The Postgraduate Diploma in Curriculum Design and Development is made possible with the generous support of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers, as well as voluntary contributions from Norway and Switzerland.
# Postgraduate Diploma in Curriculum Design and Development

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“I think that what we have recently learned will allow us to effectively develop the type of individual that we’ve always dreamed of: an individual who is inclusive and also competitive in the labour market, one who values his/her culture and is open to the entire world.”

Assistant Director
Ministry of Education, Haiti
Latin America and the Caribbean Diploma 2013-2014

“[I appreciated] the wide array of materials derived from many countries, not only the highly developed Western countries but those from Asia and Eastern Europe as well, whose situation in curriculum issues are not far different from African countries. The use of the distance learning education mode is very appropriate for working professionals like me.”

Graduate
Africa Diploma 2012-2012
Overview
Refining the competencies of curriculum professionals and education specialists

As a premier global institute in curriculum, UNESCO International Bureau of Education (UNESCO-IBE) has been offering a Postgraduate Diploma in Curriculum Design and Development for Member States since 2010. The goal of the training programme is to develop a critical mass of curriculum specialists with the competencies needed to make effective and informed curriculum decisions. UNESCO-IBE recognizes the value in achieving quality curriculum products through well-designed and sustainable processes for greater, more far-reaching educational improvement and innovation.

The Diploma focuses on strengthening professionals’ capacities under a long-term vision, while supporting processes of curriculum reform and development at various levels of an education system. It combines a global-local approach so that professionals can apply lessons learned through the training to their own contexts.

The programme assists relevant stakeholders in gaining new perspectives on complex and contested issues. However, rather than imposing predefined models or prescribing universally-applicable solutions, the Diploma facilitates access to a wide range of expertise and resources and promotes regional and inter-regional knowledge sharing and dialogue.

The participants in the Diploma programme represent all sectors and subsectors of the education system. They possess varying levels of responsibility, demonstrating the broad range of professionals and specialists interested in improving their competence in curriculum design and development.

Spectrum of participants in the Diploma programme 2010-2014

<table>
<thead>
<tr>
<th>Professional Background</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum developer</td>
<td>37%</td>
</tr>
<tr>
<td>Principal/Inspector</td>
<td>16%</td>
</tr>
<tr>
<td>Teacher/Teacher trainer</td>
<td>19%</td>
</tr>
<tr>
<td>Professor</td>
<td>4%</td>
</tr>
<tr>
<td>Researcher</td>
<td>8%</td>
</tr>
<tr>
<td>Policy maker</td>
<td>3%</td>
</tr>
<tr>
<td>International Staff</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>
Vision of quality curriculum
A holistic and process-oriented perspective

UNESCO-IBE looks at the ‘curriculum’ in a holistic and ‘process-oriented’ manner. It is in and through the curriculum that issues of sustainable development and key economic, political, social and cultural questions about education and its objectives are addressed. Curriculum is visualized as (i) a tool to sustain educational policies and (ii) a facilitator of life-long learning opportunities for all. While the curriculum is commonly perceived as a set of documents describing “what”, “why”, “how” and “when” students should learn, the quality of those documents is closely connected to the processes used to develop them, the means through which they are put into practice, and the resulting outcomes. In other words, a curriculum itself cannot be of high quality if it is isolated from the broader processes, products and stakeholders of curriculum development, implementation and evaluation that should ultimately reflect the desired curriculum and educational change.
In consideration of these factors, professionals in the curriculum processes are responsible for delivering products, devising and leading processes and facilitating decision making on strategies, principles, supports and orientations.

“I have really seen that the information is splendid. If used correctly, it can bring revolution to our countries.”

Participant
Africa Diploma 2013-2014
Key competencies for curriculum professionals

In order to ensure high-quality products, processes and recommendations, curriculum developers and educators must develop certain competencies and practices:

- **Analytical capacities**: honing skills to assess or interpret the current situation
- **Active Learning**: using the lessons learned from the past and applying them to other contexts
- **Creativity**: thinking “outside of the box” to apply innovative, yet relevant strategies
- **Communication**: knowing who to communicate with and when, and being able to do so effectively

Professionals knowledgeable and skilled in curriculum development processes are critical for responding appropriately to the external pressures and reform challenges. These key educational agents must have the competencies necessary to create a synergy amongst themselves for improving learning outcomes over the long term.

