# Postgraduate Certificate

## Human Rights and International Humanitarian Law

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# Postgraduate Certificate
## Human Rights and International Humanitarian Law

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Accreditation: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/postgraduate-certificate/human-rights-international-humanitarian-law

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01

# Introduction

Every day, numerous violations of International Humanitarian Law occur in the world, especially in the context of armed conflicts. This lack of obedience to an essential set of norms is carried out by both states and non-state actors, which is why it is essential for professionals to establish effective strategies to strengthen compliance. For this reason, TECH has designed this program, which is a unique opportunity for students to get up to date and classify the different types of armed conflicts and to learn more about the limitations that International Humanitarian Law imposes on combatants. All this is presented in different audiovisual formats that include the most avant-garde theoretical and practical materials of the current academic panorama and in a completely online modality.

*Master the latest cooperation tools that will allow you to preserve the respect for International Humanitarian Law with this Postgraduate Certificate"*

International humanitarian law establishes clear rules to protect civilians in armed conflicts. But this is often of little use in practice. In fact, citizens in these regions are often deliberately targeted, and war crimes of various kinds are committed: illegal confinement of people, offensives against the civilian population, torture, intentional killings, etc.

The panorama is worrying, which makes it imperative to promote compliance with International Humanitarian Law in order to preserve Human Rights in regions in conflict. Therefore, the Humanities professional will be able to become a fundamental agent by updating themselves in this area through this Postgraduate Certificate. Through it, they will delve into the most effective strategies to stimulate the participation of people and groups with whom cooperation actions are developed. In the same way, the limits that combatants have will be covered in order to conduct hostilities in a sphere in which the civilian population is not affected.

Humanities professionals will therefore have the opportunity to launch their professional careers with a unique qualification on the market. And all they will need is a device with an Internet connection. With access to an advanced Virtual Campus, you will find resources that contain valuable keys provided by a teaching team that is a reference in the field of Human Rights and International Humanitarian Law.

In addition, the program will include a series of innovative Masterclasses by renowned International Guest Directors.

This **Postgraduate Certificate in Human Rights and International Humanitarian Law** 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 Human Rights and International Humanitarian Law
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out 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

*Prestigious International Guest Directors will offer exclusive Masterclasses that will delve into the limits of combatants to avoid violations of International Humanitarian Law"*

*Get up to date in NGO management and in activities to safeguard civilians in armed conflicts with this valuable academic program"*

*In only 360 hours, position yourself as a reference in the protection of Human Rights in war situations thanks to an innovative methodology that will provide you with multiple interactive resources.*

*Manage advanced strategies that stimulate the participation of groups with which cooperation actions are developed thanks to this Postgraduate Certificate.*

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

02

# Objectives

Considering that International Humanitarian Law is becoming an area of increasing interest as the number of conflicts that ignore such norms continues to grow, TECH has committed itself to this program. In this way, the university has designed a program whose main objective is for the professional to be part of the change that allows guaranteeing Human Rights in war zones. To this end, they will specialize in the latest strategies and legal instruments that will help state and non-state actors to comply with these obligations.

*TECH's objective? To make you stand out in the area of Human Rights and International Humanitarian Law on the basis of a highly effective theoretical-practical balance of contents"*

## General Objectives

- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- 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 es critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law

*You will develop a very useful expertise to avail yourself of all existing legal instruments that oblige state and non-state actors to respect International Humanitarian Law"*

## Specific Objectives

- Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action
- Understand the concepts and definitions of NGOs
- Know the diversity of NGOs and their field or work
- Learn the broad outlines of NGO management
- Identify, understand and know how to use sources and tools to identify international development cooperation projects

03

# Course Management

In its maxim that the student develop the best possible specialization experience, TECH has assembled a teaching team that has excelled in the area of International Cooperation for Development. In this sense, the professors have poured all their experience in humanitarian projects in different countries into the syllabus of this program, always with the aim of meeting the highest expectations of the students. They will also be attentive to any questions you may have through the Virtual Campus.

*TECH has brought together prestigious experts with experience in international humanitarian projects to provide you with all the keys you are looking for in International Humanitarian Law"*

## International Guest Director

Piotr Sasin is an international expert with experience in **non-profit management**, specializing in **humanitarian assistance, resilience** and **international cooperation** for the **development of peoples**. In fact, he has worked in complex and challenging environments, helping **communities affected by conflict**, **displacement** and **humanitarian crises**. In addition, his focus on **social innovations** and **participatory planning** has allowed him to implement long-term solutions in vulnerable areas, significantly improving **living conditions**.

