: *Bullying*
 - 9.5.1. Risk Factors and Protective Factors of School Violence
 - 9.5.2. Protocols of Action from the School Center
 - 9.5.3. Guidelines for its Prevention and Treatment
- 9.6. Filioparental Violence
 - 9.6.1. Explanatory Theories
 - 9.6.1.1. The Cycle of Violence
 - 9.6.2. Prevention and Intervention Against Filioparental Violence
- 9.7. Networking: School, Family and Social Services

Module 10. School mediation as a tool for inclusion

- 10.1. Conflicts in the Educational Environment
 - 10.1.1. Conceptualization of Conflict
 - 10.1.1.1. Theorizing About Conflict
 - 10.1.1.2. Types of Conflicts
 - 10.1.1.3. Psychological Aspects of Conflict
 - 10.1.2. The Conflict in the Classroom
 - 10.1.2.1. School Climate
 - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 10.1.2.3. Types of Conflict in the Classroom
 - 10.1.2.4. Conflicts that Can Be Mediated
 - 10.1.2.5. The Importance of Communication and Dialogue
- 10.2. Mediation and School Mediation
 - 10.2.1. Concept of Mediation
 - 10.2.1.1. Legislative Aspects
 - 10.2.2. Mediation Models
 - 10.2.2.1. The Traditional Model
 - 10.2.2.2. The Narrative Model
 - 10.2.2.3. The Transforming Model





- 10.2.3. School Mediation
 - 10.2.3.1. Evolution of School Mediation
 - 10.2.3.2. Main Features
 - 10.2.3.3. Principles of School Mediation
 - 10.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 10.3. Phases of School Mediation
 - 10.3.1. Pre-Mediation
 - 10.3.1.1. Techniques and Strategies
 - 10.3.2. Entrance
 - 10.3.2.1. Techniques and Strategies
 - 10.3.3. Tell Me About It
 - 10.3.3.1. Techniques and Strategies
 - 10.3.4. Situating the Conflict
 - 10.3.4.1. Techniques and Strategies
 - 10.3.5. Search for Solutions
 - 10.3.5.1. Techniques and Strategies
 - 10.3.6. The Agreement
 - 10.3.6.1 Techniques and Strategies
- 10.4. The Implementation of school Mediation Programs
 - 10.4.1. Types of Programs
 - 10.4.2. Program Implementation and Equipment Selection
 - 10.4.2.1. Mediator Training
 - 10.4.3. Organization, Coordination and Monitoring
 - 10.4.4. Program Assessment
 - 10.4.4.1. Assessment Criteria
- 10.5. Other Conflict Resolution Techniques

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

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***.



