Postgraduate Diploma

Humanitarian Action and International Law from a Gender Perspective

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Postgraduate Diploma
Humanitarian Action and International Law from a Gender Perspective

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

Website: www.techtitute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-humanitarian-action-international-law-gender-perspective

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01

Introduction

Despite the provisions of International Humanitarian Law, many armed conflicts today continue to be characterized by serious violations of the human rights of civilians. This only aggravates the suffering of communities already depleted in economic and social terms, so professionals with advanced action strategies are urgently needed to preserve their rights. And this is made possible by this program, with which the student will go through the Humanitarian Action and its lines of work, in addition to the limitations imposed on combatants and the actions in case of non-compliance. With an emphasis on the gender perspective, this qualification is taught online and with 24-hour access to the content.

Get updated on the effective protection of Human Rights in the most vulnerable communities thanks to this Postgraduate Diploma"

In some armed conflicts, the distinction between legitimate military figures and civilians is not clear. This makes it difficult to identify the targets of offensives and can result in attacks that cause harm to innocents and civilian infrastructure. Not surprisingly, the use of conventional weapons in populated areas causes a large number of civilian casualties, significantly increasing the suffering of these communities. Likewise, an analysis of the different conflict zones has shown that women and girls are the group whose human rights are most violated by the combatants.

This is, undoubtedly, an extremely worrying scenario in which International Development Cooperation plays an elemental role. Therefore, the Humanities professional has the opportunity to be up-to-date with all the guarantees in Humanitarian Action and International Law with a Gender Perspective, thanks to this Postgraduate Diploma. Through it, you will be able to master the methodologies of development project elaboration and the lines of action of Humanitarian Aid. In this sense, it will become a referent when it comes to enforce International Humanitarian Law and to analyze the role of feminist movements in the processes of advancement and Social Transformation.

This very complete program can be developed 100% online, for which TECH makes available to the enrolled the syllabus with the most up-to-date vision of Humanitarian Action and International Law with a Gender Perspective. To access it, you will only need a device with an Internet connection, and you can download the resources to consult them without the need to remain connected to the Internet.

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:

- The development of case studies presented by experts in Humanitarian Action and International Development Law
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment 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 portable device with Internet connection

Integrate a gender perspective into development programs that will accelerate Social Transformation of vulnerable communities”

Examines in depth the context and nature of Humanitarian Aid actions in order to assist with the best possible guarantees to vulnerable communities"

Specialize from anywhere by consolidating your update in Humanitarian Action and International Law with a Gender Perspective through videos, interactive diagrams or case analysis.

Classify the types of armed conflicts and differentiate them from other situations of armed violence in order to properly distinguish the victims in each context.

