Postgraduate Diploma
Human Rights, Equality and Environmental Law

tech global university

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Postgraduate Diploma
Human Rights, Equality and Environmental Law

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law

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01

Introduction

Human and environmental rights are closely linked, but a thorough analysis is needed to understand the points of connection between the two. On the one hand, there is the human element, which refers to the legal order and its effectiveness. And, on the other hand, the material element, referring to sustainable development as a fundamental requirement to achieve compliance with human and environmental rights. This comprehensive program has been designed to prepare teachers in this exciting field, so that they are able to collaborate for the benefit of the most disadvantaged regions.

The work of teachers in the field of international cooperation is essential to achieve the development of the most disadvantaged societies. Don't think twice and specialize in working with these communities"

Environmental law is overly focused on regulating ordinary human conduct, using traditional tools. In this way, there is a tendency to "rethink" human behavior and translate it into applicable legal norms, with the aim of achieving sustainable development similar to that which nature itself would have, although this may be complicated, given that human intervention has been modifying the natural evolution of spaces. It should not be forgotten that environmental rights are strongly linked to human rights. In fact, one of the main actions of organizations involved in international cooperation is to ensure compliance.

For its part, the idea of equality is always related to justice and seeks to recognize the other as equal, that is, deserving of the same treatment that each individual believes they deserve, and also with the same rights before the state. However, social and economic inequalities between regions mean that, in real life, this right to equality is not fully realized. For this reason, public and private organizations working in this field seek the greatest possible support to achieve a more egalitarian world.

This program combines basic knowledge in international development cooperation, tools that allow the development worker to seek to improve the performance of their work in those fields 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 teachers will be able to combine the study of this very complete Postgraduate Diploma 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 Diploma in Human Rights, Equality and Environmental Law** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in International Development Cooperation
- 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 in Human Rights, Equality and Environmental Law
- Practical exercises where the self-assessment process can be carried out to improve learning
- Emphasis on innovative methodologies in International 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 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"

This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: In addition to updating your knowledge in Human Rights, Equality and Environmental Law, you will obtain a Postgraduate Diploma from TECH"

It includes, in its faculty, 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.

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. For this purpose, the specialist will be assisted by an innovative system of interactive videos made by renowned and experienced experts in the field of Human Rights, Equality and Environmental Law.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

02

Objectives

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

This Postgraduate Diploma will allow you to update your knowledge in international cooperation with the use of the latest educational technology, to contribute with quality and security to decision making"

General Objectives

- Provide students with an advanced qualification in International Development Cooperation, specialized and based on theoretical and instrumental knowledge 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 international cooperation"

Specific Objectives

Module 1. The Development of Peoples: Introduction and Challenges

- Understand the importance of the development of peoples
- Become aware of the actors involved in development, why and its consequences
- Know and clarify such basic concepts as poor and impoverished
- Become aware of the world situation and development
- Be familiar with the economic structure of the world.
- Manage the concepts of sustainable development, sustainable objectives, etc., to meet their goals and objectives.
- Know the basic theories of development in its economic, social, cultural and political aspects

Module 2. Human Rights (HR) and International Humanitarian Law (IHL)

- 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

Module 3. Equality and Cooperation

- Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
- Know the role of feminist movements in the processes of social advancement and transformation
- Intervene under gender perspectives in international development cooperation

Module 4. Environmental Rights

- Know the interrelationship between all the elements of the environment and how they influence each other
- Recognize the different types of pollution and how they affect the environment
- Analyze the regulations and legislation in force on the subject
- Incorporate the notions of sustainability and environmental and ecological sustainability into cooperation projects and actions in a cross-cutting manner
- Understand the link between migration and the development of countries of origin and destination

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.

Leading professionals in the field have come together to teach you the latest developments in International Development Cooperation"

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. Indeed, 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.

Ultimately, 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 degrees from the University of Warsaw in Poland. Thereby, 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 Fondation Terre des Hommes
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- B.A. in Ethnology and Anthropological Culture, 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

- Director of the Studies Office of the INEM Directorate
- 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

Management

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

- 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 Curators of Museums, assigned to the Museum of America in Madrid
- Professor of the Master in Cultural Management at the Carlos III University of Madrid.

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. 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. 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

Ms. Ramos Rollon, 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's Degree in Latin American-EU Relations at the University of Alcalá

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.