He has also held key roles as **Director of Refugee Crisis Response** at **CARE**, where he has led **humanitarian initiatives** to support displaced people in various regions. He has also worked as **Country Director** at ***People in Need***, where he was responsible for coordinating **community development** and **rapid emergency response programs**. In turn, his role as **Country Representative** at the *Terre des Hommes* ***Foundation*** has allowed him to manage projects focused on **child protection**.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of **international development cooperation**, collaborating with **governments**, **NGOs** and **multilateral agencies** in various regions. Likewise, his leadership has been instrumental in promoting **resilience** in **communities affected by disasters**, fostering **local empowerment** through **urban planning** and **sustainable development**. In this way, he has been praised for his focus on **conflict mitigation** and his ability to build **strategic partnerships**.

Finally, Piotr Sasin has a strong academic background, with a **Master's degree in Urban Planning and Regional Development**, as well as a **Bachelor's degree in Ethnology and Anthropological Culture,** both from the University of Warsaw in **Poland**. In this way, his research has focused on **international cooperation** and **sustainable planning** in **humanitarian crisis** contexts.

## Mr. Sasin, Piotr

- Director of Refugee Crisis Response at CARE, Warsaw, Poland
- Country Director at People in Need
- Country Representative at ***Terre des Hommes*** Foundation
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- Bachelor's Degree in Ethnology and Anthropological Culture from the University of Warsaw

*Thanks to TECH, you will be able to learn with the best professionals in the world"*

## Guest Director

### Ms. Rodríguez Arteaga, Carmen

- Advisor for Management and Cooperation in Latin America and the Caribbean at the SAICD
- Director of the Studies Office of the INEM Directorate
- Head of Education, Strategic Planning and Coordinator of Knowledge Networks at the SAICD
- Bachelor's Degree in Philosophy and Educational Sciences at UCM
- Specialist in Knowledge Management
- 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

## Management

### Ms. Romero Mateos, María del Pilar

- Social Educator Specialized in Child Empowerment
- Employment training teacher
- Gender Equality Agent
- Author and collaborator in educational projects at Abile Educativa
- Co-author of the book '*Principeso cara de beso*'
- Postgraduate Diploma in International Development Cooperation

## Professors

### Ms. Sánchez Garrido, Araceli

- Deputy Head of the Department of Cultural Cooperation and Promotion of the DRCC
- Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide
- Professor of the Master in Cultural Management at the Carlos III University of Madrid
- Degree in Geography and History, specializing in Anthropology and Ethnology of America, Complutense University of Madrid
- Member of the Faculty of Museum Curators assigned to the Museo de América de Madrid

### Mr. Cano Corcuera, Carlos

- Specialist in Planning and Management of Cooperation Development Interventions
- General Coordinator of the Spanish Cooperation in the Dominican Republic
- General Coordinator of the Spanish Cooperation in Mexico
- Bachelor's Degree in Biology with a major in Zoology and a minor in Animal Ecology
- Specialization courses in the following areas: 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

### Ms. Córdoba, Cristina

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

### Ms. Flórez Gómez, Mercedes

- Specialist in International Cooperation in Ibero-America
- Director of the CFCE in Montevideo
- Bachelor's Degree in Geography and History from the Complutense University of Madrid
- Advanced Diploma in South Cooperation
- Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- Master of Science in Corporate Social Responsibility from the Pontifical University of Salamanca
- Master of Science in Information and Documentation from the Antonio de Nebrija University
- Specialist in Inequality, Cooperation and Development, University Institute of Development and Cooperation, Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture at OEI