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

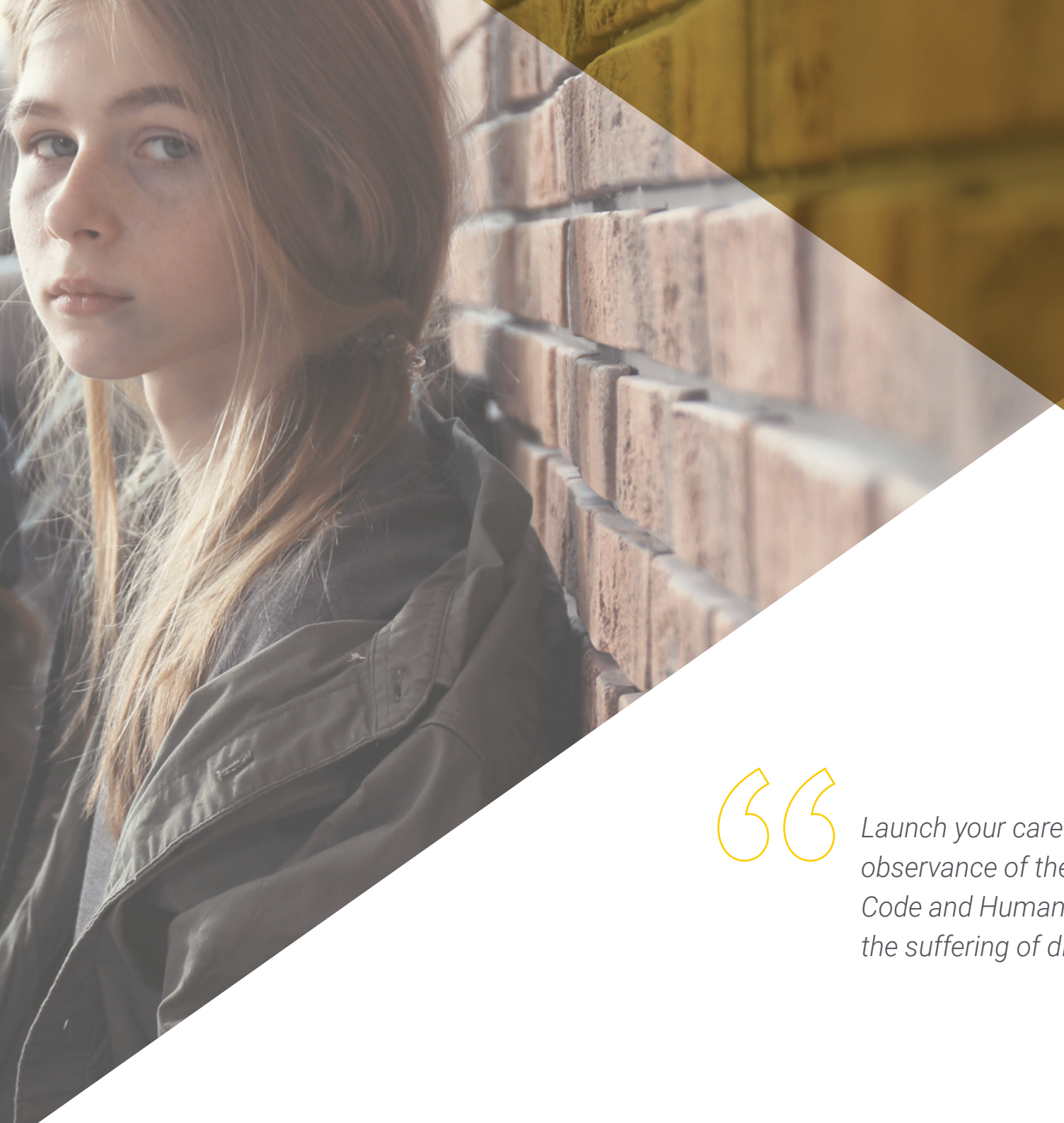
The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

Given that international organizations and many States have been warning of the increasing violations of Human Rights in conflict zones around the world, TECH will prepare students so that their actions are the most protective possible. In this line, the student will have the latest tools to promote the observance of the International Humanitarian Code and Human Rights in general, delving into the most effective legal instruments.



Launch your career promoting the observance of the International Humanitarian Code and Human Rights in general, alleviating the suffering of different communities"

General Objectives

- Provide students with advanced knowledge in International Cooperation, of a specialized nature and based on theoretical and instrumental knowledge that will allow them to acquire and develop the skills and abilities necessary to obtain a qualification as a solidarity professional
- Provide students with basic knowledge of the Cooperation and Development process based on the latest advances in policies on 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

Achieve these objectives and become an expert in addressing dilemmas arising from the protection of humanitarian principles"

Specific Objectives

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
- Become familiar with the instruments of international cooperation for development, as well as the types of projects and existing NGOs
- 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 transformation
- Intervene under gender perspectives in international development cooperation

03

Course Management

The faculty of the Postgraduate Diploma in Humanitarian Action and International Law with a Gender Perspective will become one of the student's greatest assets during their educational experience. And no wonder, since the teaching team is made up of experts who have worked in consolidated organizations that focus on International Development Cooperation, promoting Gender Equality and transferring Education to disadvantaged areas.

Get up to date with experts who have worked in consolidated organizations of the International Development Cooperation, standing out in Humanitarian Action and International Law with a Gender Perspective"

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
- 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 Curators of Museums, assigned to the Museum of America in 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
- Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)

Dr. Córdoba, Cristina

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

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 Eurosocial 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 Complutense University of Madrid
- 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

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

04

Structure and Content

Videos, interactive diagrams, self-assessment exercises, case analysis, complementary readings, master classes, etc. The diversity of resources in the digital catalog that the student will find in the Virtual Campus is unmatched. In this sense, each and every one of these contents is fully up to date with the latest advances in Humanitarian Action and International Law with a Gender Perspective. In fact, students will be introduced to the concepts in a reiterative and targeted manner in order to delve deeper into them until they become fluent in them. This is known as Relearning , which is a methodology internationally promoted by TECH.