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. The Development of Peoples: Introduction and Challenges

1.1. Development
- 1.1.1. Introduction
- 1.1.2. What Is Meant by Development?
- 1.1.3. Sociological Theories for Development
  - 1.1.3.1. Development through Modernization
  - 1.1.3.2. Development through Dependency
  - 1.1.3.3. Neoinstitutional Development Theory
  - 1.1.3.4. Development through Democracy
  - 1.1.3.5. Theory of Development through Cultural Identity
- 1.1.4. Stakeholders Involved in Development
  - 1.1.4.1. Depending on How It Is Channeled, the Aid Can Be
  - 1.1.4.2. According to their Shape
- 1.1.5. Poor or Impoverished Countries
  - 1.1.5.1. What Is Meant by Impoverished?
- 1.1.6. Economic, Social and Sustainable Development
- 1.1.7. UNDP
- 1.1.8. Bibliography

1.2. Power, Dynamics and Stakeholders in the International Society
- 1.2.1. Introduction
- 1.2.2. Power Elements
- 1.2.3. The International Society
- 1.2.4. International Society Models
  - 1.2.4.1. Static
  - 1.2.4.2. Dynamic
  - 1.2.4.3. Global
- 1.2.5. Characteristics of the International Society
  - 1.2.5.1. It Is a Global Benchmark Company
  - 1.2.5.2. It Is Distinct from the Interstate Society
  - 1.2.5.3. International Society Requires a Relational Dimension
  - 1.2.5.4. International Society Enjoys a Common Order
- 1.2.6. Social Structure of the Society

1.2.7. Structure of the International Society
1.2.7.1. Spatial Extension
1.2.7.2. Structural Diversity
1.2.7.3. The Cultural Dimension of International Society
1.2.8. Polarization of the International Society
1.2.8.1. Concept
1.2.9. Degree of Institutionalization of the International Society
1.2.10. Bibliography
1.3. Free Trade
1.3.1. Introduction
1.3.2. Unequal Interdependence between Countries
1.3.3. Transnational Companies
1.3.3.1. What are they?
1.3.4. Current Trade Situation
1.3.4.1. Transnationals and Free Trade
1.3.5. The WTO
1.3.5.1. Concept
1.3.5.2. Brief History
1.3.5.3. The WTO's Activities Are Built Around Three Pillars
1.3.6. Rounds, Conferences and Lobbying
1.3.7. Fair Trade Relations
1.3.9. Corporate social responsibility
1.3.10. A Global Pact
1.3.11. Fair Trade
1.3.11.1. International Definition
1.3.12. Bibliography
1.4. Sustainable Development and Education
1.4.1. Introduction
1.4.2. Education on Sustainable Development and Education for Sustainable Development
1.4.2.1. Main Differences
1.4.3. Sustainability
1.4.3.1. Concept

1.4.4. Sustainable Development
1.4.4.1. Concept
1.4.5. Components of Sustainable Development
1.4.6. Principles of Sustainable Development
1.4.7. Education for Sustainable Development (ESD)
1.4.7.1. Definition
1.4.8. History of Education for Sustainable Development
1.4.8.1. Concept
1.4.9. Redirect Education
1.4.10. Guidelines for Sustainable Development
1.4.11. Bibliography
1.5. Sustainable Development Goals (SDGs)
1.5.1. Introduction
1.5.2. Millennium Development Goals
1.5.2.1. Background
1.5.3. Millennium Campaign
1.5.4. MDG Results
1.5.5. Sustainable Development Goals
1.5.5.1. Definition
1.5.5.2. Who Is Involved?
1.5.6. What Are the SDGs?
1.5.6.1. Features
1.5.7. Differences between the MDGs and the SDGs
1.5.8. Sustainable Development Agenda
1.5.8.1. The 2030 Agenda
1.5.8.2. Are the SDGs Legally Binding?
1.5.9. Monitoring the Achievement of the SDGs
1.5.10. Bibliography
1.6. Theories about Sustainable Development
1.6.1. Introduction
1.6.2. Development Participants
1.6.3. Issues in Education for Sustainable Development
1.6.3.1. Skills
1.6.4. The UN and Its Development Work
1.6.4.1. The History of the UN
1.6.4.2. The UN and Sustainability
1.6.5. Agenda 21: Agenda 21 of the United Nations
1.6.5.1. Objectives of Agenda 21
1.6.6. UNDP
1.6.6.1. History of UNDP
1.6.6.2. UNDP Goals
1.6.7. Other Theories to Support Sustainable Development
1.6.7.1. Degrowth
1.6.8. Alternative Theories to Sustainable Development
1.6.8.1. Ecodevelopment
1.6.9. Bibliography
1.7. Civil Society, Social Movements and Transformation Processes
1.7.1. Introduction
1.7.2. Concept of Social Movement
1.7.3. Goals of Social Movements
1.7.4. Structure of Social Movements
1.7.5. Definitions of Leading Authors
1.7.6. Collective Challenge
1.7.7. The Search for a Common Goal
1.7.8. Evolution of Social Movements
1.7.9. Participation and Consolidation of Democracy
1.7.10. Most Important Social Movements in Recent Years in Europe
1.7.11. Bibliography
1.8. Participatory Community Development
1.8.1. Introduction
1.8.2. Community
1.8.2.1. On Whom Does the Success of a Community Depend?
1.8.3. Concept of Participatory
1.8.4. Community Development Concept
1.8.5. Defining Features of Community Development