**Dr. Ramos Rollón, Marisa**

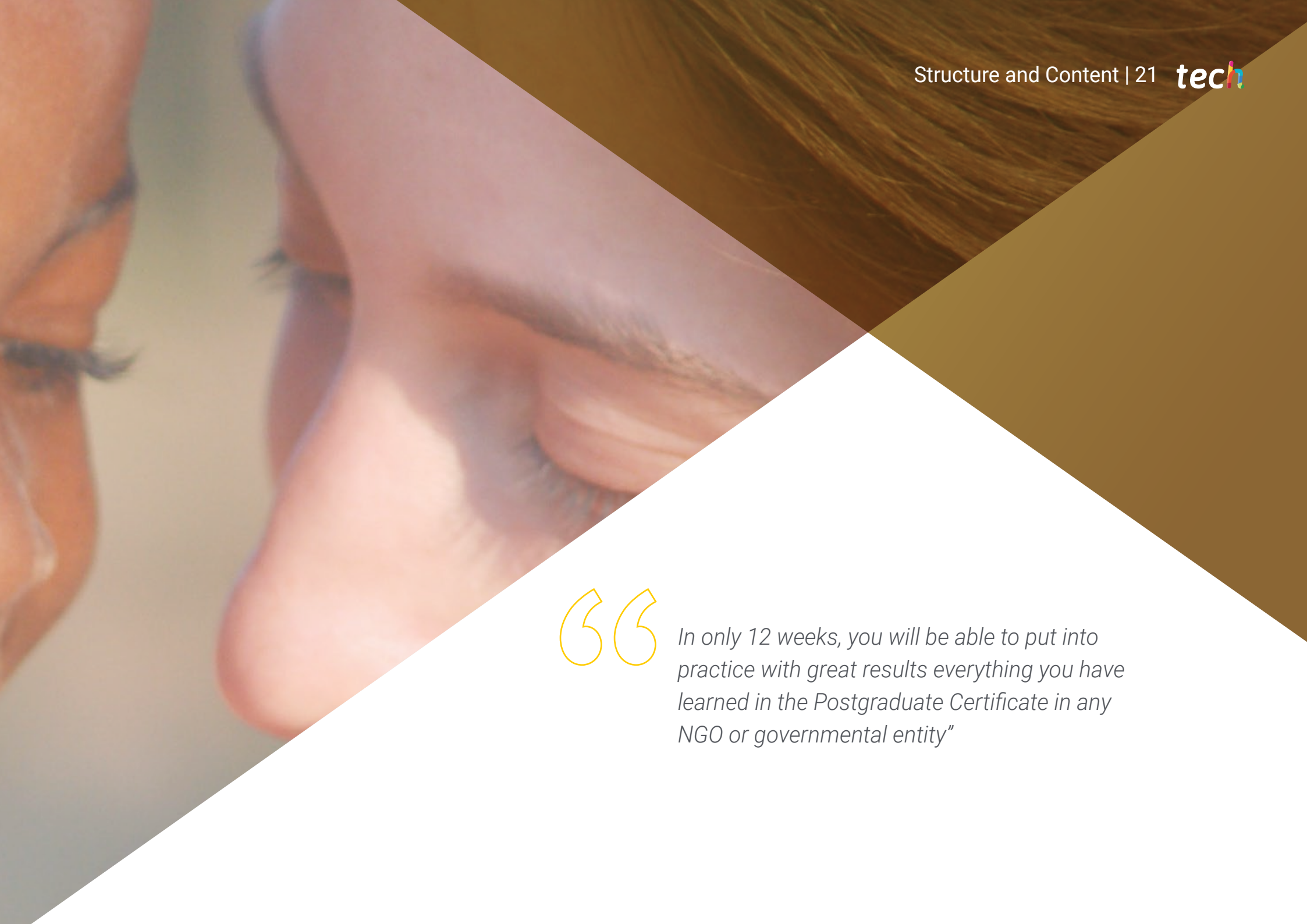
- Specialist in public policies and institutions in Latin America and in democratic governance and development policies
- Coordinator of the Democratic Governance area in the Eurosocial+ program
- Head Professor of Political Science at UCM
- Head of the Democratic Governance sector at the Spanish Agency for International Cooperation
- Head Professor of Political Science at the University of Salamanca
- Advisor on Development Cooperation issues to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- Doctorate in Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- Bachelor's Degree in Political Science with specialization in International Relations and Latin American Studies from the Complutense University of Madrid

*Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"*

04

# Structure and Content

The syllabus of the Postgraduate Certificate provides a renewed and completely comprehensive vision of Human Rights and International Humanitarian Law. In this way, the student will benefit from an individualized educational itinerary in which Relearning will be the methodological substrate. Through this methodology, students will be able to deepen their knowledge of the concepts of the program with less effort, becoming more involved in the specialization and developing a greater critical spirit.



