

Postgraduate Diploma  
Humanitarian Action and  
International Law from  
a Gender Perspective





## Postgraduate Diploma Humanitarian Action and International Law from a Gender Perspective

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-humanitarian-action-international-law-gender-perspective](http://www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-humanitarian-action-international-law-gender-perspective)

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# 01

# Introduction

Humanitarian action is one of the most recognized tasks of NGOs and other public and private organizations working in the field of international cooperation. This aid is essential in cases of extreme poverty or when countries suffer war or natural disasters, for example. With this program, we want to provide you with the most relevant resources in this field so that you can contribute to your knowledge as a teacher in the most disadvantaged regions of the world.





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*Humanitarian action is of great value in helping regions with extreme problems to recover and be able to continue their development in an autonomous manner”*

Social and economic inequalities have led many regions to demand international aid to help them make further progress in their development. In addition, these communities are often hit by other problems, such as wars, attacks or natural disasters, for example, which further accentuate their differences with more developed countries and, therefore, the inequalities between different territories. In order to alleviate these differences as much as possible, humanitarian action is essential, especially in order to be able to transfer essential resources that are essential to maintain the health of the inhabitants.

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 this way, this program pays special attention to research methods in Humanitarian Action and International Law from a Gender Perspective and the methodologies needed to manage public policies and social change. It provides insight into the system and the evolution of cooperation, as well as the phenomenon of human mobility.

As a novel aspect, it introduces the student to the study of the instruments of cooperation and to the knowledge of the actors that make up the international cooperation scenario. It also allows to acquire competence in the handling of the most relevant international regulations in the field of cooperation, focusing on the gender perspective, with the aim of achieving a more egalitarian world in which men and women have the same rights.

In addition, as it is a 100% online program, the teachers will be able to balance the study of this program 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 Humanitarian Action and International Law from a Gender Perspective** 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
- ♦ News on advances in development and rights advocacy
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in the teaching and learning process and learning
- ♦ 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"*

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*This Postgraduate Diploma is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Humanitarian Action and International Law from a Gender Perspective, you will obtain a Postgraduate Diploma from TECH Technological University"*

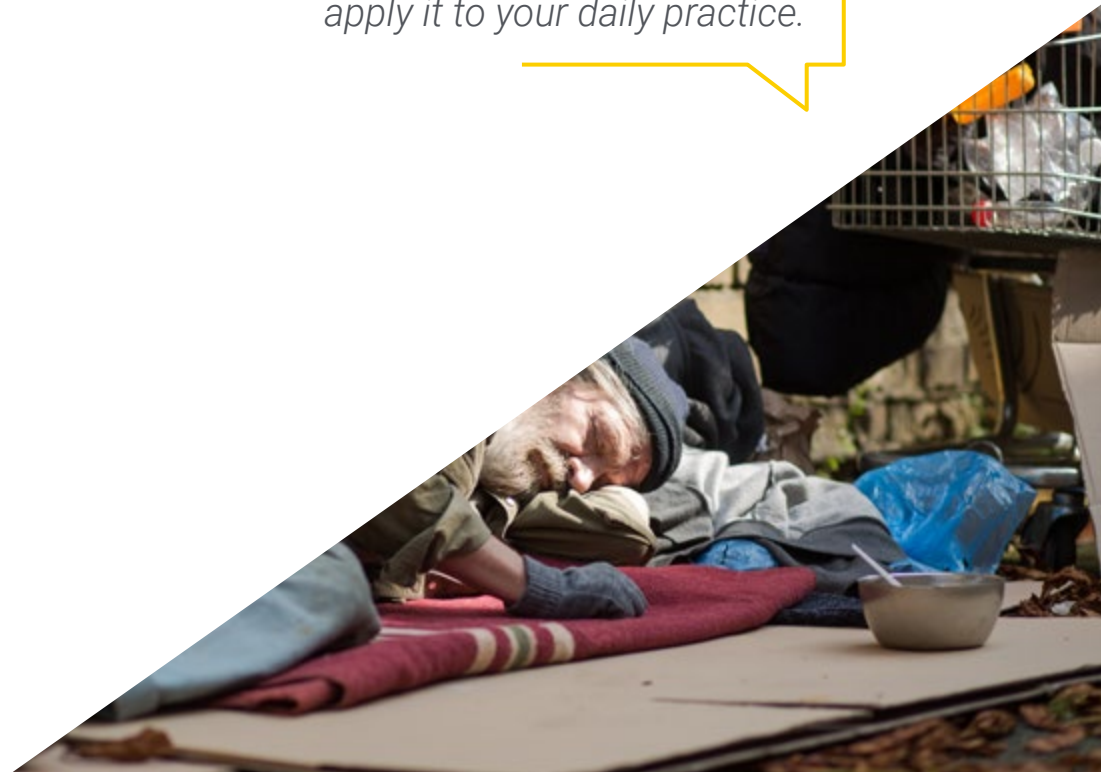
The teaching staff includes professionals from the International Development sector, who contribute their experience to this program, as well as renowned specialists from leading societies and prestigious universities.

