

# 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.techtute.com/pk/medicine/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law](http://www.techtute.com/pk/medicine/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law)

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# 01

# Introduction

All societies must strive for equality and the fulfillment of human rights, as well as a clean, healthy and sustainable environment. However, there are still corners of the world where this struggle will only succeed with the cooperation of more developed countries. This program has been designed with the aim of training doctors in these important and relevant issues in today's society, so that they are able to transfer all their knowledge to the most deprived societies.







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*A population aware of Human Rights, Equality and Environmental Rights is a more developed population. Enroll with us and help the most disadvantaged societies to fight for these rights"*

Developing countries or countries in conflict need the support of other societies to achieve egalitarian and sustainable growth. To this end, the help of medical professionals is very important in these places, since, on many occasions, these are regions that do not have the necessary resources to care for the health of their inhabitants. However, it is also essential to ensure that there is compliance with Human Rights, Equality and the prevalence of Environmental Law.

In this context, TECH has designed this complete Postgraduate Diploma that aims to increase the qualifications of medical professionals in this field, with the objective of being able to collaborate with NGOs or public and private institutions working in regions with social and economic needs, from a global and multisectoral discipline, achieving benefits for the improvement of the quality of life of its citizens.

Human and environmental rights are intimately linked, although it is necessary to analyze the points of connection that exist between the two in order to understand them. In this case, it is about the legal order and its effectiveness in guaranteeing human rights and sustainable development as an essential requirement to achieve it.

Environmental law, on the other hand, is excessively focused on regulating habitual human conduct, using traditional tools. Although the resolution of these problems is not easy, it is necessary to raise awareness among the population about environmental protection and sustainability, in order to be able to protect our environment, which is the legacy of future generations.

On the other hand, special emphasis is placed on the concept of equality, which, although it has always been linked to justice, in the case of social and economic inequalities it is linked to condition or opportunity. Thus, equality refers to the concept that ensures that all individuals should be able to have access to the same opportunities.

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

This **Postgraduate Diploma in Human Rights, Equality and Environmental Law** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Practical cases presented by experts in International Development Cooperation
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in human rights, equality and environmental law
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Emphasis on innovative methodologies in International Development Cooperation
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*A high-level educational program created by the best experts in the field, which will allow you to achieve professional success"*

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

It includes, in its faculty, professionals belonging to the field of international cooperation, who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the physician must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative system of interactive videos made by renowned and experienced experts in the field of Human Rights, Equality and Environmental Law.

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

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





# 02 Objectives

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







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*This Postgraduate Diploma is designed to help you expand your knowledge in International Development Cooperation with the use of the latest educational technology, to contribute with quality and confidence in decision-making"*



## General Objectives

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



## Specific Objectives

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### Module 1. The Development of Peoples: Introduction and Challenges

- ♦ Understand the importance of the development of peoples
- ♦ Become aware of the actors involved in development, why and its consequences
- ♦ Know and clarify such basic concepts as poor and impoverished
- ♦ Become aware of the world situation and development
- ♦ 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
- ♦ Know the current system of international relations and the different actors, both official and unofficial, that comprise it

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

- ♦ Understand, provide or collaborate in humanitarian activities directed to the victims of armed conflicts under the coverage of International Humanitarian Law
- ♦ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ♦ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ♦ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law

- ♦ Respond to crisis and humanitarian emergency situations by assessing the urgency of the situation and planning and developing actions to deal with them
- ♦ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action

### **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
- ♦ Reflect on the practical application areas of the Sevillian society that can be shared and extrapolated to other realities
- ♦ Promote work in professional teams, taking advantage of its benefits as a space for reflection, orientation of the practice of development cooperation and as an instrument for the analysis of situations and the design of work and intervention alternatives
- ♦ Intervene under gender perspectives in international development cooperation

### **Module 4. Environmental Rights**

- ♦ Raise awareness of the basic concepts related to the environment
- ♦ 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
- ♦ Know the migratory processes of refuge and asylum at world level and the different policies and actions carried out in the field of development cooperation with these groups



*Get up to date on the latest developments in International Development Cooperation"*

03

# Course Management

The program includes in its faculty renowned experts in International Development Cooperation, who contribute their work experience to this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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

## Guest Director



### Dr. Rodríguez Arteaga, Carmen

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

## Co-Direction



### Dr. Romero Mateos, María del Pilar

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



## Professors

### Dr. Sánchez Garrido, Araceli

- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations Since 2013
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the American Museum in Madrid until 2007 as head of the Ethnology Department, when she moved to the Ministry of Foreign Affairs, European Union and Cooperation
- ◆ Professor of the Master in Cultural Management at Carlos III University of Madrid and participant in numerous training courses both in Latin America and Spain
- ◆ Lecturer in summer courses at the Complutense University of Madrid

### Mr. Cano Corcuera, Carlos

- ◆ Bachelor of Science in Biology with a major in Zoology
- ◆ Degree in Animal Ecology
- ◆ Specialist in Planning and Management of Development Cooperation Interventions by UNED (UNED)
- ◆ Specialization Courses in International Cooperation; Identification, Design and Monitoring of Cooperation Projects; Humanitarian Aid; Equal Opportunities; International Negotiations; Planning with a Gender Perspective; Results-Oriented Management for Development; Disability Approach in Cooperation Projects; European Union Delegated Cooperation, etc.
- ◆ Work in different areas of international cooperation, mainly in Latin America.