*In only 12 weeks, you will be able to put into practice with great results everything you have learned in the Postgraduate Certificate in any NGO or governmental entity"*

## **Module 1.** Human Rights (HR) and International Humanitarian Law (IHL)

1.1. Human Rights and International Humanitarian Law
- 1.1.1. Introduction
- 1.1.2. Concept and Definition of Human Rights
- 1.1.3. Universal Declaration of Human Rights
  - 1.1.3.1. What Is the Universal Declaration of Human Rights?
  - 1.1.3.2. Authors of the Universal Declaration of Human Rights
  - 1.1.3.3. Preamble of the Universal Declaration of Human Rights
  - 1.1.3.4. Articles of the Universal Declaration of Human Rights
- 1.1.4. Bibliography

1.2. International Humanitarian Law (IHL)
- 1.2.1. What Is International Humanitarian Law? (IHL)
- 1.2.2. Branches of IHL
- 1.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
- 1.2.4. Scope of International Human Rights Law
  - 1.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
  - 1.2.4.2. Specific Prohibitions and Restrictions
- 1.2.5. When Does IHL Apply?
- 1.2.6. Who Does IHL Protect and How?
- 1.2.7. Bibliography

1.3. The UN and Human Rights
- 1.3.1. The UN. United Nations Organization
  - 1.3.1.1. What Is It?
  - 1.3.1.2. The History of the UN
  - 1.3.1.3. The UN and Human Rights
- 1.3.2. How Does the UN Promote and Protect Human Rights?
  - 1.3.2.1. High Commissioner for Human Rights
  - 1.3.2.2. Human Rights Council
  - 1.3.2.3. UNDG-HRM
  - 1.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
- 1.3.3. Conclusions
- 1.3.4. Bibliography

1.4. UN Human Rights Protection Tools
- 1.4.1. Introduction
- 1.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
  - 1.4.2.1. The International Bill of Human Rights
  - 1.4.2.2. Democracy
  - 1.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
- 1.4.3. Several Agencies Dealing with Different Issues
- 1.4.4. General Secretary
- 1.4.5. United Nations Peace Operations
- 1.4.6. Commission on the Status of Women (CSW)
- 1.4.7. Bibliography

1.5. International Human Rights Law
- 1.5.1. Introduction
- 1.5.2. What Is International Human Rights Law?
  - 1.5.2.1. Characteristics of International Human Rights Law
- 1.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
- 1.5.4. Crimes against Humanity
  - 1.5.4.1. Crimes against Humanity throughout History
- 1.5.5. Bibliography

1.6. Non-Governmental Organizations and Human Rights
- 1.6.1. Introduction
  - 1.6.1.1. What Is a NGDO?
- 1.6.2. NGOs and Human Rights
- 1.6.3. Categories of Human Rights NGOs
- 1.6.4. Main Characteristics of Human Rights NGOs
- 1.6.5. Bibliography

1.7. Human Rights Violations in the World
- 1.7.1. Introduction
- 1.7.2. Cases of Human Rights Violations (HRV) by Articles
  - 1.7.2.1. Article 3. Right to Live in Freedom
  - 1.7.2.2. Article 4. No Slavery
  - 1.7.2.3. Article 5. No Torture
  - 1.7.2.4. Article 13. Freedom of Movement
  - 1.7.2.5. Article 18. Freedom of Thought
  - 1.7.2.6. Article 19. Freedom of Speech
  - 1.7.2.7. Article 21. The Right to Democracy
- 1.7.3. Bibliography

1.8. Environmental Human Rights
- 1.8.1. Environmental Protection as a Human Right
- 1.8.2. Does the Environment Have Rights?
- 1.8.3. Evolution of Human Rights in the Face of No Rights Cases
- 1.8.4. Rights of Nature Evolution
  - 1.8.4.1. Statement of Intent. Special Rapporteur
- 1.8.5. Environmental Law
  - 1.8.5.1. UNEP. United Nations Environment Programme
- 1.8.6. Bibliography