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 an immersive educational experience designed to prepare students for real-life situations.

This program is designed around Problem-Based Learning, whereby the students must try to solve the different professional practice situations that arise throughout the program. For this purpose, the teacher will be assisted by an innovative interactive video system created by renowned and experienced experts in the field of Humanitarian Action and International Law from a Gender Perspective.

*Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.*

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



# 02

# Objectives

The program in Humanitarian Action and International Law from a Gender Perspective is oriented to facilitate the performance of teachers, providing them with advanced education, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a higher qualification in this field.







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*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

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- 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 Humanitarian Action and International Law from a Gender Perspective"*





## Specific Objectives

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### Module 1. International Development Cooperation

- ♦ Know different methods of research in International Development Cooperation
- ♦ Gain knowledge on methodologies for public policy advocacy, social communication, political change, etc
- ♦ Know the evolution and status of current debates on development
- ♦ Be familiar with the instruments of international development cooperation, as well as the types of projects and NGOs that exist
- ♦ Develop skills to work with the main vulnerable subjects involved in Development Cooperation actions and programs
- ♦ Understand the international cooperation system and the different members that make it up

### Module 2. Humanitarian Action and International Development Cooperation

- ♦ Identify the processes of design, monitoring and assessment of development cooperation actions, so that they have a complete understanding of what a cooperation project is
- ♦ Develop a global vision on the nature, perspective and objectives of development cooperation actions
- ♦ Analyze and assess the sense of sectoral and geographic priorities of international development cooperation, identify the strategic axes that guide cooperation policies and actions, the sectors of action and the instruments for their implementation
- ♦ Promote debate and analysis on aspects related to the development of cooperation policies and actions and strategies aimed at improving their quality and effectiveness
- ♦ Knowledge of project development methodologies and mastery of technical skills for the identification, formulation, planning, programming, management and monitoring of development cooperation projects
- ♦ Ability to understand in depth the context and nature of humanitarian aid actions

- ♦ Assess the process and final result of the different development cooperation projects

### Module 3. 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 4. 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

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# Course Management

The program's teaching staff includes leading experts in Humanitarian Action and International Law from a Gender Perspective, who bring the experience of their work to this educational program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.



A close-up photograph of two hands shaking, symbolizing agreement or partnership. The hands are positioned on the left side of the frame, with the fingers interlaced. The background is a mix of red and white geometric shapes.

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

## 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 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. 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, aware of the current relevance of innovative education, and committed to quality education through new socio-political trends.