**Dr. Flórez Gómez, Mercedes**

- ♦ Degree in Geography and History from the Complutense University of Madrid
- ♦ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ♦ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ♦ Advanced Diploma in South Cooperation, Sur- FLACSO
- ♦ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ♦ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ♦ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH
- ♦ Director of the Spanish Cooperation Training Centers in Uruguay
- ♦ More than 20 years of experience in public institutions related to development cooperation, both for Ibero-America and Latin America, dedicated to institutional strengthening for the management of public policies through training and knowledge management for development

**Dr. Cristina Córdoba**

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







### Dr. Ramos Rollon, Marisa

- ◆ Professor of Political Science and Administration at the Complutense University of Madrid
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the topics of democratic governance and development policies, specifically linked to the connection between public policies and the 2030 Agenda.
- ◆ Lecturer in the Political Science Degree, where in recent years she has taught subjects such as Comparative Politics, Spanish Political System and Latin American Political Systems.
- ◆ Lecturer in the Master in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master in Latin American-EU Relations at the University of Alcalá.
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030

# 04

# Structure and Content

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





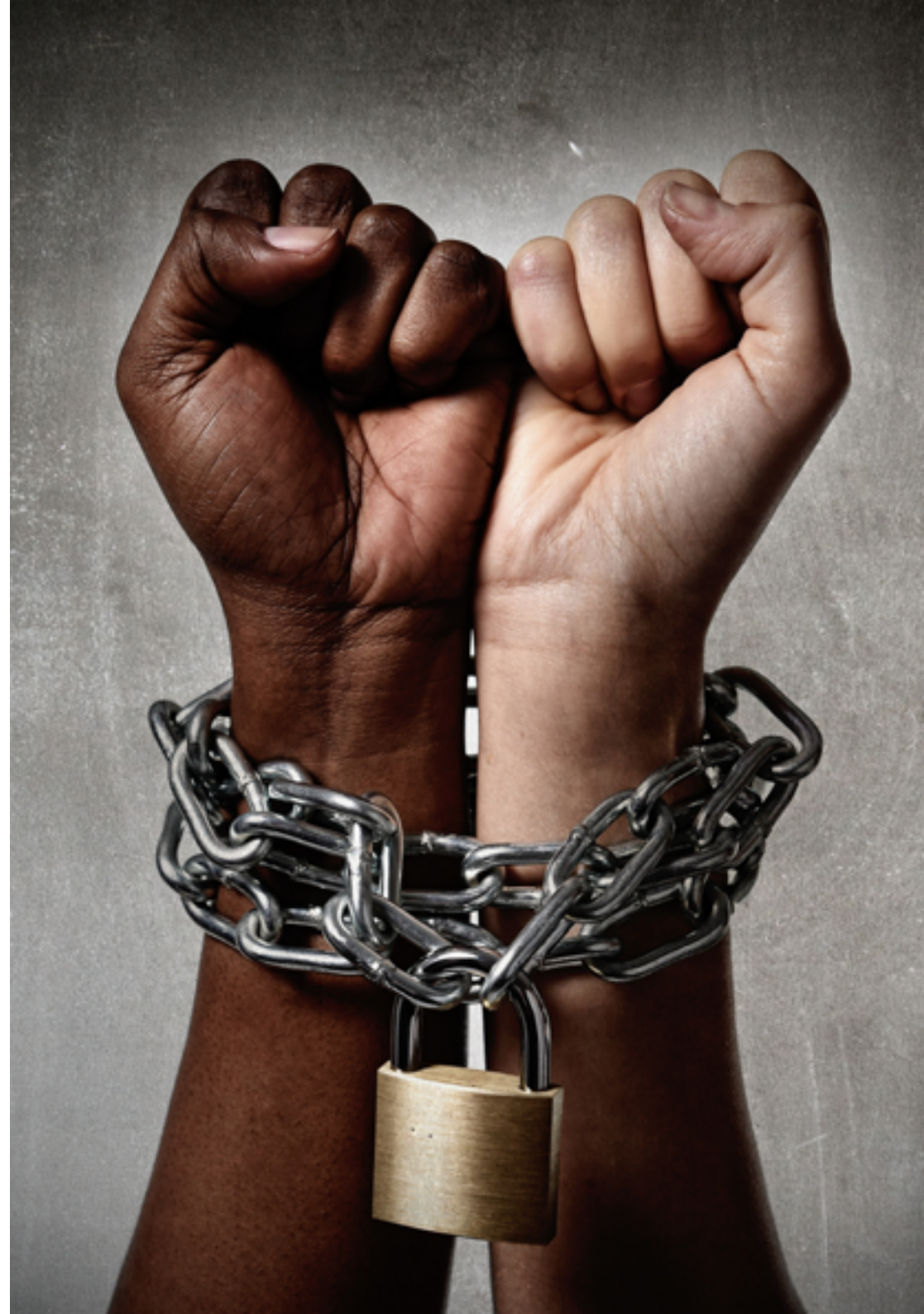


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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"*