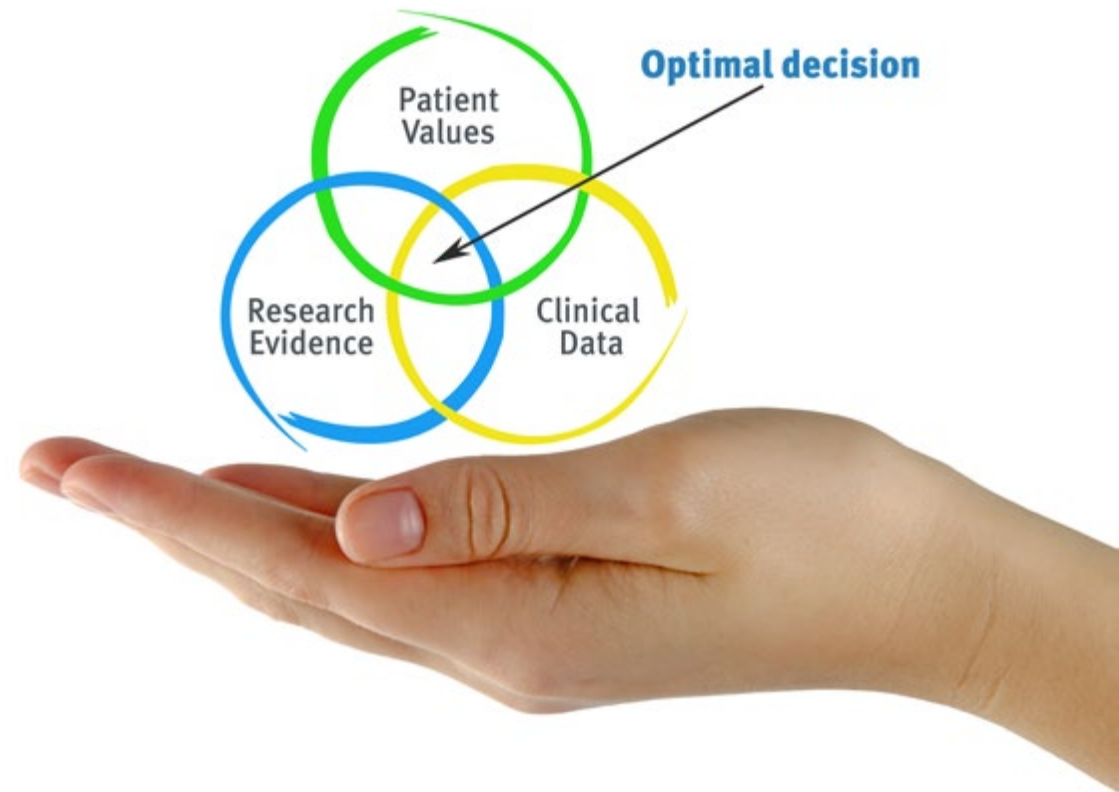
“

Discover Re-learning, 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. Gervas, 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.

“

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.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 Re-learning 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).

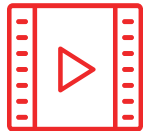
This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Re-learning 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

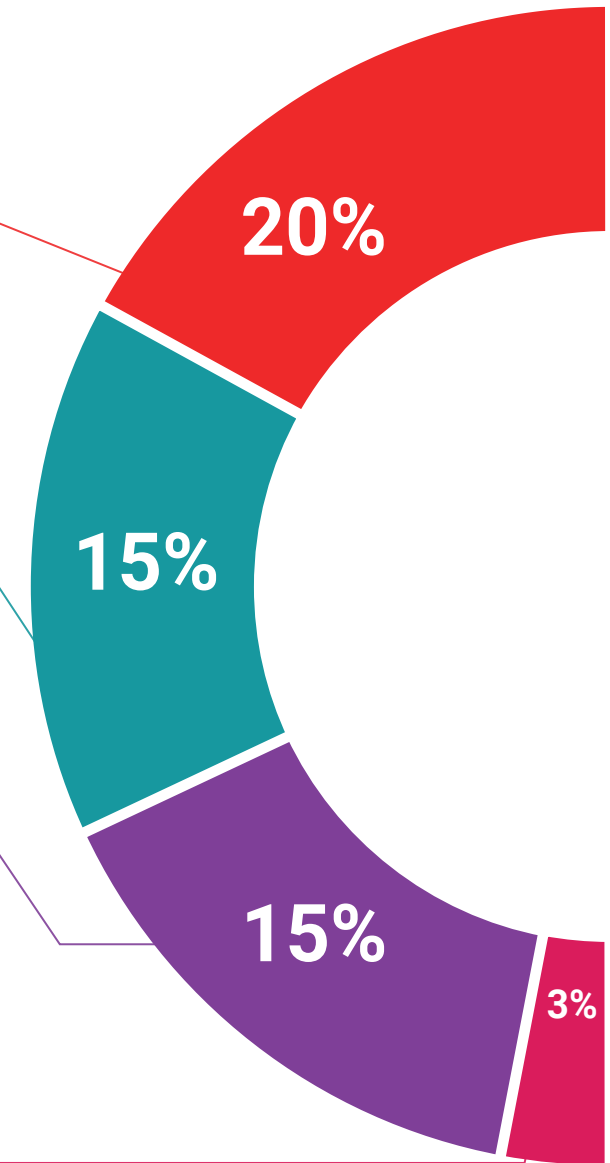
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

