

# Postgraduate Diploma Human Rights, Equality and Environmental Law





## Postgraduate Diploma Human Rights, Equality and Environmental Law

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

Website: [www.techtitute.com/pk/humanities/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law](http://www.techtitute.com/pk/humanities/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law)

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# 01

# Introduction

In International Development Cooperation, environmental rights play a decisive role in addressing the global challenges faced by many regions. Only a Sustainable Development, with a gender perspective and a Human Rights guarantor can contribute to the creation of prosperous and resilient societies in these places. For this reason, professionals fully updated in this field are needed, and TECH Technological University offers a perfect opportunity with this program. Through it, students will delve into the key actors of development projects and the incorporation of notions of sustainability, environmental and ecological sustainability and equality. Undoubtedly, a complete program that will be 100% online and with contents designed by prestigious experts.







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*Lead the change in developing regions  
promoting Human Rights, Equality and  
Environmental Law with all the guarantees”*

Environmental Law guarantees the protection of the environment and the responsible use of natural resources. Similarly, Gender Equality is postulated as one of the main values of Sustainable Development. Women and girls are often the most affected by Poverty and Social Exclusion, which prevents them from accessing resources and opportunities to improve their quality of life.

Undoubtedly, International Cooperation is imperative to address these inequalities and promote both the empowerment of women in developing areas and an intelligent use of resources that contribute to social transformation. For this reason, the present Postgraduate Diploma, with which the Humanities professional will be able to design advanced collaboration plans that focus on Human Rights, Equality and Environmental Law, is gaining in importance.

Therefore, the students will enter into a journey through the processes of cooperation from the latest advances in policies on sustainability plans involved in both economic and social aspects. In the same way, it will establish the limitations that International Humanitarian Law imposes on combatants in order to protect the civilian population or the role of feminist movements in communities where women have been traditionally oppressed.

All this specialization can be done from home or wherever the student deems appropriate. To this end, the largest Virtual Campus of resources on Human Rights, Equality and Environmental Law will be waiting for you, with unlimited access from day one to manage your academic deadlines.

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:

- ♦ The development of case studies presented by experts of Human Rights, Equality and Environmental Law
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ The practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Increase your professional background with a unique program in the market with which you will be able to design advanced development plans with a gender approach”*

“

*Have a good command of the interrelationship between all the elements of the environment and how they influence each other in order to meet the climatic specificities of each developing region”*

*Take advantage of the opportunity to specialize in an educational methodology whose excellent results have earned it international recognition.*

*Be at the forefront of Human Rights, Equality and Environmental Law through the latest tools that promote these values in development programs.*

The program includes in its teaching staff professionals of the field who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, in which the professional will have to try to solve the different professional practice situations that will arise throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



# 02

# Objectives

This Postgraduate Diploma addresses a number of key areas within the framework of International Cooperation for Development. In order for the student to be able to incorporate into their strategies and methodologies the latest gender approaches and tools aligned with Environmental Law and Human Rights, TECH Technological University offers you to develop under an advanced theoretical-practical balance. In fact, you will be subjected to demanding case analyses where you will have to put your skills to the test.





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*Enroll now to be the solution that both governmental entities and non-governmental organizations are looking for in the field of International Cooperation for Development”*



## General Objectives

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



*With this Postgraduate Diploma you will be able to pursue any professional goal related to Human Rights, Equality or Environmental Law. Enroll now!"*





## Specific Objectives

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### Module 1. People's Development: Introduction and Challenges

- ♦ Understanding the importance of Peoples' Development
- ♦ 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
- ♦ Familiarize the student with the economic structure of the world
- ♦ Manage the concepts of sustainable development, sustainable objectives, etc., 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

In order to offer an education of the highest academic standards, TECH Technological University has brought together the best experts in Human Rights, Equality and Environmental Law that the student can find in a program of these characteristics to teach the Postgraduate Diploma. Precisely, by virtue of their valuable experience in the leadership and coordination of important international development projects, the contents contain all the keys for the student to be fluent in the subject after completing the program.