1.9. Human Rights NGOs
- 1.9.1. Introduction
- 1.9.2. List of Human Rights NGOs
  - 1.9.2.1. 1 Kilo of Aid
  - 1.9.2.2. B. Soleil d'Afrique
  - 1.9.2.3. Aasara
  - 1.9.2.4. Andean Action
  - 1.9.2.5. Global Solidarity Action
  - 1.9.2.6. Verapaz Action
  - 1.9.2.7. ADANE Amics per al Desenvolupament a l'África Negra (Friends for African Development)
- 1.9.3. Bibliography

## **Module 2.** NGDOs and Local, Regional and International Solidarity

2.1. NGOs
- 2.1.1. Introduction
- 2.1.2. Meaning of the Acronym NGO
- 2.1.3. What Is an NGO
  - 2.1.3.1. Definition and Concept
- 2.1.4. NGO Conditions
- 2.1.5. History and Evolution of NGOs
  - 2.1.5.1. When and How Are They Created?
- 2.1.6. Functions of NGOs
- 2.1.7. NGO Financing
  - 2.1.7.1. Public Funds
  - 2.1.7.2. Private Funds
- 2.1.8. Types of NGO
- 2.1.9. Operation of an NGO
- 2.1.10 The Work of NGOs

2.2. Types of NGO
- 2.2.1. Introduction
- 2.2.2. Ranking of NGOs Worldwide
  - 2.2.2.1. Types of Classification
- 2.2.3. Types of NGOs According to Their Orientation
  - 2.2.3.1. How Many Types According to Their Orientation Are There?
- 2.2.4. Charitable NGOs
- 2.2.5. Service NGOs
- 2.2.6. Participatory NGOs
- 2.2.7. Advocacy NGOs
- 2.2.8. Types of NGOs According to Their Field of Action
  - 2.2.8.1. Fields
- 2.2.9. Community-Based NGOs
- 2.2.10 Citizen NGOs
- 2.2.11 National NGOs
- 2.2.12 International NGOs

2.3. NGOs: Development and Solidarity
- 2.3.1. Introduction
- 2.3.2. Changes in International Development Cooperation and Its Relationship with NGOs
  - 2.3.2.1. Main Lines
- 2.3.3. The "Third World" and NGOs
- 2.3.4. The Humanitarian Era. From Intervention to the Global Village
  - 2.3.4.1. Doctors Without Borders, Doctors of the World, etc.
- 2.3.5. Movements against the Third World
- 2.3.6. NGOs and Science
  - 2.3.6.1. Scientific Research
- 2.3.7. The NGO Workforce
- 2.3.8. Ideological Biases of NGOs
- 2.3.9. Conclusions

2.4. NGO Legislation
- 2.4.1. What Type of Legislation is Applicable for NGOs
  - 2.4.1.1. Introduction
- 2.4.2. Specific Laws
- 2.4.3. Generic Laws
- 2.4.4. State Regulations
  - 2.4.4.1. Types of Laws and Decrees
- 2.4.5. Autonomous Community Standards
  - 2.4.5.1. Introduction
- 2.4.6. Andalusian Autonomous Regulation BORRAR
- 2.4.7. Canary Islands Autonomous Regulation BORRAR
- 2.4.8. Catalonia Autonomous Regulation BORRAR
- 2.4.9. Basque Country Autonomous Regulations BORRAR
- 2.4.10 Obligations of the Associations

2.5. Types of Existing Associations
- 2.5.1. Introduction
- 2.5.2. Differences between Associations, Unions, Federations or Coordinators and Conferences
- 2.5.3. Youth Associations
  - 2.5.3.1. Definition and Concept
- 2.5.4. Legislation of Youth Associations
- 2.5.5. Main Characteristics of Youth Associations
- 2.5.6. Coordinators
  - 2.5.6.1. Definition and Concept
  - 2.5.6.2. Objectives
- 2.5.7. Characteristics of Coordinators
- 2.5.8. Federations
  - 2.5.8.1. Definition and Concept
- 2.5.9. Characteristics and Objectives of the Federations
- 2.5.10 Types of Federations

2.6. Spanish Agency for International Development Cooperation and Other Regional Cooperation Agencies BORRAR
- 2.6.1. Introduction
- 2.6.2. Spanish Agency for International Development Cooperation (AECID)
  - 2.6.2.1. Meaning of the Acronym
- 2.6.3. Definition and Concept
- 2.6.4. Objectives
- 2.6.5. Mission
  - 2.6.5.1. Vision of the Agency
- 2.6.6. Structure
- 2.6.7. AECID Technical Offices
- 2.6.8. Cooperation Modalities and Tools
- 2.6.9. Development Promotion Fund
- 2.6.10 Conclusions