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*This Postgraduate Diploma contains the most complete and up-to-date program on the market"*

## Module 1. International Development Cooperation

- 1.1. International Development Cooperation
  - 1.1.1. Introduction
  - 1.1.2. What Is International Development Cooperation??
  - 1.1.3. Objectives and Purpose of International Development Cooperation
  - 1.1.4. Origins and Historical Evolution of International Cooperation
  - 1.1.5. Europe's Reconstruction Plans in the Bipolar Conflict
  - 1.1.6. The Processes of Decolonization in the Post-war Years
  - 1.1.7. Crisis of the International Development Cooperation
  - 1.1.8. Changes in the Conception of International Development Cooperation
  - 1.1.9. Bibliography
- 1.2. Modalities and Instruments of International Development Cooperation
  - 1.2.1. Introduction
  - 1.2.2. Main Tools of International Development Cooperation
    - 1.2.2.1. Development Cooperation
    - 1.2.2.2. Education for Development
    - 1.2.2.3. Technical Assistance, Training and Research
    - 1.2.2.4. Humanitarian Action
  - 1.2.3. Other Cooperation Tools
    - 1.2.3.1. Economic Cooperation
    - 1.2.3.2. Financial Help
    - 1.2.3.3. Scientific and Technological Cooperation
    - 1.2.3.4. Food Aid
  - 1.2.4. Modalities of the International Development Cooperation
  - 1.2.5. Types of Modalities
    - 1.2.5.1. Modality According to the Origin of the Funds
  - 1.2.6. Types of Aid According to the Stakeholders Channelling International Development Cooperation Funds
    - 1.2.6.1. Bilateral
    - 1.2.6.2. Multilateral
    - 1.2.6.3. Decentralized Cooperation
    - 1.2.6.4. Non-Governmental Cooperation
    - 1.2.6.5. Business Cooperation
  - 1.2.7. According to the Geopolitical Situation and Level of Development of Donor and Recipient Countries
  - 1.2.8. Depending on the Existence or Non-Existence of Limitations on the Application of Funds
  - 1.2.9. Other Cooperation Tools Co-Development
    - 1.2.9.1. Co-Development Interventions
  - 1.2.10. Bibliography
- 1.3. Multilateral Organizations
  - 1.3.1. The International Development Cooperation System
  - 1.3.2. Actors of the International Development Cooperation
  - 1.3.3. Stakeholders in the Official Development Aid System
  - 1.3.4. Definitions of Relevant International Organizations (IOs)
  - 1.3.5. Characteristics of International Organizations
    - 1.3.5.1. Types of International Organisations
  - 1.3.6. Advantages of Multilateral Cooperation
  - 1.3.7. Contributions of International Organizations to the Multilateral System
  - 1.3.8. Multilateral Financial Institutions (MFIs)
    - 1.3.8.1. Characteristics of MFIs
    - 1.3.8.2. Composition of MFIs
    - 1.3.8.3. Types of MFIs
  - 1.3.9. Bibliography
- 1.4. Sources of the International Development Cooperation
  - 1.4.1. Introduction
  - 1.4.2. Difference between Governmental and Non-Governmental Cooperation
  - 1.4.3. Multilateral Financial Institutions
  - 1.4.4. The International Monetary Fund
  - 1.4.5. United States Agency for International Development
    - 1.4.5.1. Who are They?
    - 1.4.5.2. The History of USAID
    - 1.4.5.3. Intervention Sectors