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*The teaching team has worked for months to develop the 450 hours of academic material included in this program”*

## Guest Director



### Ms. Rodríguez Arteaga, Carmen

- ♦ Director of the Studies Office of the INEM Directorate
- ♦ Head of Education, Strategic Planning and Coordinator of Knowledge Networks in AECID
- ♦ Degree in Philosophy and Educational Sciences at UCM
- ♦ Specialist in Knowledge Management
- ♦ Expert in Educational Evaluation at OEI
- ♦ Expert in Educational Indicators and Statistics at UNED
- ♦ Expert in Development Cooperation in Education at the University of Barcelona

## Management



### Ms. Romero Mateos, María del Pilar

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





## Professors

### Ms. Sánchez Garrido, Araceli

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

### Mr. Cano Corcuera, Carlos

- ◆ Specialist in Planning and Management of Cooperation Interventions for Development
- ◆ General Coordinator of the Spanish Cooperation in the Dominican Republic
- ◆ General Coordinator of the Spanish Cooperation in Mexico
- ◆ Degree in Biology with a major in Zoology and a minor in Animal Ecology
- ◆ Specialization courses in the following areas: International Cooperation; Identification, Formulation and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc

**Ms. Flórez Gómez, Mercedes**

- ♦ Specialist in International Cooperation in Iberoamerica
- ♦ Director of the CFCE in Montevideo
- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ Advanced Diploma in South Cooperation
- ♦ Diploma in Humanitarian Action - Institute of Studies on Conflict and Humanitarian Action
- ♦ MSc in Corporate Social Responsibility from the Pontifical University of Salamanca
- ♦ MSc in Information and Documentation from the Antonio de Nebrija University
- ♦ Specialist in Inequality, Cooperation and Development, Instituto Universitario de Desarrollo y Cooperación, Complutense University of Madrid
- ♦ Education, Science and Culture by the OEI

**Dr. Ramos Rollon, Marisa**

- ♦ Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ♦ Coordinator of the department of Democratic Governance in the Eurosocal program
- ♦ Full Professor of Political Science at UCM
- ♦ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation

- ♦ Professor of Political Science at the University of Salamanca
- ♦ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the University
- ♦ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ♦ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

**Ms. Córdoba, Cristina**

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





# 04

## Structure and Content

600 hours is the time the student will need to specialize in Human Rights, Equality and Environmental Law with all the assurance. However, TECH Technological University is aware that many of the enrolled students will have to combine the Postgraduate Diploma with their professional activity, so it has provided the program with a flexible format. In this aspect, the student will develop the program entirely from home or wherever they considers appropriate and will distribute each and every one of the hours at their convenience. Therefore, the planning of the program will be the student's responsibility, while the university will make the educational resources available for the student to make use of them at any time.



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*600 hours is the time you need to launch your professional career promoting social transformations anywhere on the planet”*



## Module 1. People's Development: 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, teh 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
  - 1.3.8. Corporate Social Responsibility
  - 1.3.9. A Global Pact
  - 1.3.10. Fair Trade
    - 1.3.10.1. International Definition
  - 1.3.11. 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: UN Agenda 21
      - 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 a 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
  - 1.10.5. Automatic Coordinators
  - 1.10.6. Social Action Groups
  - 1.10.7. 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 Organization
    - 2.3.1.1. What Is It?
    - 2.3.1.2. The History of the UN
    - 2.3.1.3. The UN 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. UNGD-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 in the World
  - 2.7.1. Introduction
  - 2.7.2. Cases of Human Rights Violations (HRV) 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 Speech
    - 2.7.2.7. Article 21. The 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 Programme
  - 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. 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'Àfrica 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
    - 3.5.3.1. Hours Per Week Dedicated to Caregiving and Housework Activities
    - 3.5.3.2. Persons Aged 16 and over Caring for Dependents (by age and sex)
  - 3.5.3. New Masculinities
  - 3.5.4. 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
    - 3.7.2.1. Policies and Tools for International Development Cooperation from a Gender Perspective
    - 3.7.2.2. 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
  - 3.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
  - 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 Programme UNEP
  - 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 & 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 Its 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. Mexico
  - 4.7.5. Peru
  - 4.7.6. Sustainable Development
    - 4.7.6.1. Concept
  - 4.7.7. History & evolution
  - 4.7.8. Sustainable Development Optics (SD)
  - 4.7.9. General Law on Sustainable Forestry Development
    - 4.7.9.1. Description
    - 4.7.9.2. Objective





“

*You will only need a Tablet or PC to enjoy an extensive catalog of multimedia resources with interactive diagrams, videos, self-assessment exercises and much more”*



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"*

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*





*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.



## 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.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning. Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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.