1.8.6. Processes to Achieve Community Development
1.8.6.1. Participatory Diagnosis
1.8.6.2. Development Plan
1.8.6.3. Participatory Planning
1.8.6.4. Community Development Plan
1.8.7. Twelve Lessons in Participatory Community Development
1.8.8. Key Stakeholders
1.8.9. Bibliography
1.9. Human Development Index
1.9.1. Introduction
1.9.2. Human Development Index
1.9.2.1. IDH Principles
1.9.2.2. HDI Goals
1.9.2.3. Limitations of an IDH
1.9.2.4. Types of Indicators
1.9.3. Human Development Features
1.9.4. Methodology for Calculating the HDI
1.9.5. Others Human Development Indexes
1.9.5.1. Inequality-Adjusted Human Development Index
1.9.5.2. Gender Inequality Index
1.9.5.3. Multidimensional Poverty Index (MPI)
1.9.6. UNDP - United Nations Development Program
1.9.7. Conclusions
1.9.8. Bibliography
1.10. Local Associations for Development
1.10.1. Introduction
1.10.2. What Is a NGDO?
1.10.3. State Development Movements
1.10.4. Zero Poverty
1.10.4.1. Objectives
1.10.4.2. Action Strategy
1.10.4.3. Member Organizations
1.10.6. Automatic Coordinators
1.10.7. Social Action Groups
1.10.8. Bibliography

Module 2. Human Rights (HR) and International Humanitarian Law (IHL)

2.1. Human Rights and International Humanitarian Law
2.1.1. Introduction
2.1.2. Concept and Definition of Human Rights
2.1.3. Universal Declaration of Human Rights
2.1.3.1. What Is the Universal Declaration of Human Rights?
2.1.3.2. Authors of the Universal Declaration of Human Rights
2.1.3.3. Preamble of the Universal Declaration of Human Rights
2.1.3.4. Articles of the Universal Declaration of Human Rights
2.1.4. Bibliography
2.2. International Humanitarian Law (IHL)
2.2.1. What Is International Humanitarian Law? (IHL)
2.2.2. Branches of IHL
2.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
2.2.4. Scope of International Human Rights Law
2.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
2.2.4.2. Specific Prohibitions and Restrictions
2.2.5. When Does IHL Apply?
2.2.6. Who Does IHL Protect and How?
2.2.7. Bibliography
2.3. The UN and Human Rights.
2.3.1. The UN (United Nations)
2.3.1.1. What Is It?
2.3.1.2. The History of the UN
2.3.1.3. The ONU and Human Rights
2.3.2. How Does the UN Promote and Protect Human Rights?
2.3.2.1. High Commissioner for Human Rights
2.3.2.2. Human Rights Council
2.3.2.3. UNDG-HRM
2.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
2.3.3. Conclusions
2.3.4. Bibliography

2.4. UN Human Rights Protection Tools
- 2.4.1. Introduction
- 2.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
  - 2.4.2.1. The International Bill of Human Rights
  - 2.4.2.2. Democracy
  - 2.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
- 2.4.3. Several Agencies Dealing with Different Issues
- 2.4.4. General Secretary
- 2.4.5. United Nations Peace Operations
- 2.4.6. Commission on the Status of Women (CSW)
- 2.4.7. Bibliography