- 1.4.6. The European Union
  - 1.4.6.1. Objectives of the EU
  - 1.4.6.2. General Objectives of EU External Action
- 1.4.7. Non-Financial Multilateral Institutions
  - 1.4.7.1. List of Non-Financial Multilateral Institutions
  - 1.4.7.2. Actions of Multilateral Institutions
  - 1.4.7.3. Non-Financial
- 1.4.8. United Nations Organization
- 1.4.9. Bibliography
- 1.5. Humanitarian Action
  - 1.5.1. Introduction
  - 1.5.2. Humanitarian Aid in the International Context
  - 1.5.3. Tendencies in Humanitarian Action
  - 1.5.4. Main Goals of Humanitarian Action
  - 1.5.5. The Financing of Humanitarian Action and Its Evolution
  - 1.5.6. Principles of International Human Rights Law and Humanitarian Action
  - 1.5.7. Summary
  - 1.5.8. Bibliography
- 1.6. Gender Approach in International Development Cooperation
  - 1.6.1. Introduction
  - 1.6.2. What Is the Gender Approach?
  - 1.6.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
  - 1.6.4. Gender Approaches in International Development Cooperation
  - 1.6.5. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
  - 1.6.6. Gender Mainstreaming Guide
  - 1.6.7. Bibliography
- 1.7. Human Rights Approach in International Development Cooperation
  - 1.7.1. Introduction
  - 1.7.2. Human rights
  - 1.7.3. Human Rights Approach to Development Cooperation
  - 1.7.4. How the Human Rights Approach Emerged?
  - 1.7.5. Elements of the Human Rights Approach to International Development Cooperation
    - 1.7.5.1. New Frame of Reference: International Human Rights Standards
    - 1.7.5.2. New Look at Capacity Building
    - 1.7.5.3. Participation in Public Policy
    - 1.7.5.4. Accountability
  - 1.7.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
  - 1.7.7. Challenges in Project Identification and Formulation
  - 1.7.8. Challenges in Project Execution
  - 1.7.9. Challenges in Project Monitoring and Assessment
  - 1.7.10. Bibliography
- 1.8. Human Mobility and Migration
  - 1.8.1. Introduction
  - 1.8.2. Migration
    - 1.8.2.1. First Human Movements
    - 1.8.2.2. Types of Migrations
    - 1.8.2.3. Causes of Migrations
  - 1.8.3. Migratory Processes in the Era of Globalization
    - 1.8.3.1. Improved Living Conditions
    - 1.8.3.2. Vulnerability and Migration
  - 1.8.4. Human Safety and Conflict
  - 1.8.5. Challenges of the International Asylum System
  - 1.8.6. The OHCHR
  - 1.8.7. Human Rights Based Migration Strategy
  - 1.8.8. Bibliography

## Module 2. Humanitarian Action and International Development Cooperation

- 2.1. Humanitarian Action
  - 2.1.1. Introduction
  - 2.1.2. What Is Humanitarian Action?
    - 2.1.2.1. Concepts/Definition
  - 2.1.3. Definition of Humanitarian
  - 2.1.4. What Is Humanitarian Aid for
  - 2.1.5. Goals of Humanitarian Action
  - 2.1.6. Beneficiaries of Humanitarian Action
  - 2.1.7. The Concept of Aid
  - 2.1.8. Emergency Aid
    - 2.1.8.1. Lines of Action for Emergency Aid
  - 2.1.9. Humanitarian Aid
    - 2.1.9.1. Differences between Humanitarian Aid and Humanitarian Action
  - 2.1.10. Conclusions
  - 2.1.11. Bibliography
- 2.2. Humanitarian Action and International Development Cooperation
  - 2.2.1. Introduction
  - 2.2.2. History of Humanitarian Action
    - 2.2.2.1. Modern Humanitarianism
    - 2.2.2.2. Evolution
  - 2.2.3. Ethical and Operational Principles of Humanitarian Action
  - 2.2.4. Humanitarian Principles
    - 2.2.4.1. Dilemmas that Contribute
  - 2.2.5. Humanity
    - 2.2.5.1. Definitions and Dilemmas
  - 2.2.6. Impartiality
    - 2.2.6.1. Definitions and Dilemmas
  - 2.2.7. Neutrality
    - 2.2.7.1. Definitions and Dilemmas