**An expert in curriculum matters is able to propose solid recommendations to decision-makers on strategies, principles, supports and orientations**

<table>
<thead>
<tr>
<th>...effective ways to devise change processes: planning, implementation, piloting, scaling upwards</th>
<th>...effective strategies for introducing new modes of thinking and practices in the education system</th>
<th>...current and effective ways of selecting pedagogic approaches: student-centered, development of general skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>... effective ways to empower actors for change: professional development</td>
<td>STRATEGIES</td>
<td>PRINCIPLES</td>
</tr>
<tr>
<td>...how to select effective materials that promote teaching and learning</td>
<td>SUPPORTS</td>
<td>ORIENTATIONS</td>
</tr>
<tr>
<td>...how much and in what do we invest? budget provision, negotiation and management</td>
<td>...effective ways to harmonize opinions about the curriculum, using advocacy and grounded evidence</td>
<td>...sound methods to assess the level of achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>...effective ways to formulate what and how much is to be taught and learned</td>
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</table>
Addressing the training needs of curriculum professionals

During 2000–2010 UNESCO-IBE developed a number of field activities that responded to the curriculum needs and demands of many countries. Activities ranged from involvement in the curriculum-making processes in post-conflict countries to the organization of policy dialogue sessions.

Several challenges were identified during these activities that signaled a need for developing the capacities of key stakeholders in the curriculum development process. Recurrent issues in various regions of the world include:

- Overemphasis on curriculum content, rather than on processes or outcomes
- Short-sightedness in subject syllabuses and an inability to deal with cross-cutting issues
- Tendency to promote pedagogical approaches to which teachers do not necessarily relate
- Limited relevance of content to the needs of the students
- Lack of involvement of key stakeholders in curriculum discussions
- A narrow, local point of view that does not include major trends that affect education at regional and international levels.

The challenges and needs identified by UNESCO-IBE through its technical assistance and capacity development initiatives resulted in the creation of the Postgraduate Diploma in Curriculum Design and Development in August 2010.

The long-term goals of the Diploma 2010-2021

- Improve curriculum development processes and products
- Improve understanding and awareness of the importance of high-quality curricula and curriculum development processes
- Increase commitment to adopting effective curriculum policies
- Improve capacities to design, manage, follow-up and assess high-quality curricula for all
Diploma’s global reach

The Diploma is a postgraduate course developed by the IBE and other UNESCO partners, in conjunction with universities at the country level. The Diploma combines face-to-face sessions with distance learning activities over a period of nine months. The activities are organized in a manner that develops necessary competencies, and results in products inspired by thorough reflection and analysis.

In August 2010, UNESCO-IBE launched the first accredited Diploma programme jointly with the Catholic University of Uruguay (UCU) and the UNESCO Bureau for Education in Latin America and the Caribbean (OREALC).

In Tanzania, the accredited Postgraduate Diploma was first launched in October 2011, as a joint-venture between UNESCO-IBE, the UNESCO Regional Bureau for Education in Africa (BREDA), and the Teacher Policy and Development Section (THE/TEP), in cooperation with the Tanzania Institute of Education (TIE) and the Open University of Tanzania (OUT). In November 2012, UNESCO’s International Institute for Capacity Building in Africa (IICBA) joined the partnership.

Future plans for the Diploma

Both programmes in Sub-Saharan Africa and Latin America and the Caribbean are planned to be implemented on an annual basis. Currently, UNESCO-IBE is exploring opportunities to collaborate with partners in the Arab States and the Asia and Pacific regions to offer similar capacity-building initiatives based on regional and national needs.

348 participants from 57 countries have participated in the Diploma programme.
Course structure

The Diploma typically includes:

- **Phase 1**: A preparation phase where students receive an initial task to raise their awareness about curriculum issues.
- **Phase 2**: Two weeks of face-to-face sessions where participants engage in interactive activities and workshops including presentations from national and international curriculum professionals. The sessions provide valuable opportunities to develop analytic and communication skills by collaborating with groups of peers over case studies, activities, and peer-learning experiences.
- **Phase 3**: A 30-week distance learning phase in which students work closely with a qualified tutor through an online learning platform to deepen and apply the knowledge they gained in the face-to-face session and delve into their own context in order to broaden their understanding of the curriculum challenges their countries experience and develop strategies for overcoming them.
- **Phase 4**: A final assignment where students apply the concepts and information learned to produce a case study and a strategy for curriculum improvement, many of which are actually then applied within the participants’ context.