2.7. AECID Cooperation Sectors BORRAR
- 2.7.1. Introduction
- 2.7.2. Water and Sanitation
  - 2.7.2.1. How Do They Work?
- 2.7.3. Economic Growth
  - 2.7.3.1. How They Work
- 2.7.4. Culture and Science
  - 2.7.4.1. How Do They Work?
- 2.7.5. Gender
  - 2.7.5.1. How They Work
- 2.7.6. Educational
  - 2.7.6.1. How Do They Work?
- 2.7.7. Rural Development, Food Security and Nutrition
  - 2.7.7.1. How Do They Work?
- 2.7.8. Democratic Governance
  - 2.7.8.1. How Do They Work?
- 2.7.9. Environment and Climate Change
  - 2.7.9.1. How Do They Work?
- 2.7.10 Health
  - 2.7.10.1. How Do They Work?

2.8. Countries Where AECID Cooperates BORRAR
- 2.8.1. Introduction
- 2.8.2. Geographic Priorities
  - 2.8.2.1. What Are They?
- 2.8.3. Countries and Territories of Association
  - 2.8.3.1. Present and Future
- 2.8.4. Latin America
  - 2.8.4.1. 12 Projects
- 2.8.5. Caribbean
- 2.8.6. North Africa and the Middle East

2.8.6.1. 4 Projects
2.8.7. West Sub-Saharan Africa
2.8.7.1. Three Projects
2.8.8. Central, Eastern, and Southern Africa
2.8.8.1. Three Projects
2.8.9. Asia
2.8.9.1. One Project
2.9. NGO Strategy and Management
2.9.1. Introduction
2.9.2. Manage an NGO
2.9.3. Strategic Planning of an NGO
2.9.3.1. What Is It?
2.9.3.2. How Is It Done?
2.9.4. Managing the Quality of the NGO
2.9.4.1. Quality and Commitment
2.9.5. Stakeholders
2.9.5.1. Stakeholder Relationship
2.9.6. NGO Social Responsibility
2.9.7. Third-Party Ethical Risk
2.9.8. Relationship between NGOs and the Private Sector
2.9.9. Transparency and Accountability
2.9.10. Conclusions
2.10. National and International NGOs
2.10.1. National NGOs BORRAR
2.10.1.1. Main Projects
2.10.2. International NGOs
2.10.2.1. Main Projects
2.10.3. UNHCR
2.10.3.1. History
2.10.3.2. Objectives
2.10.3.3. Main Work Areas
2.10.4. Mercy Corps
2.10.4.1. Who Are They?
2.10.4.2. Objectives
2.10.4.3. Work Areas
2.10.5. International Plan
2.10.5.1. Who Are They?
2.10.5.2. Objectives
2.10.5.3. Main Areas of Work
2.10.6. Doctors without Borders
2.10.6.1. Who Are They?
2.10.6.2. Objectives
2.10.6.3. Work Areas
2.10.7. Ceres
2.10.7.1. Who Are They?
2.10.7.2. Objectives
2.10.7.3. Main Areas of Work
2.10.8. Oxfam
2.10.9. UNICEF
2.10.10. Save the Children

*Charitable NGOs, service NGOs, participatory NGOs... All types of Non-Governmental Organizations have been included in this syllabus"*

05

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"*

## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

*"At TECH you will NOT have live classes (which you might not be able to attend)"*

