Postgraduate Certificate
Human Rights and International Humanitarian Law

tech technological university

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Postgraduate Certificate

Human Rights and International Humanitarian Law

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

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

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01

Introduction

One of the fundamental tasks of NGOs and institutions working to improve the living conditions of the most disadvantaged countries is to fight for the fulfillment of human rights, which are indispensable in any society. With this program, TECH aims to provide doctors with an in-depth vision of Human Rights and International Humanitarian Law, with the objective of increasing their capacity to work in these regions, betting on their vocation. In this way, the syllabus addresses quality and updated content so that the professional knows how to put it into practice successfully.

Learn with TECH about Human Rights and International Humanitarian Law and increase your skills to work in the most disadvantaged communities"

The UN (United Nations) is responsible for ensuring human rights, basic and essential rights to guarantee the life and development of each and every person in the world. However, this organization cannot work alone, so there are many non-governmental organizations and public and private entities that contribute to this fight, which aims to improve the living conditions of people living in the most disadvantaged regions, promoting equality between men and women. In this field of action, the work of physicians is fundamental, since in addition to their role in health care, they are of great importance in everything related to the education of the population in the field of International Cooperation

This program will present the main violations of human rights in the world, the reasons for human mobilizations and will make an approach to International Humanitarian Law, its fundamental objectives and strategic lines as an essential area of work in this field

This program combines basic knowledge in international development cooperation applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their work in those areas that people and communities demand, guide them to change and focus them on the present situation through the cooperation tools and resources

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete program with the rest of their daily obligations, choosing at all times where and when to study. A high-level qualification that will take the medical professional to the highest level in their field of practice

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 of the program include:

- The development of case studies presented by experts in international cooperation of peoples
- Its graphic, schematic and practical contents are designed to provide scientific and practical incapacitation on those disciplines that are essential for professional practice
- Latest developments in Human rights and International law Humanitarian
- 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 work
- Content that is accessible from any fixed or portable device with an Internet connection

Doctors who wish to work in the field of International Cooperation will find in this very complete program the most relevant information on human rights"

Enter international humanitarian law, learn all its fundamental objectives and strategic lines and lead the change in the role of the physician facing this situation"

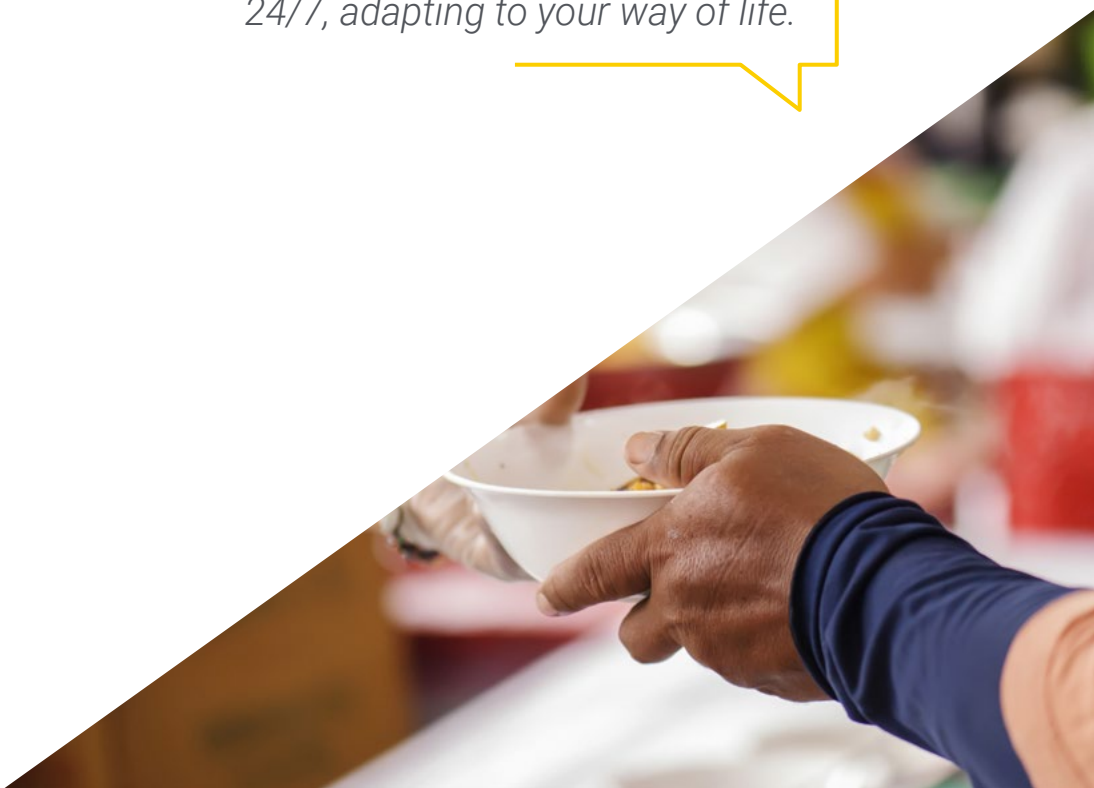
You will learn about the main violations of human rights in the world and the reasons for human mobilizations.