Take advantage of the most innovative educational technologies to boost your academic performance throughout the 600 hours of the Postgraduate Diploma"

Module 1. International Development Cooperation

1.1. International Development Cooperation
- 1.1.1. Introduction
- 1.1.2. What Is the International Development Cooperation?
- 1.1.3. Objectives and Purpose of International Development Cooperation
- 1.1.4. Goals of the Spanish International Development Cooperation
- 1.1.5. Evolution of the Spanish International Development Cooperation
- 1.1.6. Origins and Historical Evolution of International Cooperation
- 1.1.7. Europe's Reconstruction Plans in the Bipolar Conflict
- 1.1.8. The Processes of Decolonization in the Postwar Years
- 1.1.9. Crisis of the International Development Cooperation
- 1.1.10. Changes in the Conception of International Development Cooperation
- 1.1.11. 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. Development Education
  - 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. According to 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. International Development Cooperation Stakeholders
- 1.3.3. Stakeholders in the Official Development Assistance 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 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 USAID
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. Spanish Cooperation Master Plan 2018-2021
1.5.1. Introduction
1.5.2. Action and Management Challenges for Spanish Cooperation
1.5.3. What Is a Master Plan?
1.5.3.1. Spanish Cooperation Master Plan
1.5.3.2. Areas Composing the Fifth Spanish Cooperation Master Plan
1.5.4. Goals of the Master Plan
1.5.4.1. Goals of the Fifth Master Plan of the Spanish Cooperation
1.5.5. Geographic Priorities for Action under the Master Plan of the Spanish Cooperation
1.5.6. The 2030 Agenda
1.5.6.1. What Is Agenda 2030?
1.5.6.2. Development of Agenda 2030
1.5.6.3. General Specifications
1.5.6.4. Implementation of Agenda 2030
1.5.7. Bibliography
1.6. Humanitarian Action
1.6.1. Introduction
1.6.2. Humanitarian Aid in the International Context
1.6.3. Tendencies in Humanitarian Action
1.6.4. Main Goals of Humanitarian Action
1.6.5. First Strategy for Humanitarian Action in Spanish Cooperation
1.6.6. AECID and Humanitarian Action
1.6.7. The Financing of Humanitarian Action and Its Evolution
1.6.8. Principles of International Human Rights Law and Humanitarian Action
1.6.9. Summary
1.6.10. Bibliography
1.7. Gender Approach in International Development Cooperation
1.7.1. Introduction
1.7.2. What Is the Gender Approach?
1.7.3. Why Is It Important to Incorporate the Gender Approach in Development Processes?
1.7.4. Gender Approaches in International Development Cooperation
1.7.5. Strategic Lines of Work on the Gender Approach in International Development Cooperation
1.7.6. Objectives of the Fifth Master Plan for Spanish Cooperation Regarding the Promotion of Men's and Women's Rights and Opportunities
1.7.7. Priority Equality Goals in International Development Cooperation
1.7.8. Sectoral Gender Strategy in Spanish Development Cooperation
1.7.9. Gender Mainstreaming Guide
1.7.10. Bibliography

1.8. Focus on Human Rights In International Development Cooperation
- 1.8.1. Introduction
- 1.8.2. Human Rights
- 1.8.3. Human Rights Approach to Development Cooperation
- 1.8.4. How the Human Rights Approach Emerged
- 1.8.5. Elements that the Human Rights Approach Contributes to the International Development Cooperation
  - 1.8.5.1. New Frame of Reference: International Human Rights Standards
  - 1.8.5.2. New Look at Capacity Building
  - 1.8.5.3. Participation in Public Policy
  - 1.8.5.4. Accountability
- 1.8.6. Challenges of the Human Rights Approach in Development Cooperation Interventions
- 1.8.7. Challenges in Project Identification and Formulation
- 1.8.8. Challenges in Project Execution
- 1.8.9. Challenges in Project Monitoring and Assessment
- 1.8.10. Bibliography

1.9. Human Mobility and Migration
- 1.9.1. Introduction
- 1.9.2. Migration
  - 1.9.2.1. First Human Movements
  - 1.9.2.2. Types of Migrations
  - 1.9.2.3. Causes of Migrations
- 1.9.3. Migratory Processes in the Era of Globalization
  - 1.9.3.1. Improved Living Conditions
  - 1.9.3.2. Vulnerability and Migration
- 1.9.4. Human Safety and Conflict
- 1.9.5. Challenges of the International Asylum System
- 1.9.6. The OHCHR
- 1.9.7. Human Rights Based Migration Strategy
- 1.9.8. 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
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 Compliance Supervision/Monitoring
2.4.3. Testimony 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. 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. Spanish Agency for International Development Cooperation (AECID)
- 2.8.3. Spanish Humanitarian Action
- 2.8.4. AECID and the Office for Humanitarian Action (OHA)
- 2.8.5. The Office for Humanitarian Action (OHA)
  - 2.8.5.1. The Objectives and Functions of OHA
  - 2.8.5.2. OHA Financing
- 2.8.6. Bibliography