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**Latin America and the Caribbean**

**10 Distance Modules**

(3 weeks each)

**Sub-Saharan Africa**

**5 Distance Modules**

(5 weeks each, 1 elective to choose from a set of 3)

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### Latin America and the Caribbean

**10 Distance Modules**

(3 weeks each)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Change and Quality</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>Policy Dialogue</td>
<td>Capacity Development</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>Curriculum Implementation</td>
</tr>
<tr>
<td>System Management and Governance</td>
<td>Assessment</td>
</tr>
<tr>
<td>Textbooks and other teaching and learning materials</td>
<td>Competency-based curriculum</td>
</tr>
<tr>
<td></td>
<td>Inclusive Education</td>
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</tbody>
</table>

### Sub-Saharan Africa

**5 Distance Modules**

(5 weeks each, 1 elective to choose from a set of 3)

<table>
<thead>
<tr>
<th>Themes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development Process</td>
<td>Policy Dialogue and Formulation for Curriculum Development (Elective I)</td>
</tr>
<tr>
<td>Curriculum Design Approaches and Models</td>
<td>Curriculum Design Approaches and Models</td>
</tr>
<tr>
<td>Curriculum Implementation Process, management and governance</td>
<td>Assessment of teaching and learning (Elective III)</td>
</tr>
<tr>
<td>Competency-based curriculum</td>
<td>Development and use of teaching and learning materials</td>
</tr>
<tr>
<td>Inclusive Education</td>
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</tbody>
</table>
Excerpt from the Face-to-Face Session Agenda

**Face-to-Face Session**

**Example of a learning task**

4.3 In groups:

- Group 1 prepares a short statement of what each member will say (e.g., “I’m an employer and I have a legitimate interest in the reform of school curriculum because...” and “My main aspirations and concerns for the new curriculum are...”),

- Group 2 prepares a series of questions that they would like to ask particular members of Group 1 as part of a consultation on curriculum renewal.

4.4 Panel session:

**Distance Learning Phase**

**Example of learning tasks**

**Latin America and the Caribbean Diploma Task:**

**Curriculum Design**

Leer la hoja de trabajo “Posible esquema para la integración curricular”

Producto esperado

Proponer otro esquema para la integración curricular. Puede buscar un ejemplo diferente para cada uno de los 5 esquemas analizados en el documento, o puede seleccionar un esquema diferente que se ajuste a su contexto. Explique las razones de su elección en unas breves líneas.

**Africa Diploma Task:**

**Curriculum implementation/piloting**

Read the case study ‘Curriculum implementation in Hungary’ and consider the following questions:

- What level of risk was assumed in the experience?
- How did the teachers’ opinion influence the steps taken for the implementation?
- What impact level did the policy change have on:
  - teachers, pupils, and school principals.
- What lessons were learned?
- From the experience of both cases, what implications can you find for the design of piloting and implementation in your situation?

Expected product

Prepare a short outline of a plan for piloting in small scale a relevant curriculum reform for your context. Please describe the reform in a short paragraph, and detail:

1. Strategic goals for the pilot (five lines)
2. List of phases or stages in the implementation process, explaining them in not more than two lines each
3. Support structures: what resources, (economic and human) would you need? What kind of support from the authorities would you ask for?

Possible agreements for evaluation: who could evaluate the results of the pilot, and what methodology could they use?
Course materials and training tools

The Curriculum Resource Pack (CRP), available in Arabic, English, French and Spanish languages, has been structured around the elements of the curriculum “life cycle”. The various aspects are presented as independent modules that can be read separately or in a circular sequence, starting with any of the modules.

The resources contained in the CRP aim to develop a conceptual understanding of curriculum development and cultivate an appreciation for the nature, philosophy and principles of curriculum change as a dynamic and on-going process. It has the potential to trigger a paradigm shift in responding to the various aspects of curriculum change in a manner that highlights their inter-connected nature.

The resources are supplemented with several aides that improve the learning experience – a Reader and Glossary, a collection of over 200 resource documents and case studies and a series of thematic modules tuned to regional needs and topics of interest.

The online learning platform includes all of the resources, including the Curriculum Resource Pack in the participant’s language and other learning tools, so that materials can be accessed anytime. This platform also facilitates exchanges (i.e. e-forums and e-conferences) among participants and tutors. It is easy to use, and participants populate their profile and portfolio with learning products.

The learning materials have been cross-referenced, and include a set of learning activities and tasks that enable a more practical approach to learning.

Diploma training tools
Diploma team

Many individuals are responsible for producing a high-quality enjoyable Diploma experience:

**UNESCO-IBE**

**Universities, Education Centers or Training Institutes**

**UNESCO Headquarters and Field Offices**

**UNESCO-IBE Curriculum Experts:**

Lead the process of development, design, implementation and evaluation of the Diploma; engage in high-level negotiations with partner institutions and officials in government organizations.