Study with TECH where, when and how you want. This Postgraduate Certificate is online and is available 24/7, adapting to your way of life.

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. This will be done with the help of an innovative system of interactive videos made by renowned experts



02

Objectives

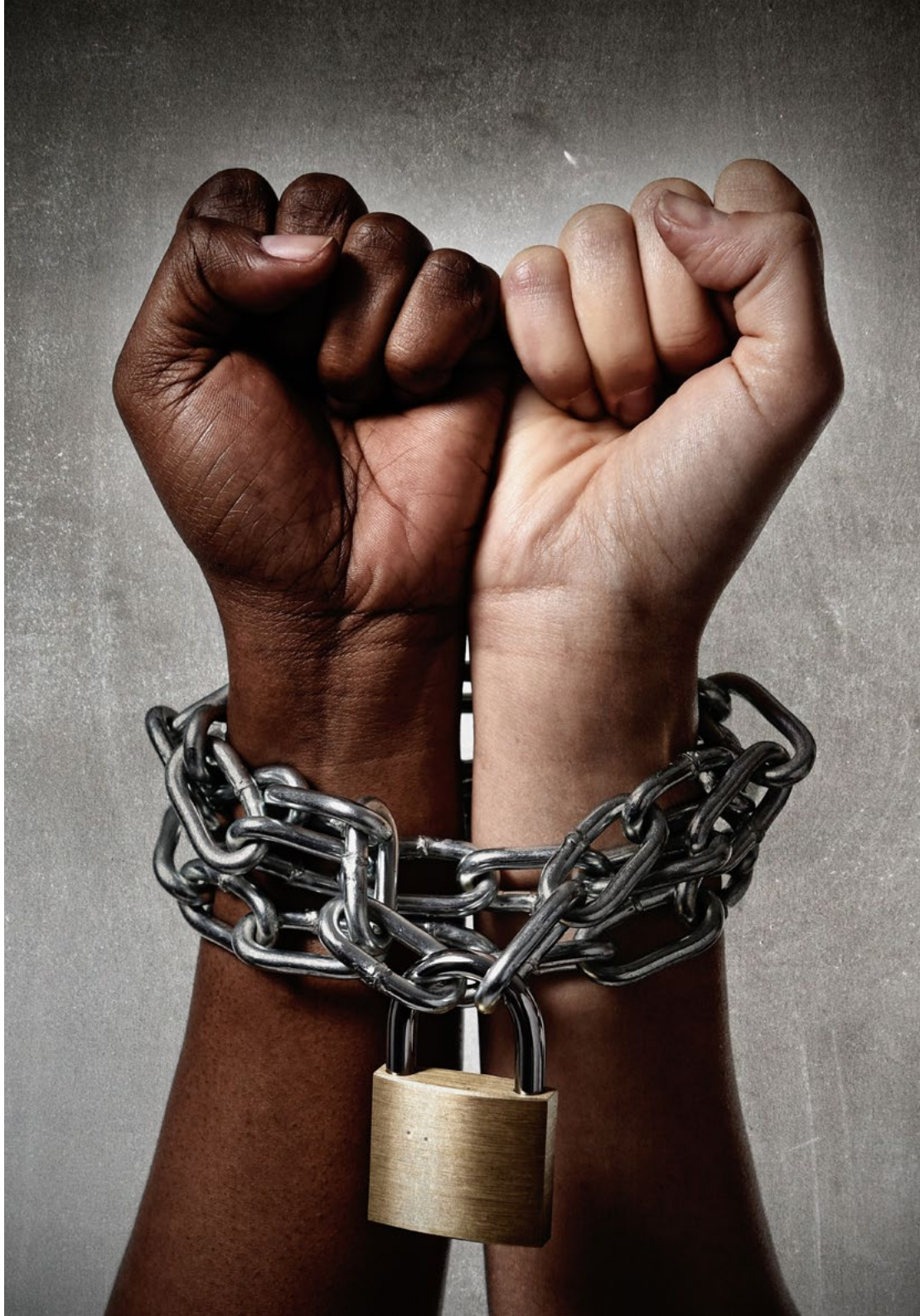
The design of the program of this Postgraduate Certificate will allow the student to acquire the necessary skills to focus their knowledge towards human rights and international humanitarian law. To achieve this, it relies on the experience of professionals who have poured into the elaboration of the points of the curriculum the keys to the development of the skills that the doctor needs to be oriented to this field, with a comprehensive program for the achievement of the proposed objectives. Thus, you will develop your full potential in the medical field by adapting to vulnerable environments.