- 2.2.8. Independence
  - 2.2.8.1. Definitions and Dilemmas
- 2.2.9. Universality
  - 2.2.9.1. Definitions and Dilemmas
- 2.2.10. Conclusions
- 2.2.11. Bibliography
- 2.3. Contents and Specific Objectives of Humanitarian Action (I)
  - 2.3.1. Introduction
  - 2.3.2. Humanitarian Action and Development Cooperation
    - 2.3.2.1. Classical Humanitarianism and New Humanitarianism
    - 2.3.2.2. Linking Emergency and Development
  - 2.3.3. LRRD Approach
    - 2.3.3.1. Concept of *Continuum* and *Contiguum*
  - 2.3.4. Humanitarian Action and LRRD
  - 2.3.5. Preparedness, Mitigation and Prevention
  - 2.3.6. Reducing Vulnerabilities and Strengthening Capacities
  - 2.3.7. Bibliography
- 2.4. Contents and Specific Objectives of Humanitarian Action (II)
  - 2.4.1. Victim Protection
    - 2.4.1.1. The Right to Asylum and Refuge
    - 2.4.1.2. Humanitarian Interference
  - 2.4.2. International Supervision/Follow-Up of Compliance
  - 2.4.3. Witnessing and Reporting Human Rights Violations
  - 2.4.4. Lobbying of NGOs
    - 2.4.4.1. International Accompaniment and Presence
  - 2.4.5. High-Level Political Action
  - 2.4.6. Code of Conduct
  - 2.4.7. ESFERA Project
    - 2.4.7.1. The Humanitarian Charter
    - 2.4.7.2. Minimum Standards
    - 2.4.7.3. The Essential Humanitarian Standard
    - 2.4.7.4. Assessment of Humanitarian Action
    - 2.4.7.5. Why Assess Humanitarian Action?
  - 2.4.8. Bibliography

- 2.5. Stakeholders in Humanitarian Action
  - 2.5.1. Introduction
  - 2.5.2. What Are the Stakeholders in Humanitarian Action?
  - 2.5.3. The Affected Population
  - 2.5.4. The Affected Governments
  - 2.5.5. NGOs
  - 2.5.6. The International Red Cross and Red Crescent Movement
  - 2.5.7. Donor Governments
  - 2.5.8. UN Humanitarian Agencies
  - 2.5.9. The European Union
  - 2.5.10. Other Stakeholders:
    - 2.5.10.1. Private Sector Entities
    - 2.5.10.2. Media
    - 2.5.10.3. Military Forces
  - 2.5.11. Bibliography
- 2.6. Main Challenges for Stakeholders and Humanitarian Action
  - 2.6.1. Introduction
  - 2.6.2. The World Humanitarian Summit
    - 2.6.2.1. The Agenda for Humanity
  - 2.6.3. The Main Reasons to Look to the Future
  - 2.6.4. Increase the Weight and Capacity of Local Stakeholders
    - 2.6.4.1. Charter for Change
  - 2.6.5. Organizational Challenges for NGOs at the International Level
  - 2.6.6. The Need for the United Nations to Consider Humanitarian Issues as a Global Issue
  - 2.6.7. Bibliography
- 2.7. OCHA (The Office for the Coordination of Humanitarian Affairs)
  - 2.7.1. Objectives
  - 2.7.2. The United Nations
  - 2.7.3. The UN and Humanitarian Action
  - 2.7.4. The Office for the Coordination of Humanitarian Affairs (OCHA)
    - 2.7.4.1. The Origin of the OCHA
    - 2.7.4.2. The Evolution of OCHA
    - 2.7.4.3. The 2005 Humanitarian Reform
    - 2.7.4.4. The Cluster Approach
    - 2.7.4.5. OCHA's Coordination Tools
    - 2.7.4.6. The Mission of OCHA
    - 2.7.4.7. OCHA Strategic Plan 2018-2021
  - 2.7.5. Bibliography
- 2.8. The Office for Humanitarian Action (OHA)
  - 2.8.1. Objectives
  - 2.8.2. AECID and the Office for Humanitarian Action (OHA)
  - 2.8.3. The Office for Humanitarian Action (OHA)
    - 2.8.3.1. The Objectives and Functions of OHA
    - 2.8.3.2. OHA Financing
  - 2.8.4. Bibliography
- 2.9. Comparative of Humanitarian Action Strategies for Development
  - 2.9.1. Objectives
  - 2.9.2. Introduction
  - 2.9.3. Conclusions
  - 2.9.4. Bibliography