2.9. Comparative of Humanitarian Action Strategies for Development
- 2.9.1. Objectives
- 2.9.2. Introduction
- 2.9.3. Spain's Participation in the World Humanitarian Summit
  - 2.9.3.1. Summit Trends for AECID's Office of Humanitarian Action
- 2.9.4. The Fifth Master Plan for Spanish Cooperation 2018-2021
- 2.9.5. The START (Spanish Technical Aid Response Team) Project
  - 2.9.5.1. Objectives and Purpose of the START Project
  - 2.9.5.2. The START Project Team
- 2.9.6. Conclusions
- 2.9.7. 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. Universal 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 Organization
  - 3.3.1.1. What Is It?
  - 3.3.1.2. The History of the UN
  - 3.3.1.3. The UN 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 (HRV) 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 Speech
  - 3.7.2.7. Article 21. The 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 Programme
- 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'África 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
  - 4.2.1.1. Historical Background
- 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
4.5.3.1. Weekly Frequency of Care Activities and Household Chores Spain and EU-28
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
  - 4.7.2.1. Policies and Tools for International Development Cooperation from a Gender Perspective
  - 4.7.2.2. 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
- 4.7.6. Country Partnership Frameworks (CPF) and Available Spanish Cooperation Tools
- 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

Analyzes the characteristics and purpose of gender indicators in order to ensure that development programs promote equality in an effective manner"

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.

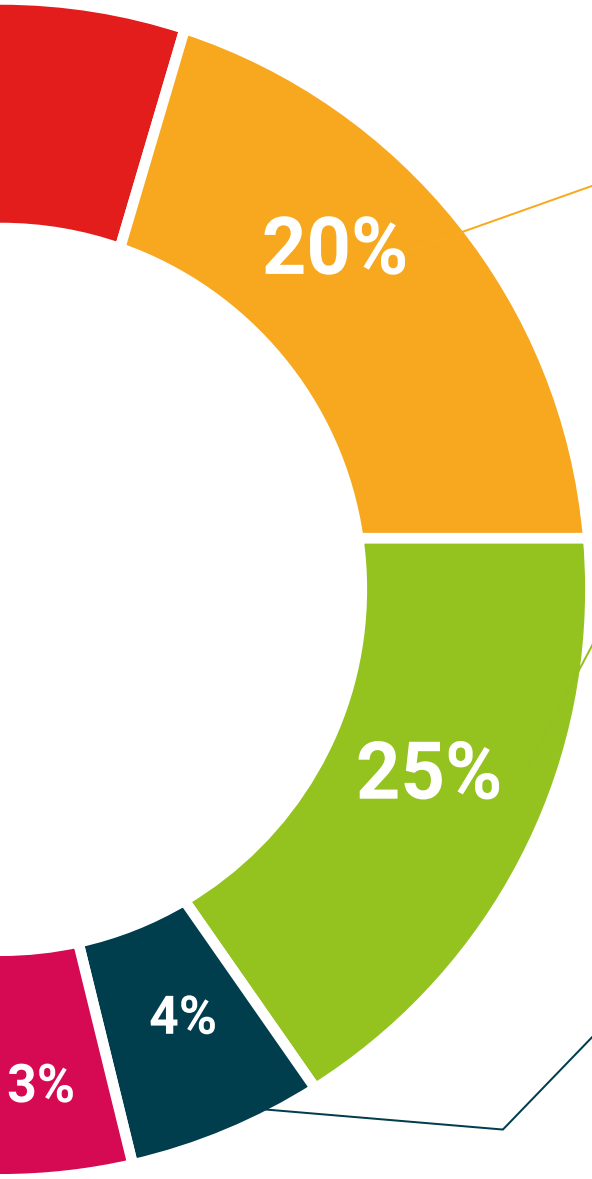
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

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

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 Humanitarian Action and International Law from a Gender Perspective

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.

tech global university

Postgraduate Diploma

Humanitarian Action and International Law from a Gender Perspective

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

Postgraduate Diploma

Humanitarian Action and International Law from a Gender Perspective

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