If you set your mind to it, you can work in multidisciplinary and multicultural teams as an expert in International Development Cooperation"

General Objectives

- Provide students with advanced specialized training based on theoretical and instrumental knowledge in international cooperation
- Acquire and develop the skills necessary to obtain a qualification as an International Cooperation 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 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 International Development Cooperation"



Specific Objectives

- Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
- 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
- Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
- 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
- Meet the current requirements of specialization in social communication in view of the diversification and revaluation of communication
- Train social communicators who can apply their knowledge at the following levels
- Facilitate the functioning of primary organizations, acting, for example, in the field of family or youth
- Participate in the institutional communications of companies and organizations, with the public and with other organizations, for example, in the field of consumer or corporate image; political and electoral communications
- Be part of governmental and non-governmental organizations that work for the population in general, or for certain sectors of it, for example, in the areas of health, education, leisure activities, community development, social integration, among others
- Identify, understand and know how to use sources, statistical techniques and computer tools to organize selected information and plan development and cooperation reports, analyses and actions
- Conduct an ethical reflection on cooperation, incapacitation, images and their applicability in specific contexts and information sources
- Understand the concepts and definitions of NGOs
- Know the diversity of NGOs and their field or work
- Internalize the legislation of national and international NGOs, associations and foundations
- Learn the broad outlines of NGO management
- Work in multidisciplinary and multicultural teams as an expert in international development cooperation
- Identify, understand and know how to use sources and tools to identify international development cooperation projects

03+

Course Management

The program's faculty includes leading experts in international humanitarian law, who bring the experience of their work to this curriculum. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner. In this way, the student has the best tools for the development of their skills during the program, specializing in a sector that requires professionals with vocation.

The best teachers are at the best university. Do not think twice and join the TECH educational community"

Guest Director

Ms. Rodríguez Arteaga, Carmen

- Degree in Philosophy and Educational Sciences at UCM
- Expert in Educational Evaluation at OEI
- Expert in Educational Indicators and Statistics at UNED
- Expert in Development Cooperation in Education at the University of Barcelona
- Specialist in Knowledge Management
- Career Civil Servant

Co-Direction

Ms. Romero Mateos, María del Pilar

- Social Educator
- Postgraduate Diploma in International Development Cooperation
- Employment training teacher
- Gender Equality Agent
- Author and collaborator in educational projects at Abile Educativa

Professors

Ms. Sánchez Garrido, Araceli

- Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- 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 American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- Lecturer in summer courses at the Complutense University of Madrid

Mr. Cano Corcuera, Carlos

- Bachelor of Science in Biology with a major in Zoology
- Degree in Animal Ecology
- Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- Specialization Courses in International Cooperation; Identification, Design 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 Walles, UK
- Advanced Diploma in South Cooperation, Sur- FLACSO
- Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- Director of the Spanish Cooperation Training Centers in Uruguay
- More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

