

# Postgraduate Certificate

## Human Rights and International Humanitarian Law





## Postgraduate Certificate

### Human Rights and International Humanitarian Law

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

Website: [www.techtitute.com/us/psychology/postgraduate-certificate/human-rights-international-humanitarian-law](http://www.techtitute.com/us/psychology/postgraduate-certificate/human-rights-international-humanitarian-law)

# Index

01

Introduction

---

p. 4

02

Objectives

---

p. 8

03

Course Management

---

p. 12

04

Structure and Content

---

p. 16

05

Methodology

---

p. 24

06

Certificate

---

p. 32

# 01

# Introduction

The fulfillment of human rights should be a reality throughout the world. However, there are still regions where the presence of organizations that ensure their compliance is necessary. This has become one of the fundamental tasks of NGOs and other organizations working in the field of international cooperation and, therefore, we have designed this comprehensive program aimed at Psychologists who wish to work professionally in this field.





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*Learn with us in Human Rights and International Humanitarian Law and increase your capacity to work in the most needy communities”*

The program in Human Rights and International Humanitarian Law has been designed to enhance the training of psychologists who wish to work in this area within development cooperation. Thus, they will find in this program the most complete information of the moment, prepared by a team of professionals with extensive experience working in the most needy areas of the planet.

In this way, In the Postgraduate Certificate, the main violations of human rights in the world and the reasons for human mobilizations will be presented, in addition to bringing the student closer to the study of international law. This knowledge is essential for teaching professionals who wish to work in this field, contributing all their value and wisdom for the benefit of other societies.

This program provides basic knowledge in International Cooperation and Development applied to the field of Psychology, tools that allow the development worker to seek to improve the performance of their functions in those areas that people and towns demand, to guide them to change and focus them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the Psychologists will be able to combine the study of this comprehensive Postgraduate Certificate with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

This **Postgraduate Certificate in Human Rights and International Humanitarian Law** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments on Humanitarian Action and International Development Cooperation
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Emphasis on innovative methodologies in International Development Cooperation
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable electronic device with an Internet connection



*A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"*

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*This program is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Human Rights and International Humanitarian Law, you will obtain a Postgraduate Certificate from TECH Global University"*

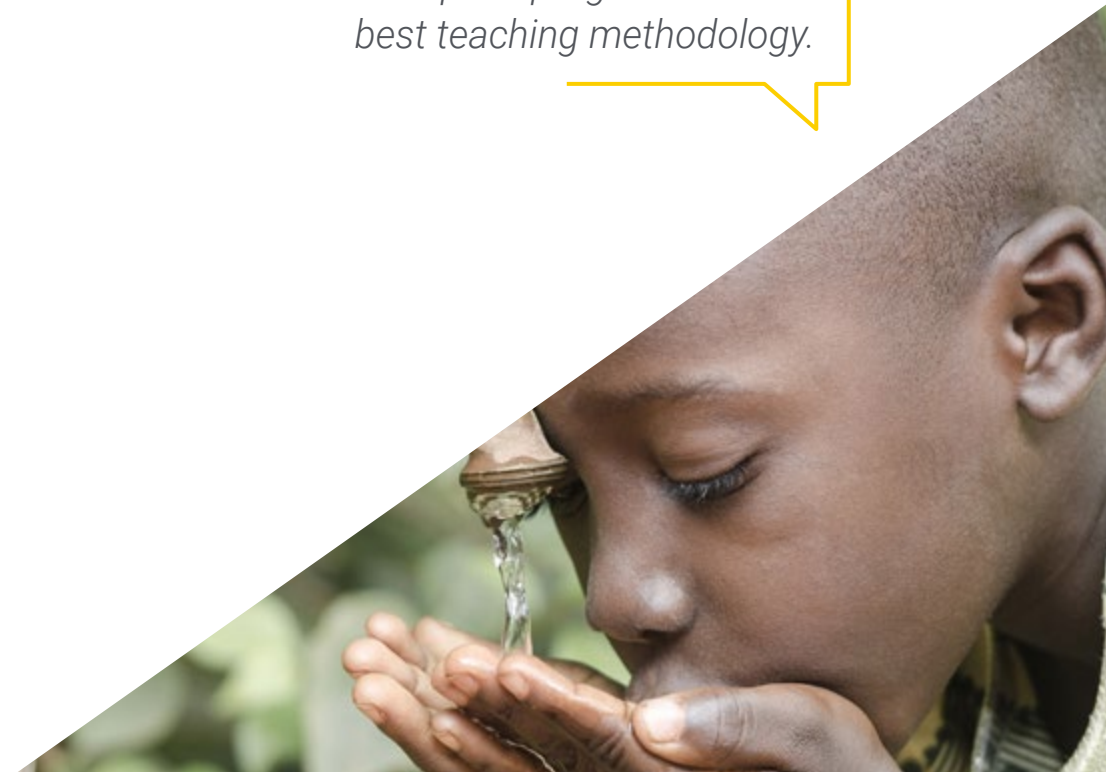
It includes in its teaching staff, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, through which Psychologists must try to solve the different professional practice situations that arise. For this purpose, specialists will be assisted by an innovative interactive video system developed by renowned and experienced experts in Human Rights and International Humanitarian Law.