#### 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.



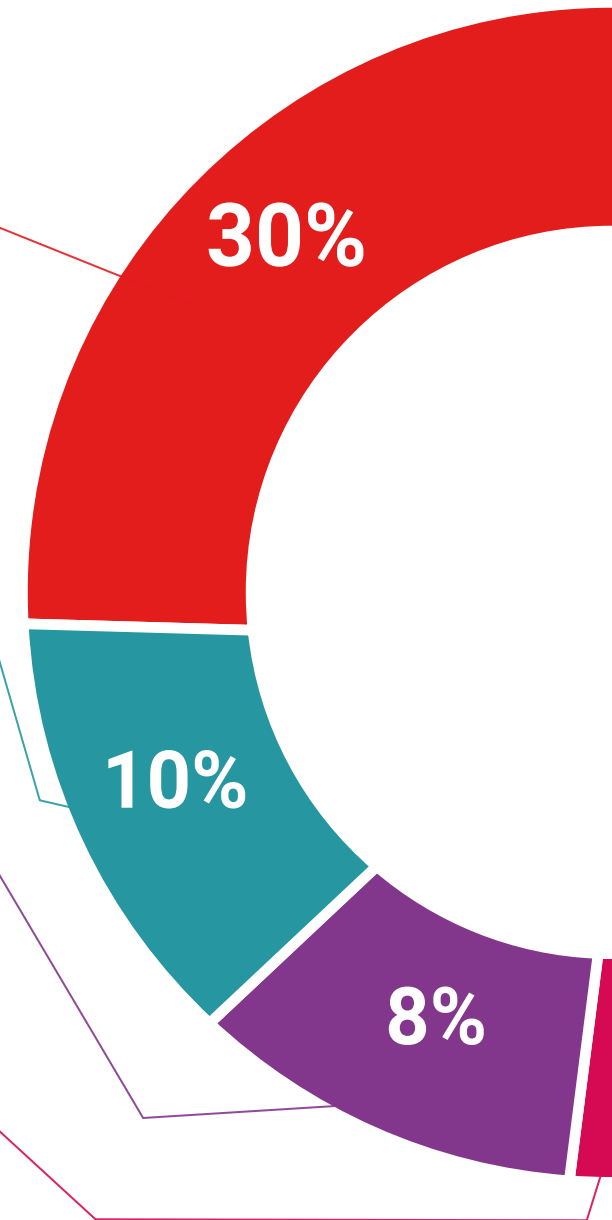
#### Practising Skills and Abilities

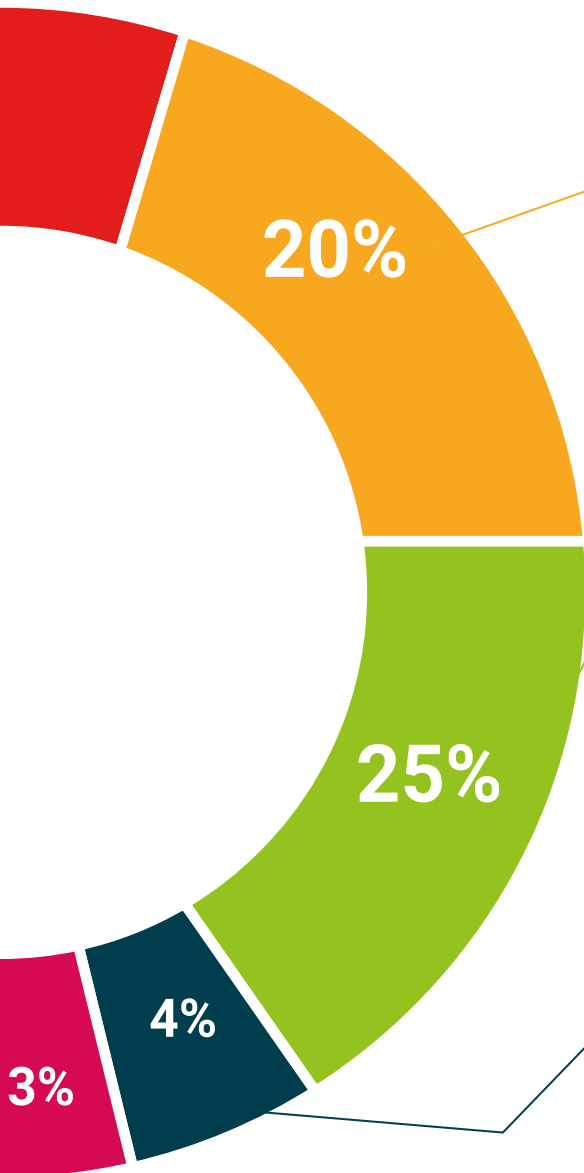
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### 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.





#### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



#### 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".



#### 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.





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 Technological University.



“

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

This **Postgraduate Diploma in Human Rights, Equality and Environmental 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 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 Human Rights, Equality and Environmental Law**

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



## Postgraduate Diploma Human Rights, Equality and Environmental Law

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



# Postgraduate Diploma Human Rights, Equality and Environmental Law