**Module 3. Human Rights (HR) and International Humanitarian Law (IHL)**

- 3.1. Human Rights and International Humanitarian Law
  - 3.1.1. Introduction
  - 3.1.2. Concept and Definition of Human Rights
  - 3.1.3. Declaration of Human Rights
    - 3.1.3.1. What Is the Universal Declaration of Human Rights?
    - 3.1.3.2. Authors of the Universal Declaration of Human Rights
    - 3.1.3.3. Preamble of the Universal Declaration of Human Rights
    - 3.1.3.4. Articles of the Universal Declaration of Human Rights
  - 3.1.4. Bibliography
- 3.2. International Humanitarian Law (IHL)
  - 3.2.1. What Is International Humanitarian Law? (IHL)
  - 3.2.2. Branches of IHL
  - 3.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
  - 3.2.4. Scope of International Human Rights Law
    - 3.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
    - 3.2.4.2. Specific Prohibitions and Restrictions
  - 3.2.5. When Does IHL Apply?
  - 3.2.6. Who Does IHL Protect and How?
  - 3.2.7. Bibliography
- 3.3. The UN and Human Rights
  - 3.3.1. The UN (United Nations)
    - 3.3.1.1. What Is It?
    - 3.3.1.2. The History of the UN
    - 3.3.1.3. The ONU and Human Rights
  - 3.3.2. How Does the UN Promote and Protect Human Rights?
    - 3.3.2.1. High Commissioner for Human Rights
    - 3.3.2.2. Human Rights Council
    - 3.3.2.3. UNDG-HRM
    - 3.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
  - 3.3.3. Conclusions
  - 3.3.4. Bibliography
- 3.4. UN Human Rights Protection Tools
  - 3.4.1. Introduction
  - 3.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
    - 3.4.2.1. The International Bill of Human Rights
    - 3.4.2.2. Democracy
    - 3.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
  - 3.4.3. Several Agencies Dealing with Different Issues
  - 3.4.4. General Secretary
  - 3.4.5. United Nations Peace Operations
  - 3.4.6. Commission on the Status of Women (CSW)
  - 3.4.7. Bibliography
- 3.5. International Human Rights Law
  - 3.5.1. Introduction
  - 3.5.2. What Is International Human Rights Law?
    - 3.5.2.1. Characteristics of International Human Rights Law
  - 3.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
  - 3.5.4. Crimes against Humanity
    - 3.5.4.1. Crimes against Humanity throughout History
  - 3.5.5. Bibliography
- 3.6. Non-Governmental Organizations and Human Rights
  - 3.6.1. Introduction
    - 3.6.1.1. What Is a NGDO?
  - 3.6.2. NGOs and Human Rights
  - 3.6.3. Categories of Human Rights NGOs
  - 3.6.4. Main Characteristics of Human Rights NGOs
  - 3.6.5. Bibliography
- 3.7. Human Rights Violations in the World
  - 3.7.1. Introduction
  - 3.7.2. Cases of Human Rights Violations by Articles
    - 3.7.2.1. Article 3: Right to Live in Freedom
    - 3.7.2.2. Article 4: No Slavery
    - 3.7.2.3. Article 5: No Torture

- 3.7.2.4. Article 13: Freedom of Movement
- 3.7.2.5. Article 18: Freedom of Thought
- 3.7.2.6. Article 19: Freedom of Expression
- 3.7.2.7. Article 21: Right to Democracy
- 3.7.3. Bibliography
- 3.8. Environmental Human Rights
  - 3.8.1. Environmental Protection as a Human Right
  - 3.8.2. Does the Environment Have Rights?
  - 3.8.3. Evolution of Human Rights in the Face of No Rights Cases
  - 3.8.4. Rights of Nature Evolution
    - 3.8.4.1. Statement of Intent Special Rapporteur
  - 3.8.5. Environmental Law
    - 3.8.5.1. UNEP (United Nations Environment Program)
  - 3.8.6. Bibliography
- 3.9. Human Rights NGOs
  - 3.9.1. Introduction
  - 3.9.2. List of Human Rights NGOs
    - 3.9.2.1. 1 Kilo of Aid
    - 3.9.2.2. B. Soleil d'Afrique
    - 3.9.2.3. Aasara
    - 3.9.2.4. Andean Action
    - 3.9.2.5. Global Solidarity Action
    - 3.9.2.6. Verapaz Action
    - 3.9.2.7. ADANE: Amics per al Desenvolupament a l'Àfrica Negra (Friends for African Development)
  - 3.9.3. Bibliography