Ms. Cristina Córdoba

- 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. Ramos Rollon, Marisa

- Professor of Political Science and Administration at the Complutense University of Madrid
- 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 topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda.
- Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems.
- 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.
- Director of the Complutense Summer School Course on Public Policy and Agenda 2030

04+

Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of international humanitarian law as understood in medicine. Thus, a curriculum has been developed with modules that offer a broad approach to the profession from a global point of view due to its application at international level, incorporating all the agents involved in the development of its functions. A challenge that will raise the student's capabilities in this subject, turning them into a professional dedicated to their vocation.

As a physician, you can be part of the network of cooperation, education for social transformation and communication of the 21st century"

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 ONU 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 a 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. Conclusion

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. Conclusion

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. Education

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. Conclusion
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. 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*

05

Methodology

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

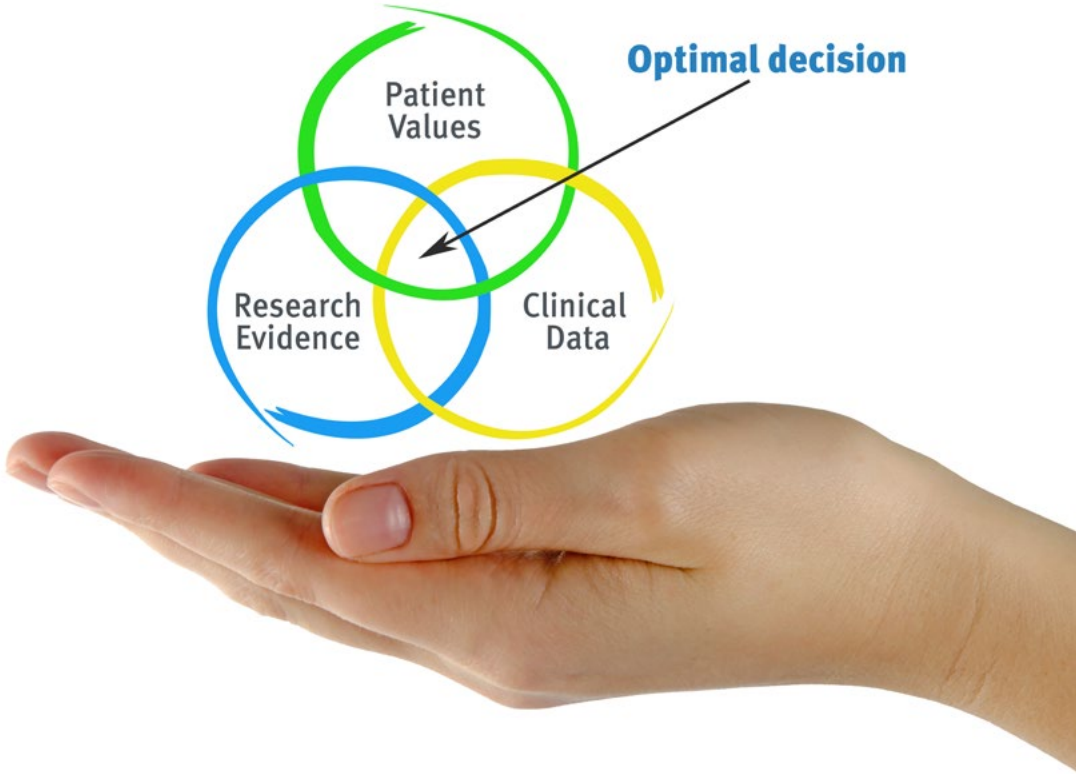
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 you will experience 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 physician's professional practice.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