2.5. International Human Rights Law
- 2.5.1. Introduction
- 2.5.2. What Is International Human Rights Law?
  - 2.5.2.1. Characteristics of International Human Rights Law
- 2.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
- 2.5.4. Crimes against Humanity
  - 2.5.4.1. Crimes against Humanity throughout History
- 2.5.5. Bibliography

2.6. Non-Governmental Organizations and Human Rights
- 2.6.1. Introduction
  - 2.6.1.1. What Is a NGDO?
- 2.6.2. NGOs and Human Rights
- 2.6.3. Categories of Human Rights NGOs
- 2.6.4. Main Characteristics of Human Rights NGOs
- 2.6.5. Bibliography

2.7. Human Rights Violations around the World
- 2.7.1. Introduction
- 2.7.2. Cases of Human Rights Violations by Articles
  - 2.7.2.1. Article 3: Right to Live in Freedom
  - 2.7.2.2. Article 4: No Slavery
  - 2.7.2.3. Article 5: No Torture
  - 2.7.2.4. Article 13: Freedom of Movement
  - 2.7.2.5. Article 18: Freedom of Thought
  - 2.7.2.6. Article 19: Freedom of Expression
  - 2.7.2.7. Article 21: Right to Democracy
- 2.7.3. Bibliography

2.8. Environmental Human Rights
- 2.8.1. Environmental Protection as a Human Right
- 2.8.2. Does the Environment Have Rights?
- 2.8.3. Evolution of Human Rights in the Face of No Rights Cases
- 2.8.4. Rights of Nature Evolution
  - 2.8.4.1. Statement of Intent Special Rapporteur
- 2.8.5. Environmental Law
  - 2.8.5.1. UNEP (United Nations Environment Program)
- 2.8.6. Bibliography

2.9. Human Rights NGOs
- 2.9.1. Introduction
- 2.9.2. List of Human Rights NGOs
  - 2.9.2.1. 1 Kilo of Aid
  - 2.9.2.2. A.B. Soleil d'Afrique
  - 2.9.2.3. Aasara
  - 2.9.2.4. Andean Action
  - 2.9.2.5. Global Solidarity Action
  - 2.9.2.6. Verapaz Action
  - 2.9.2.7. ADANE: Amics per al Desenvolupament a l'África Negra (Friends for African Development)
- 2.9.3. Bibliography

Module 3. Equality and Cooperation

3.1. Gender and Cooperation
- 3.1.1. Introduction
- 3.1.2. Key Concepts
  - 3.1.2.1. Gender Considerations
- 3.1.3. Empowerment
  - 3.1.3.1. Introduction
  - 3.1.3.2. Concept of Empowerment
  - 3.1.3.3. What Is Empowerment?
  - 3.1.3.4. Brief Historical Reference of Empowerment
- 3.1.4. The Feminist Movement in the World
  - 3.1.4.1. Concept
  - 3.1.4.2. Brief History of Feminism in the World
- 3.1.5. Bibliography

3.2. Historical Evolution of Feminist Movements Main Currents
- 3.2.1. Introduction
- 3.2.2. The Forerunners of the Feminist Movement
- 3.2.3. Suffragettes in the United States and Europe
- 3.2.4. Suffragism in Latin America
- 3.2.5. Feminism as a Social Movement or New Feminism
- 3.2.6. Contemporary Feminism
  - 3.2.6.1. Feminisms of the 21st Century
  - 3.2.6.2. Evolution of Prominent Feminist Movements
- 3.2.7. Bibliography