## The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*

## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

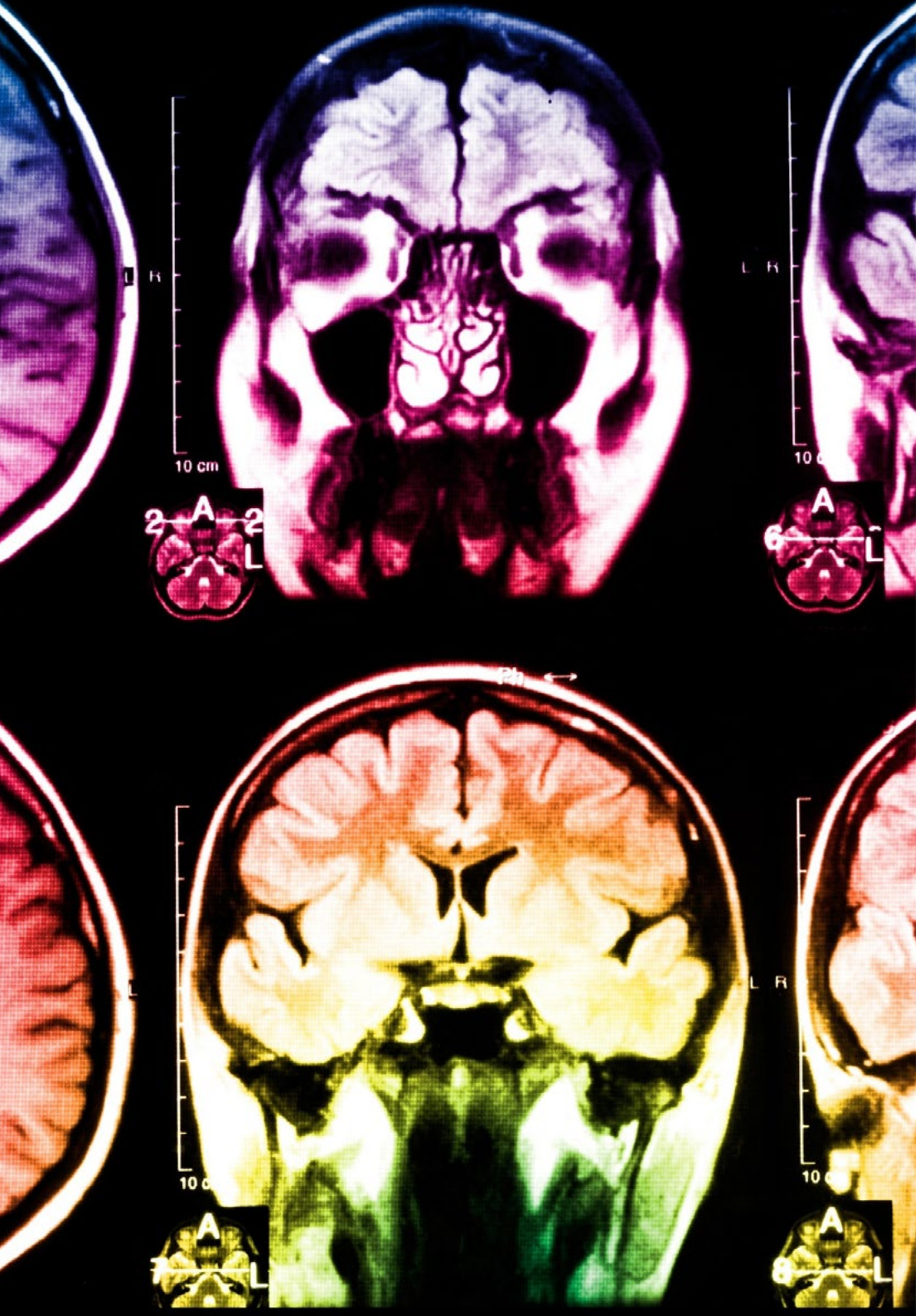
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

**The effectiveness of the method is justified by four fundamental achievements:**

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
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.



## The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*

As such, the best educational materials, thoroughly prepared, will be available in this program:

### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

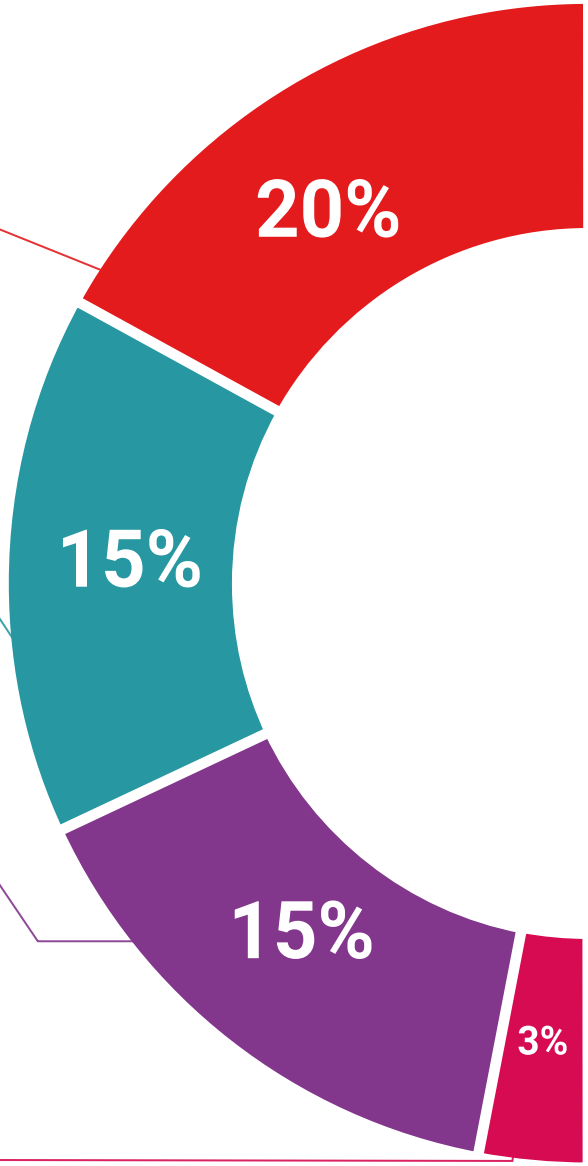
### Interactive Summaries

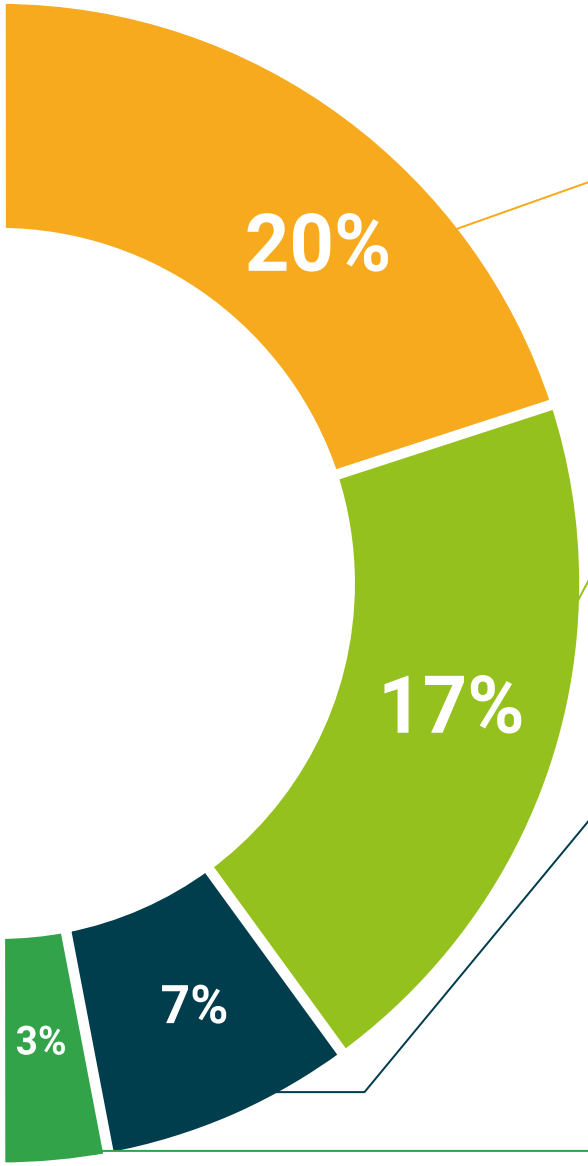
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.






### Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

### Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

### Classes

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

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

05

# Certificate

The Postgraduate Certificate in Human Rights and International Humanitarian Law guarantees, in addition to the most accurate and up-to-date knowledge, access to a Postgraduate Certificate issued by TECH Global University.

*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This private qualification will allow you to obtain a **Postgraduate Certificate in Human Rights and International Humanitarian Law** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Human Rights and International Humanitarian Law**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

**Postgraduate Certificate in Human Rights and International Humanitarian Law**

This is a private qualification of 360 hours of duration equivalent to 12 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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# Postgraduate Certificate

## Human Rights and International Humanitarian Law

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Global University**
- Acreditation: **12 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

# Postgraduate Certificate

## Human Rights and International Humanitarian Law

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