#### Module 4. Equality and Cooperation

- 4.1. Gender and Cooperation
  - 4.1.1. Introduction
  - 4.1.2. Key Concepts
    - 4.1.2.1. Gender Considerations







- 4.1.3. Empowerment
  - 4.1.3.1. Introduction
  - 4.1.3.2. Concept of Empowerment
  - 4.1.3.3. What Is Empowerment?
  - 4.1.3.4. Brief Historical Reference of Empowerment
- 4.1.4. The Feminist Movement in the World
  - 4.1.4.1. Concept
  - 4.1.4.2. Brief History of Feminism in the World
- 4.1.5. Bibliography
- 4.2. Historical Evolution of Feminist Movements      Main Currents
  - 4.2.1. Introduction
  - 4.2.2. The Forerunners of the Feminist Movement
  - 4.2.3. Suffragettes in the United States and Europe
  - 4.2.4. Suffragism in Latin America
  - 4.2.5. Feminism as a Social Movement or New Feminism
  - 4.2.6. Contemporary Feminism
    - 4.2.6.1. Feminisms of the 21st Century
    - 4.2.6.2. Evolution of Prominent Feminist Movements
  - 4.2.7. Bibliography
- 4.3. Regional Patriarchies and Women's Movements
  - 4.3.1. Patriarchy
    - 4.3.1.1. Introduction
    - 4.3.1.2. Concept of Patriarchy
    - 4.3.1.3. Concept of Matriarchy
    - 4.3.1.4. Main Characteristics of Patriarchy in the World
  - 4.3.2. Influential Historical Movements of Women in the World
    - 4.3.2.1. Evolution of Women's Rights
      - 4.3.2.1.1. First Convention for Women's Rights
      - 4.3.2.1.2. International Women's Day: A Day for Women
      - 4.3.2.1.3. Medicine against Female Genital Mutilation
      - 4.3.2.1.4. Women's Revolt in Aba
      - 4.3.2.1.5. The Ever-Changing World of Work
      - 4.3.2.1.6. On the Job and on Strike, with Strength

- 4.3.2.1.7. The United Nations Is Born
- 4.3.2.1.8. To the Women of the World
- 4.3.2.1.9. Unforgettable Butterflies
- 4.3.2.1.10. Activists, Unite
- 4.3.2.1.11. CEDAW
- 4.3.2.1.12. Declaration on the Elimination of Violence against Women
- 4.3.2.1.13. CIPD Program of Action
- 4.3.2.1.14. Beijing Declaration and Platform for Action
- 4.3.2.1.15. Security Council Resolution 1325
- 4.3.2.1.16. United Nations Millennium Declaration
- 4.3.2.1.17. Collective Action for Peace
- 4.3.2.1.18. The Gulabi Gang: Justice for Women
- 4.3.2.1.19. Challenging the Status Quo
- 4.3.3. Bibliography
- 4.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
  - 4.4.1. Introduction
  - 4.4.2. Sexual Division of Labor
    - 4.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
    - 4.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
    - 4.4.2.3. Masculinities and Paid Work
  - 4.4.3. Division of Labor between Men and Women
  - 4.4.4. Feminization of Poverty
  - 4.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
    - 4.4.5.1. Indicators
    - 4.4.5.2. Employed by Branch of Activity
    - 4.4.5.3. Employed by Type of Occupation
    - 4.4.5.4. Employed by Professional Status
    - 4.4.5.5. Employed by Type of Position
  - 4.4.6. Bibliography
- 4.5. Care Policies and Economy
  - 4.5.1. Life Care
  - 4.5.2. Effects on Women's Lives
    - 4.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
    - 4.5.2.2. Concept of Conciliation
    - 4.5.2.3. Approved Measures to Achieve Conciliation
  - 4.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
    - 4.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
    - 4.5.3.3. Persons Aged 16 and over Caring for Dependents (by Age and Sex)
  - 4.5.4. New Masculinities
  - 4.5.5. Bibliography
- 4.6. Gender and Migrations
  - 4.6.1. Causes and Global Situation of Migration
  - 4.6.2. Historical Evolution of Migration
  - 4.6.3. Phenomenon of Feminization of Migrations
  - 4.6.4. Characteristics of Migratory Flows from a Gender Perspective
  - 4.6.5. Effects of Migratory Processes on Women
  - 4.6.6. Conclusions
  - 4.6.7. Migration Strategy with a Gender Perspective
  - 4.6.8. Bibliography
- 4.7. The International System of Development Cooperation from a Gender Perspective
  - 4.7.1. Introduction