**Facilitators:**

Experts in targeted aspects of general education and curriculum support the training process and coordinate group work during the face-to-face sessions.

**Local Coordinators:**

Responsible for the logistics and administrative aspects of participant registration and participation in the face-to-face session. They also mobilize resources at the host university and administer the platform for the distance learning phase.

**Tutors:**

Academic staff that manage the distance-learning activities, providing feedback and assessing Diploma trainees.
Student experience and its Impact

Participants from both regions have consistently offered positive feedback on their Diploma experience, highlighting:

- its international perspective, relevance, and effectiveness in building key knowledge and skills;
- the quality of the training sessions, mainly with respect to the course design; the solid facilitation and vast array of pedagogical strategies used;
- the friendly learning environment; the openness in addressing relevant and contested issues; the richness of the exchanges (outlook and practices) among participants from different countries; and
- the school visits; the intense group activities on diverse curriculum issues, and the combination of conceptual understanding, training activities and case studies.

Follow-up studies have also been implemented with graduates from the 2010-12 cohorts in order to assess the medium-term impacts of the training programme (one year after graduation). According to the results, the Diploma training continues to benefit graduates in many ways, specifically with respect to the application of knowledge and tools, increased self-confidence in educational interventions, and professional recognition and advancement.

In overall terms, the Diploma serves to enable curriculum to gain prominence in education systems, to strengthen leadership and innovation in curriculum design, and to support curriculum reforms processes.

“In my country it will still be challenging to align the new curriculum to assessment. Compared to curricula in other countries, US, UK, Singapore, and other African countries our curriculum is more difficult and more academic. I gained competencies to understand and analyze many problems related to curriculum in my country.”
Graduate
Africa Diploma 2011

“Another positive aspect [of the Diploma] is the international nature of the students. We are enriched when participating in group sessions because of the different views and perspectives reflected – It’s very rewarding.”
Participant
Latin America and the Caribbean Diploma 2013

“The Diploma has encouraged me to update my training. For example, I now know how to innovate the practice of teacher education. [The Diploma] also helped me to realize that there are other manners in which to train teachers so that they are able to address diversity.”
Participant
Latin America and the Caribbean Diploma 2011
Participants’ contributions
Final projects

Building the capacity for implementation:
Examples of participants’ curriculum improvement strategies

When participants design a strategy for curriculum improvement, they develop their critical and analytical skills, apply it to their own context, and cultivate effective advocacy skills through writing.

Building the knowledge base:
Examples of participant case studies

Producing a case study encourages Diploma participants to present, in an appealing way, the lessons learned in concrete situations, so that other experts can benefit from them. In crafting the case study, participants also develop their communication skills, contribute to the ever-growing Diploma database, and share examples of effective practices from around the world.

- **MEXICO**
  - The design of competency curriculum at the Autonomous University of Nuevo León

- **HAITI**
  - Adapted pedagogy for teaching and learning French in Haitian schools

- **DOMINICAN REPUBLIC**
  - Implementation of performance indicators

- **GUATEMALA**
  - Curriculum of the bilingual and intercultural teacher-training

- **NICARAGUA**
  - In service training for primary teachers in intercultural bilingual education in the autonomous regions of the Caribbean Coast

- **PERU**
  - In service teacher training

- **URUGUAY**
  - Training for Life and Work for youth with disabilities in special schools

- **THE GAMBIA**
  - Improving early reading

- **SENEGAL**
  - Curriculum construction process in Senegal

- **BURKINA FASO**
  - Rethinking assessment in the final student evaluation

- **GHANA**
  - Changes to basic school curriculum incorporating some local content

- **ANGOLA**
  - Use of national languages for teaching reading

- **UGANDA**
  - Change in Uganda Advanced Certificate of Education (UACE) curriculum review 2009-2012

- **NIGER**
  - Case study on the current reform of the curriculum

- **NIGERIA**
  - Basic education curriculum improvement teacher support and mentoring

- **CENTRAL AFRICA**
  - Challenges of peace education in conflict and post-conflict countries

- **BURUNDI**
  - Curricular reform at the level of secondary teaching

- **TANZANIA**
  - Implementation of the Primary Education Development Programme II (PEDP II)

- **SWAZILAND**
  - A call to introduce entrepreneurship

- **LESOTHO**
  - Development and implementation of integrated curriculum packages at lower basic education