3.3. Regional Patriarchies and Women's Movements
- 3.3.1. Patriarchy
  - 3.3.1.1. Introduction
  - 3.3.1.2. Concept of Patriarchy
  - 3.3.1.3. Concept of Matriarchy
  - 3.3.1.4. Main Characteristics of Patriarchy in the World
- 3.3.2. Influential Historical Movements of Women in the World
  - 3.3.2.1. Evolution of Women's Rights
    - 3.3.2.1.1. First Convention for Women's Rights
    - 3.3.2.1.2. International Women's Day: A Day for Women
    - 3.3.2.1.3. Medicine against Female Genital Mutilation
    - 3.3.2.1.4. Women's Revolt in Aba
    - 3.3.2.1.5. The Ever-Changing World of Work
    - 3.3.2.1.6. On the Job and on Strike, with Strength
    - 3.3.2.1.7. The United Nations Is Born
    - 3.3.2.1.8. To the Women of the World
    - 3.3.2.1.9. Unforgettable Butterflies
    - 3.3.2.1.10. Activists, Unite
    - 3.3.2.1.11. CEDAW
    - 3.3.2.1.12. Declaration on the Elimination of Violence against Women
    - 3.3.2.1.13. CIPD Program of Action
    - 3.3.2.1.14. Beijing Declaration and Platform for Action
    - 3.3.2.1.15. Security Council Resolution 1325
    - 3.3.2.1.16. United Nations Millennium Declaration
    - 3.3.2.1.17. Collective Action for Peace
    - 3.3.2.1.18. The Gulabi Gang: Justice for Women
    - 3.3.2.1.19. Challenging the Status Quo
- 3.3.3. Bibliography

3.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
- 3.4.1. Introduction
- 3.4.2. Sexual Division of Labor
  - 3.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
  - 3.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
  - 3.4.2.3. Masculinities and Paid Work
- 3.4.3. Division of Labor between Men and Women
- 3.4.4. Feminization of Poverty

3.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
3.4.5.1. Indicators
3.4.5.2. Employed by Branch of Activity
3.4.5.3. Employed by Type of Occupation
3.4.5.4. Employed by Professional Status
3.4.5.5. Employed by Type of Position
3.4.6. Bibliography
3.5. Care Policies and Economy
3.5.1. Life Care
3.5.2. Effects on Women's Lives
3.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
3.5.2.2. Concept of Conciliation
3.5.2.3. Approved Measures to Achieve Conciliation
3.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
3.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
3.5.3.3. Persons Aged 16 and over Caring for Dependents (by Age and Sex)
3.5.4. New Masculinities
3.5.5. Bibliography
3.6. Gender and Migrations
3.6.1. Causes and Global Situation of Migration
3.6.2. Historical Evolution of Migration
3.6.3. Phenomenon of Feminization of Migrations
3.6.4. Characteristics of Migratory Flows from a Gender Perspective
3.6.5. Effects of Migratory Processes on Women
3.6.6. Conclusions
3.6.7. Migration Strategy with a Gender Perspective
3.6.8. Bibliography
3.7. The International System of Development Cooperation from a Gender Perspective
3.7.1. Introduction
3.7.2. The International Development Cooperation System
3.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
3.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
3.7.3. Gender and *Advocacy*
3.7.4. Gender and Development
3.7.5. Gender-Sensitive Planning
3.7.5.1. Guidelines for Planning Processes
3.7.7. Guidelines for Mainstreaming
3.7.7.1. Checklist
3.7.7.2. Phase 1 Checklist Stage 0
3.7.8. Bibliography
3.8. Public Policies with a Gender Perspective
3.8.1. Introduction
3.8.2. Development Economics
3.8.2.1. Economic Bases of Development
3.8.2.2. Definition of Development Economics
3.8.2.3. Evolution of Development Economics
3.8.3. Gender Economics
3.8.4. Public Policies with a Gender Perspective
3.8.5. Gender Budgeting Methodology
3.8.6. Human Development Indexes with Respect to Gender
3.8.6.1. Concept
3.8.6.2. Human Development Index Parameters
3.8.7. Bibliography
3.9. The Gender Perspective in International Development Cooperation
3.9.1. Gender in International Cooperation Evolution Over Time
3.9.2. Basic Concepts
3.9.2.1. Gender Equality
3.9.2.2. Gender Equity
3.9.2.3. Gender Identity

3.9.2.4. Masculinities
3.9.2.5. Patriarchy
3.9.2.6. Sexual Division of Labor
3.9.2.7. Gender Roles
3.9.2.8. Sectorial Approach
3.9.2.9. Transversal Approach
3.9.2.10. Practical Needs
3.9.2.11. Strategic Gender Interests
3.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
3.9.4. Decalogue for Mainstreaming a Gender Approach
3.9.5. Gender Indicators
3.9.5.1. Concept
3.9.5.2. Areas to Which Indicators May Be Addressed
3.9.5.3. Characteristics of the Gender Indicators
3.9.5.4. Purpose of Gender Indicators
3.9.6. Bibliography