- 4.7.2. The International Development Cooperation System
  - 4.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
  - 4.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
- 4.7.3. Gender and *Advocacy*
- 4.7.4. Gender and Development
- 4.7.5. Gender-Sensitive Planning
  - 4.7.5.1. Guidelines for Planning Processes
- 4.7.7. Guidelines for Mainstreaming
  - 4.7.7.1. Checklist
  - 4.7.7.2. Phase 1 Checklist Stage 0
- 4.7.8. Bibliography
- 4.8. Public Policies with a Gender Perspective
  - 4.8.1. Introduction
  - 4.8.2. Development Economics
    - 4.8.2.1. Economic Bases of Development
    - 4.8.2.2. Definition of Development Economics
    - 4.8.2.3. Evolution of Development Economics
  - 4.8.3. Gender Economics
  - 4.8.4. Public Policies with a Gender Perspective
  - 4.8.5. Gender Budgeting Methodology
  - 4.8.6. Human Development Indexes with Respect to Gender
    - 4.8.6.1. Concept
    - 4.8.6.2. Human Development Index Parameters
  - 4.8.7. Bibliography
- 4.9. The Gender Perspective in International Development Cooperation
  - 4.9.1. Gender in International Cooperation Evolution Over Time
  - 4.9.2. Basic Concepts
    - 4.9.2.1. Gender Equality
    - 4.9.2.2. Gender Equity
    - 4.9.2.3. Gender Identity
    - 4.9.2.4. Masculinities
    - 4.9.2.5. Patriarchy
    - 4.9.2.6. Sexual Division of Labor
    - 4.9.2.7. Gender Roles
    - 4.9.2.8. Sectorial Approach
    - 4.9.2.9. Transversal Approach
    - 4.9.2.10. Practical Needs
    - 4.9.2.11. Strategic Gender Interests
  - 4.9.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
  - 4.9.4. Decalogue for Mainstreaming a Gender Approach
  - 4.9.5. Gender Indicators
    - 4.9.5.1. Concept
    - 4.9.5.2. Areas to Which Indicators May Be Addressed
    - 4.9.5.3. Characteristics of the Gender Indicators
    - 4.9.5.4. Purpose of Gender Indicators
  - 4.9.6. Bibliography

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

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 case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*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 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.



#### 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, you can watch them as many times as you 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 multimedia content presentation training Exclusive system 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 your 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 Humanitarian Action and International Law from a Gender Perspective guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower-right section and a red upper-right section. The quote is located in the white section.

“

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

This **Postgraduate Diploma in Humanitarian Action and International Law from a Gender Perspective** 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 Diploma** issued by **TECH Technological University** via tracked delivery\*.

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

Title: **Postgraduate Diploma in Humanitarian Action and International Law from a Gender Perspective**

Official N° of Hours: **600 h.**



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

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present quality  
development language  
virtual classroom

**tech** technological  
university

## Postgraduate Diploma Humanitarian Action and International Law from a Gender Perspective

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma  
Humanitarian Action and  
International Law from  
a Gender Perspective