- **ZAMBIA**
  - Zambia Curriculum Policy formulation and implementation

- **JAPAN**
  - Schools of research and development

- **CHINA**
  - Primary and lower secondary student assessment reform process

- **ETIOPIA**
  - Strategy to improve literacy and numeracy

- **KENYA**
  - Life skills education curriculum in Kenyan schools

- **SEYCHELLES**
  - Improving reading in English for lower primary education

- **HAITI**
  - Adapted pedagogy for teaching and learning French in Haitian schools

- **DOMINICAN REPUBLIC**
  - Implementation of performance indicators

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  - Zambia Curriculum Policy formulation and implementation
Costs, financing and other requirements

Diploma students

The overall investment for students includes:

- **Course fees**: approximately 3,000 USD, depending on the region
- **Travel expenses to the face-to-face session**: depends on location and the cost of transportation
- **Subsistence allowance**

Member States are encouraged to find ways to finance the investment for their relevant agencies by making use of budgetary funds, or other funds available through international cooperation. In exceptional cases, UNESCO-IBE may be able to assist in identifying a viable scholarship provider.

Participants should be available to attend the 2-week intensive face-to-face session in Uruguay or Tanzania. They should also expect to spend approximately 3 hours per week during the distance learning phase to complete the assignments. From time to time, they may also be required to participate in forums and videoconferences.

Finally, Internet access is necessary to connect to the online learning platform.

“This course has given me a lot of knowledge about work I should do to bridge the gap between the curriculum designed by curriculum developers, and the actual implementation in the classroom... that is, the knowledge of the teachers and which methodology, teaching, and learning processes are required to meet the needs and expectation of the learners and community at large.”
Graduate
Africa Diploma 2011

“...I have been able to implement new ideas into [the] new curriculum documents that I have started to write... I am better informed about how to go about consulting other stakeholders. I am now actually on the core team in the process of writing an inclusive policy for my country.”
Graduate
Africa Diploma 2011

"Desde el rol de supervisor me permite visualizar con mayor claridad y profundidad la implementación curricular en las instituciones y en algunas situaciones replicar y compartir materiales que aportan a la reflexión y a la autoevaluación. Mi rol, actualmente, focaliza en el diseño de proyectos institucionales y siento que poseo más herramientas a la hora de orientar y acompañar a los Centros, fundamentalmente en el análisis de la gestión y en la profesarionalización docente. En lo personal, dinamizó mis ganas de continuar trabajando, lo cual agradezco."
Graduate
Latin America and the Caribbean Diploma 2012
Contribute to the Diploma programme

UNESCO-IBE is currently exploring opportunities to partner with Member States to offer a postgraduate training in the Arab States and Asia-Pacific regions.

Viable alternatives for contributing to the growing Diploma programme:

<table>
<thead>
<tr>
<th>1. Sponsorship by international organizations, private organizations, governmental offices, etc. that can allocate resources for paying student fees or working with UNESCO-IBE in developing the program to benefit participants from selected countries / regions</th>
<th>...Enhance North-South and South-South cooperation and foster relationships built upon mutual trust and support across countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Involvement of local (government and non-government) agencies’ staff as participants, e.g. Ministry of Education staff or international organizations and NGO staff; and</td>
<td>...Cultivate a critical mass of professionals at the country level who can effectively engage in social and political dialogue on curriculum improvement</td>
</tr>
<tr>
<td>3. Partner with UNESCO-IBE to potentially host the Diploma and/or to share knowledge, expertise, mobilize technical cooperation, etc., as well as in-country follow-up activities that benefit from the enhanced skills of Diploma graduates.</td>
<td>...Benefit from international expertise in solving local challenges in the field of curriculum</td>
</tr>
</tbody>
</table>

“We are at the beginning of a reform, and it is a heavy process. I have seen the different countries’ experiences through the modules and it really helped me to develop methods prior to the implementation of the curriculum and it helped me to see how to organize the curriculum at a local level.”
Graduate
Africa Diploma 2011

“[El diploma] nos permite recrear las lecturas analizadas, a través de la redacción creativa de ensayos, diálogos y otros recursos didácticos.”
Graduate
Latin American and the Caribbean Diploma 2012

The Diploma is worth your support!
OVER TIME, SOLID CURRICULUM DECISIONS WILL RESULT IN COST-SAVING, INCREASE EDUCATIONAL QUALITY FOR ALL AND IMPROVE THE QUALITY OF LIFE FOR SOCIETY AT LARGE.