Module 4. Environmental Rights

4.1. Environmental Law
4.1.1. Introduction
4.1.2. What Is It?
4.1.3. What Is Environmental Law?
4.1.4. Characteristics of Environmental Law
4.1.5. Legal Nature
4.1.6. Background
4.1.7. History
4.1.8. Objective of Environmental Law
4.1.8.1. Sources
4.1.9. Principles
4.1.10. Purposes

4.2. Environmental Rights
4.2.1. What Do We Understand as Environment?
4.2.2. What Are Our Environmental Rights?
4.2.2.1. What are they?
4.2.3. Right to Enjoy a Healthy Environment
4.2.4. Right of Access to Information
4.2.5. Right to Participation in Environmental Management
4.2.6. Right of Access to Environmental Justice
4.2.7. General Principles of Environmental Law
4.2.8. International Conferences and Agreements
4.2.8.1. Stockholm 1972
4.2.8.2. Rio de Janeiro 1992
4.2.9. Rules Protecting Environmental Rights
4.2.10. Conclusions
4.3. Environmental Law Duties
4.3.1. Introduction
4.3.2. What Are Environmental Duties?
4.3.2.1. Definition and concept
4.3.3. What Are the Environmental Rights?
4.3.4. Duty to Conserve the Environment
4.3.5. Duty to Comply with Environmental Regulations
4.3.6. Duty of Citizen Watch
4.3.7. Duty to Inform
4.3.8. Duty for Environmental Damage
4.3.9. Conclusions

4.4. Citizen Participation in Environmental Protection
- 4.4.1. Introduction
- 4.4.2. Participatory Environmental Monitoring
  - 4.4.2.1. Introduction
  - 4.4.2.2. Monitoring Concept
  - 4.4.2.3. What Is Participatory Environmental Monitoring?
  - 4.4.2.4. What is it for?
  - 4.4.2.5. Who Can Participate?
  - 4.4.2.6. Participatory Environmental Monitoring Plan
  - 4.4.2.7. Area of Influence of a Project or Activity
  - 4.4.2.8. Stages of Participatory Environmental Monitoring
  - 4.4.2.9. Phases

4.5. United Nations Environment Program
- 4.5.1. Introduction
- 4.5.2. Definition and concept
- 4.5.3. UNEP Goals
  - 4.5.3.1. General Objective
- 4.5.4. History and Evolution
  - 4.5.4.1. Where and When was UNEP Born?
- 4.5.5. UNEP Mission
- 4.5.6. Activities
- 4.5.7. UNEP Location
  - 4.5.7.1. At National and International Level
- 4.5.8. Fourth Montevideo Program of Development and Periodic Review of Environmental Law
  - 4.5.8.1. Concept, Goals and Purpose
- 4.5.9. Conclusions

4.6. Global Environment and Climate Change
- 4.6.1. Introduction
- 4.6.2. Global Environment
  - 4.6.2.1. Concept
- 4.6.3. Climate Change
  - 4.6.3.1. Concept
- 4.6.4. Evolution of Climate Change Theory
- 4.6.5. Global Environmental Change
  - 4.6.5.1. Past and Present
- 4.6.6. Characteristics of Global Environmental Change
  - 4.6.6.1. Sea Level Changes
- 4.6.7. Consequences of Global Environmental Change
- 4.6.8. Dangers, Risks and Future Vulnerability
- 4.6.9. Climate Change and Impact on Agriculture
- 4.6.10. Survival Strategies and Dilemmas
  - 4.6.10.1. Migration

4.7. Environmental Rights in the World
- 4.7.1. Introduction
- 4.7.2. Countries Fighting for Environmental Rights
- 4.7.3. Ecuador
- 4.7.4. Spain
- 4.7.5. Mexico
- 4.7.6. Peru.
- 4.7.7. Sustainable Development
  - 4.7.7.1. Concept
- 4.7.8. History & Evolution
- 4.7.9. Sustainable Development Optics (SD)
- 4.7.10. General Law on Sustainable Forestry Development
  - 4.7.10.1. Description
  - 4.7.10.2. Objective

05

Methodology

This training program offers 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 Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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:

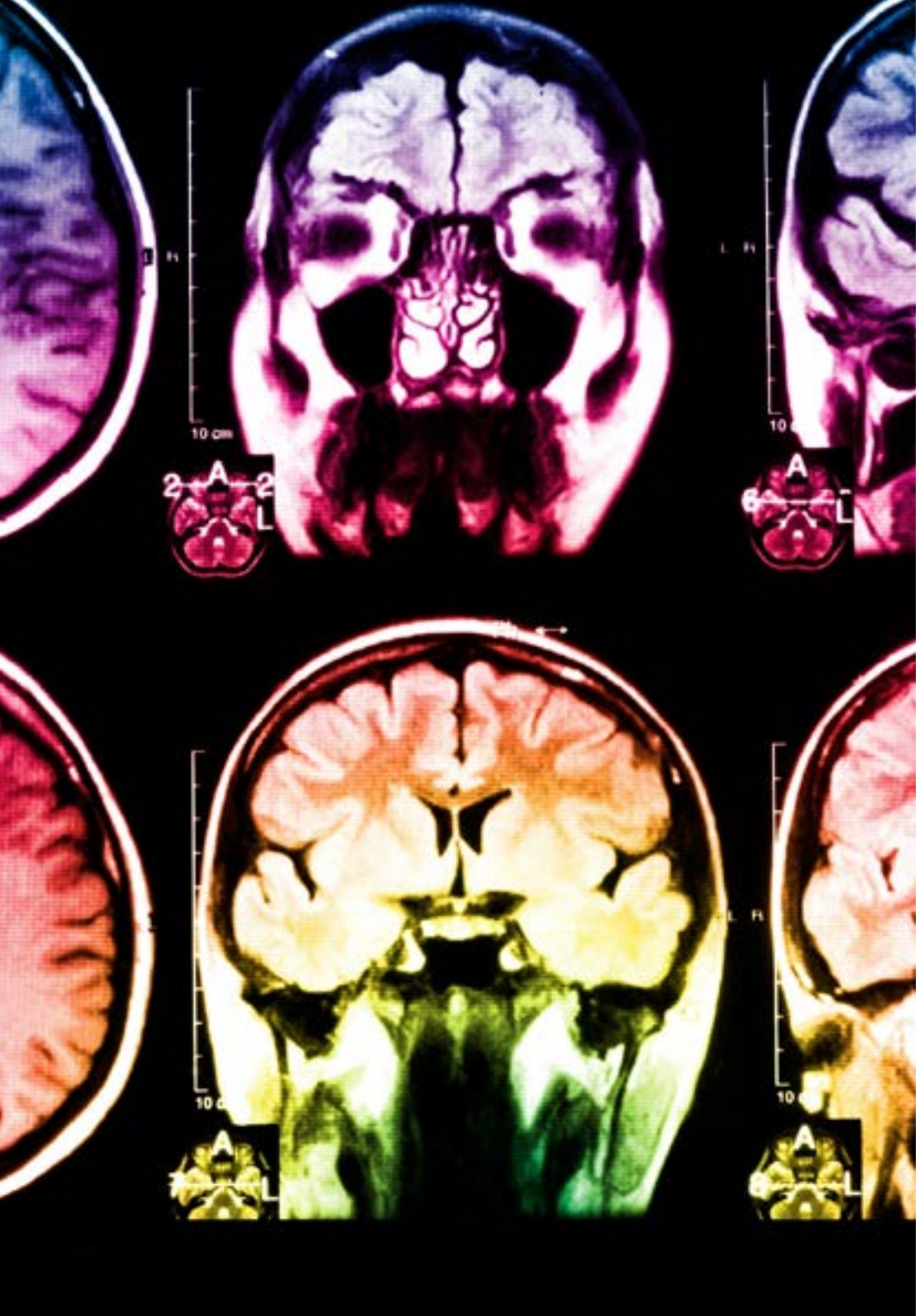
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

Educators 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).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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 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 specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in 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.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.