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

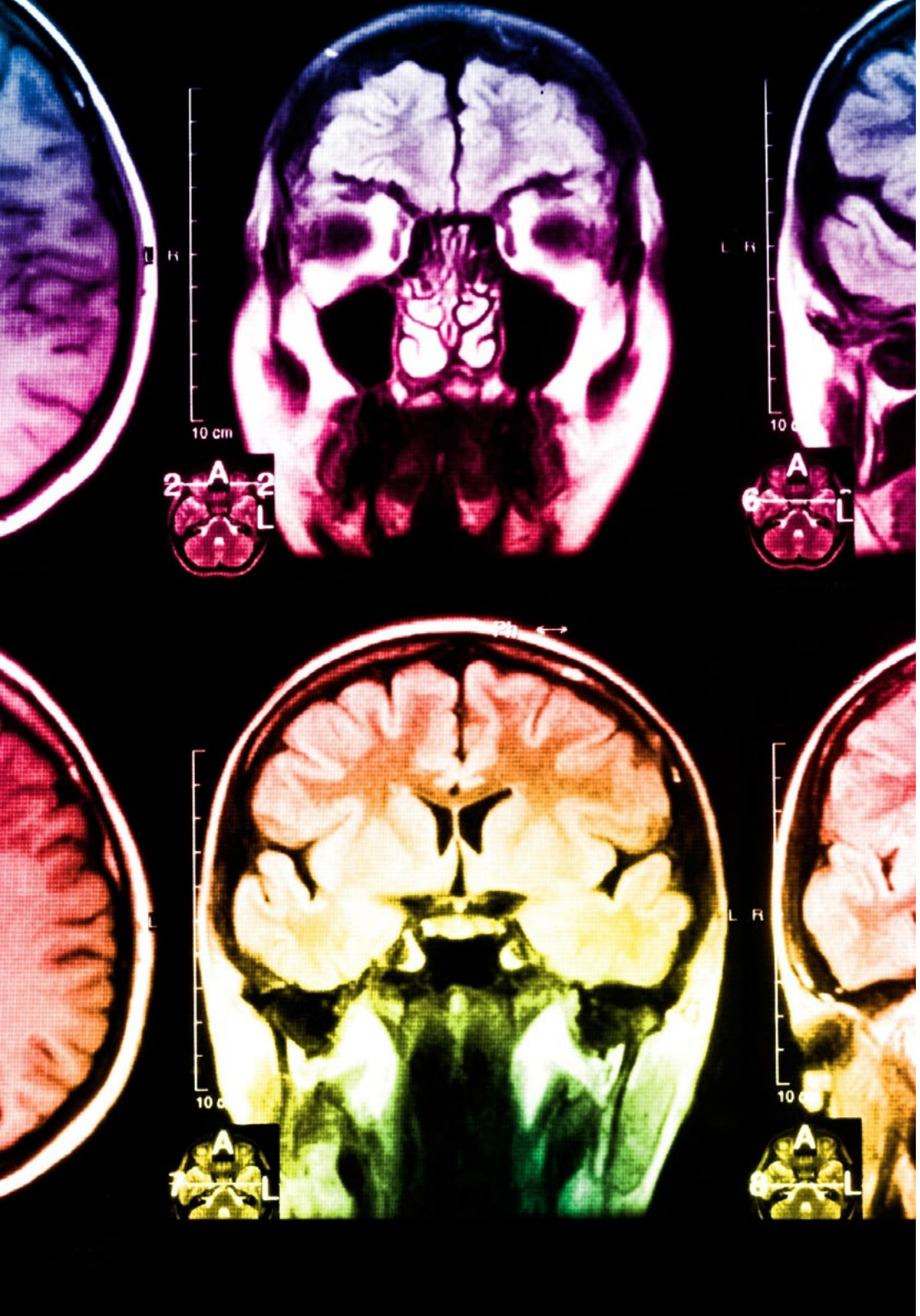
1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better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

Relearning Methodology

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

This 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, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving 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).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. 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 specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's 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.

Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. 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.