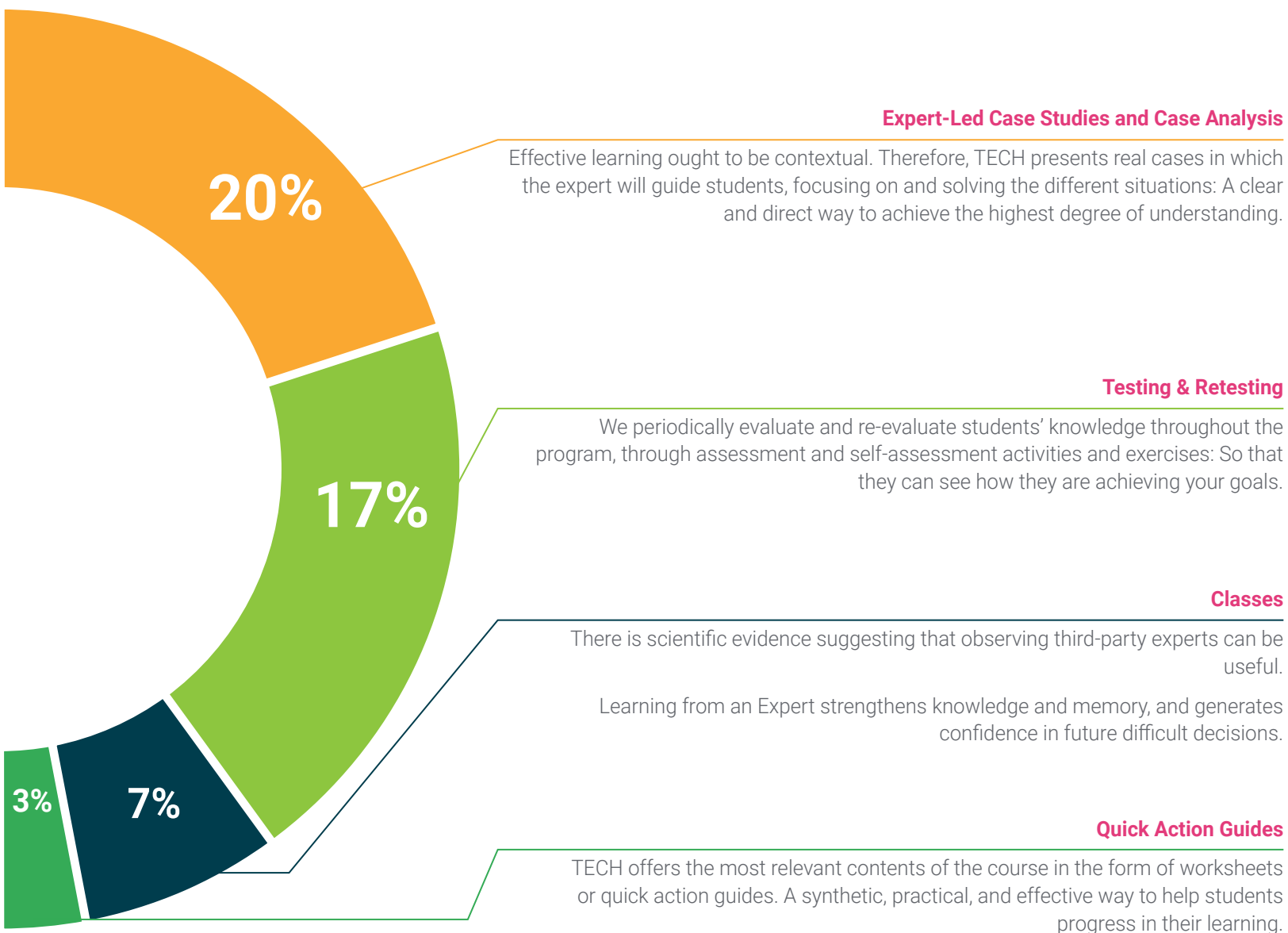
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

The Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion guarantees, in addition to the most rigorous and up-to-date training, access to a certificate issued by TECH Global University.



“

*Successfully complete this training program
and receive your university certificate
without travel or laborious paperwork”*

This private qualification will allow you to obtain a **Master's Degree diploma in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.



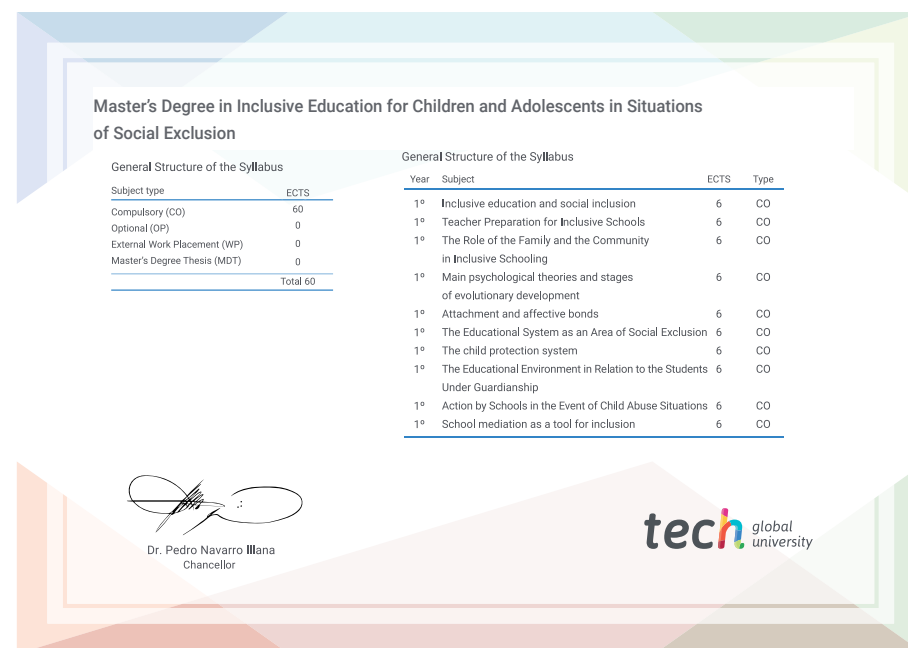
This **TECH Global University** title is a private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