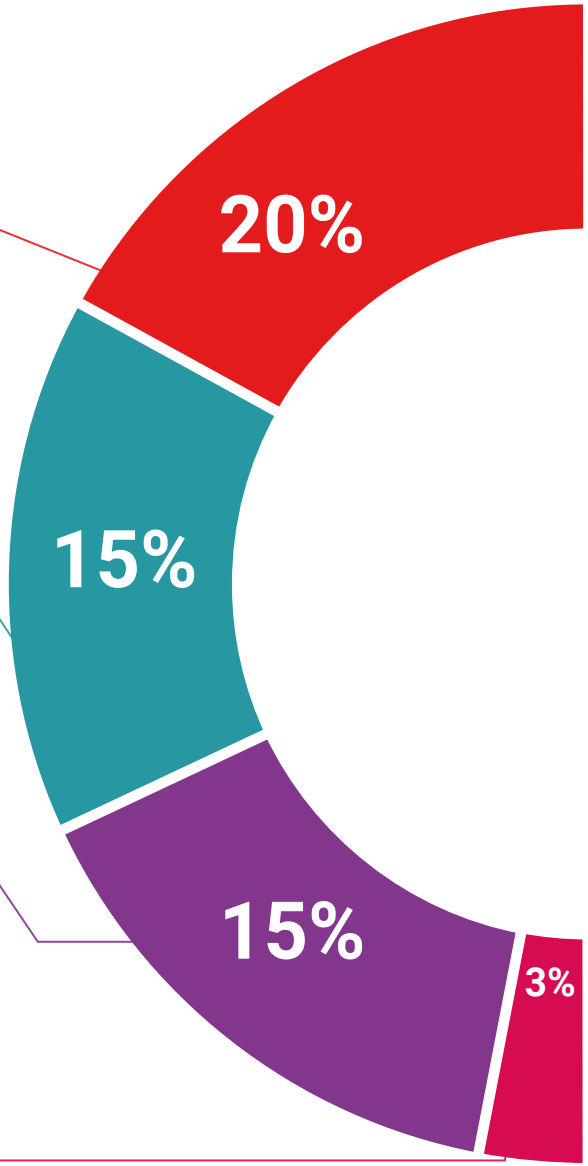
Interactive Summaries

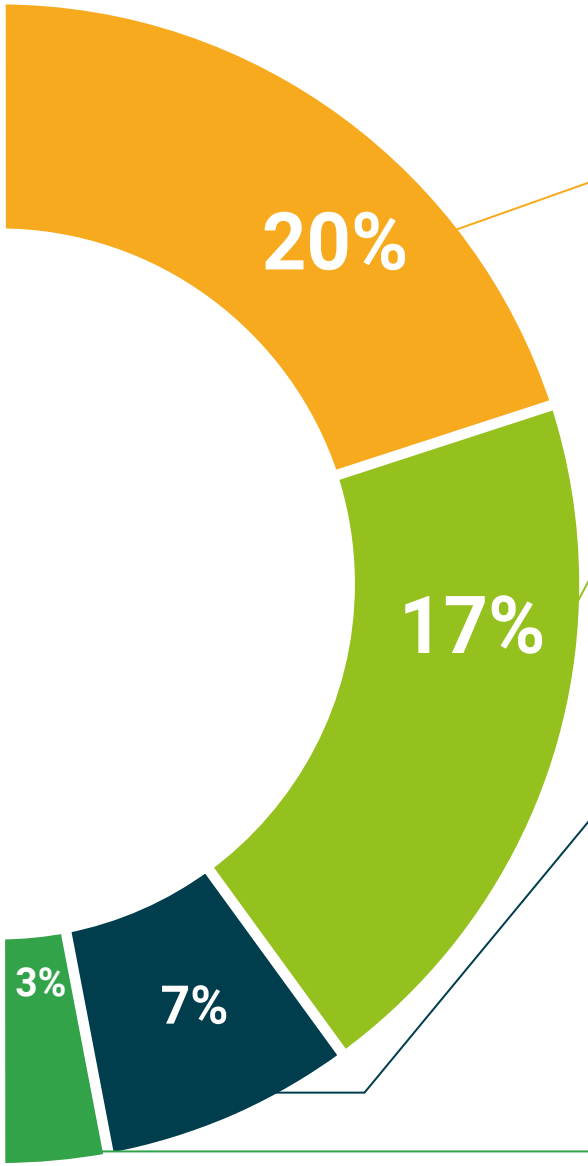
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Diploma in Human Rights, Equality and Environmental Law guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Human Rights, Equality and Environmental 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** title 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 Diploma in Human Rights, Equality and Environmental Law**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**

tech global university

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

Postgraduate Diploma in Human Rights, Equality and Environmental Law

This is a program of 600 hours of duration equivalent to 24 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
Rector

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 Diploma
Human Rights, Equality and Environmental Law

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **24 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Human Rights, Equality and Environmental Law

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