*Increase your confidence in decision making by updating your knowledge through this program.*

*We offer you the most complete program with the best teaching methodology.*



02

# Objectives

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







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*This Postgraduate Certificate will allow you to update your knowledge in international Human Rights and Humanitarian with the use of the latest educational technology, to contribute with quality and confidence to decision-making”*



## General Objectives

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- ◆ Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills necessary to obtain a qualification as a professional in international cooperation
- ◆ Provide the student with basic knowledge of the cooperation and development process based on the latest advances in policies on the sustainability processes involved in both economic and social aspects
- ◆ Improve professional performance and develop strategies for adapting and solving the problems of today's world by means of scientific research in cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law



*Get up to date on the latest developments in Human Rights and International Humanitarian Law"*







## Specific Objectives

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- ◆ 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

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.







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*Leading professionals in the field  
have come together to teach you the  
latest advances in Human Rights and  
International Humanitarian Law”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ♦ 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

- ♦ 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

### Mr. Cano Corcuera, Carlos

- ◆ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ◆ Specialist in Planning and Management of Cooperation Interventions for Development by UNED
- ◆ Specialization Courses in International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.
- ◆ Work in different areas of international cooperation, mainly in Latin America

### Ms. Flórez Gómez, Mercedes

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

### Ms. Córdoba, Cristina

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

### Ms. Sánchez Garrido, Araceli

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

### Dr. Ramos Rollón, Marisa

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



04

# Structure and Content

The content structure has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date education and are committed to quality teaching through new educational technologies.







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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

**Module 1. 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. Manager
    - 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. Manager
  - 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. HR Protection Tools The HH of UN
  - 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. Manager
  - 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 around the World
  - 1.7.1. Introduction

- 1.7.2. Cases of Violations of Human Rights per 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 Expression
  - 1.7.2.7. Article 21: 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 Program
  - 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'Àfrica Negra (Friends for African Development)
  - 1.9.3. Bibliography

## Module 2. NGOs 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 Born?
  - 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
  - 2.4.7. Canary Islands Autonomous Regulation
  - 2.4.8. Catalonia Autonomous Regulation
  - 2.4.9. Basque Country Autonomous Regulations
  - 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
  - 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
  - 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 Do 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 Do 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
  - 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
    - 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. Areas of Work
  - 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



*Our curriculum has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently, and on a more permanent basis"*

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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

## At TECH 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. Gérvas, 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.

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*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.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine 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 Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

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.

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



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**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 in 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.



06

# Certificate

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



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



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## Human Rights and International Humanitarian Law