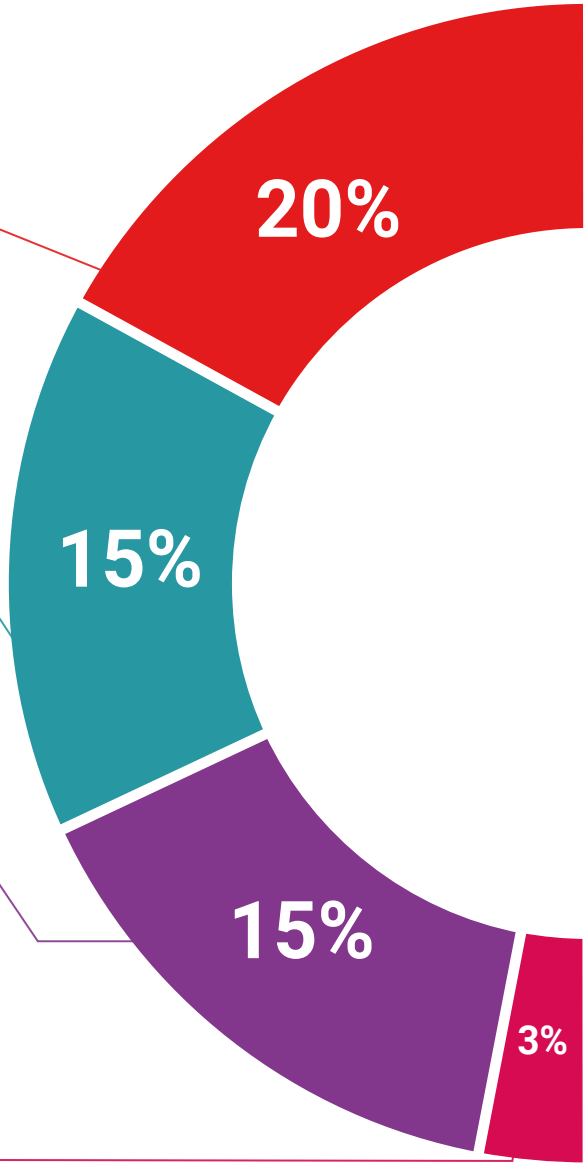
Interactive Summaries

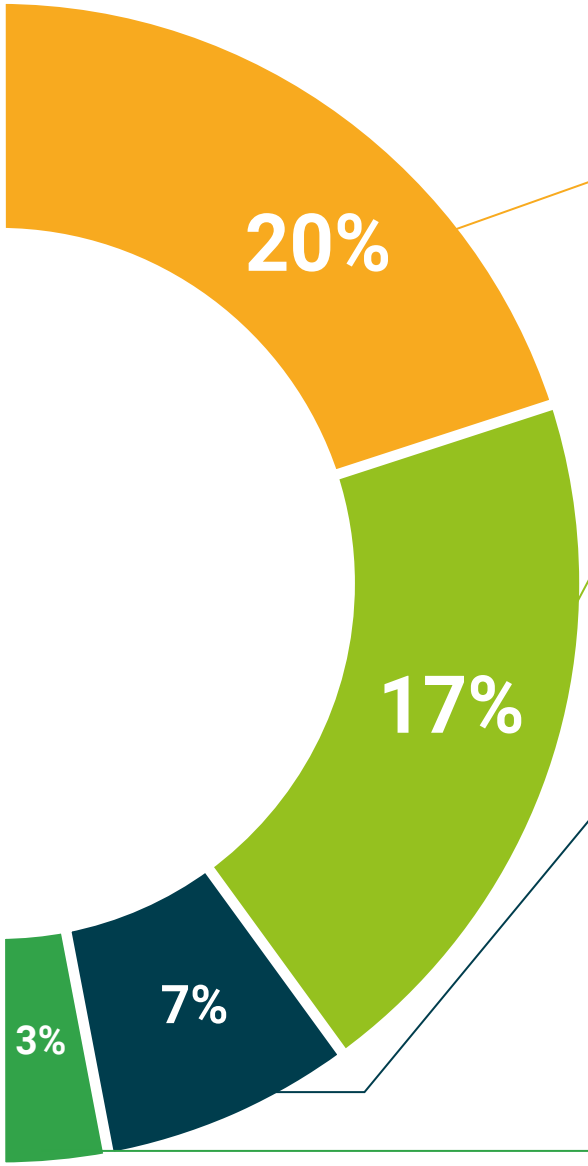
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 on the usefulness of learning by observing experts. The system known as 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 Technological University.

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

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

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

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

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

Official Nº of Hours: **300 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Human Rights and International Humanitarian Law

This is a qualification awarded by this University, equivalent to 300 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.

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 EDUCATION 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 Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Certificate
Human Rights and International Humanitarian Law

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