## Module 1. The Development of Peoples: Introduction and Challenges

- 1.1. Development
  - 1.1.1. Introduction
  - 1.1.2. What Is Meant by Development?
  - 1.1.3. Sociological Theories for Development
    - 1.1.3.1. Development through Modernization
    - 1.1.3.2. Development through Dependency
    - 1.1.3.3. Neoinstitutional Development Theory
    - 1.1.3.4. Development through Democracy
    - 1.1.3.5. Theory of Development through Cultural Identity
  - 1.1.4. Stakeholders Involved in Development
    - 1.1.4.1. Depending on How It Is Channeled, the Aid Can Be
    - 1.1.4.2. According to their Shape
  - 1.1.5. Poor or Impoverished Countries
    - 1.1.5.1. What Is Meant by Impoverished?
  - 1.1.6. Economic, Social and Sustainable Development
  - 1.1.7. UNDP
  - 1.1.8. Bibliography
- 1.2. Power, Dynamics and Stakeholders in the International Society
  - 1.2.1. Introduction
  - 1.2.2. Power Elements
  - 1.2.3. The International Society
  - 1.2.4. International Society Models
    - 1.2.4.1. Static
    - 1.2.4.2. Dynamic
    - 1.2.4.3. Global
  - 1.2.5. Characteristics of the International Society
    - 1.2.5.1. It Is a Global Benchmark Company
    - 1.2.5.2. It Is Distinct from the Interstate Society
    - 1.2.5.3. International Society Requires a Relational Dimension
    - 1.2.5.4. International Society Enjoys a Common Order
  - 1.2.6. Social Structure of the Society





- 1.2.7. Structure of the International Society
  - 1.2.7.1. Spatial Extension
  - 1.2.7.2. Structural Diversity
  - 1.2.7.3. The Cultural Dimension of International Society
- 1.2.8. Polarization of the International Society
  - 1.2.8.1. Concept
- 1.2.9. Degree of Institutionalization of the International Society
- 1.2.10. Bibliography
- 1.3. Free Trade
  - 1.3.1. Introduction
  - 1.3.2. Unequal Interdependence between Countries
  - 1.3.3. Transnational Companies
    - 1.3.3.1. What Are They?
  - 1.3.4. Current Trade Situation
    - 1.3.4.1. Transnationals and Free Trade
  - 1.3.5. The WTO
    - 1.3.5.1. Concept
    - 1.3.5.2. Brief History
    - 1.3.5.3. The WTO's Activities Are Built Around Three Pillars
  - 1.3.6. Rounds, Conferences and Lobbying
  - 1.3.7. Fair Trade Relations
  - 1.3.8. CONGDE (Spanish coordinator for NGO development activities)
    - 1.3.8.1. CONGDE Proposals
  - 1.3.9. Corporate Social Responsibility
  - 1.3.10. A Global Pact
  - 1.3.11. Fair Trade
    - 1.3.11.1. International Definition
  - 1.3.12. Bibliography
- 1.4. Sustainable Development and Education
  - 1.4.1. Introduction
  - 1.4.2. Education on Sustainable Development and Education for Sustainable Development
    - 1.4.2.1. Main Differences
  - 1.4.3. Sustainability
    - 1.4.3.1. Concept
  - 1.4.4. Sustainable Development
    - 1.4.4.1. Concept
  - 1.4.5. Components of Sustainable Development
  - 1.4.6. Principles of Sustainable Development
  - 1.4.7. Education for Sustainable Development (ESD)
    - 1.4.7.1. Definition
  - 1.4.8. History of Education for Sustainable Development
    - 1.4.8.1. Concept
  - 1.4.9. Redirect Education
  - 1.4.10. Guidelines for Sustainable Development
  - 1.4.11. Bibliography
- 1.5. Sustainable Development Goals (SDGs)
  - 1.5.1. Introduction
  - 1.5.2. Millennium Development Goals
    - 1.5.2.1. Medical History
  - 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 an HDI
    - 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. NGDO Coordinator Spain
  - 1.10.5.1. Objective
  - 1.10.5.2. Strategic Plan
  - 1.10.5.3. Strategic Lines of Action
- 1.10.6. Automatic Coordinators
- 1.10.7. Social Action Groups
- 1.10.8. Bibliography

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

- 2.1. Human Rights and International Humanitarian Law
  - 2.1.1. Introduction
  - 2.1.2. Concept and Definition of Human Rights
  - 2.1.3. Universal Declaration of Human Rights
    - 2.1.3.1. What Is the Universal Declaration of Human Rights?
    - 2.1.3.2. Authors of the Universal Declaration of Human Rights
    - 2.1.3.3. Preamble of the Universal Declaration of Human Rights
    - 2.1.3.4. Articles of the Universal Declaration of Human Rights
  - 2.1.4. Bibliography
- 2.2. International Humanitarian Law (IHL)
  - 2.2.1. What Is International Humanitarian Law? (IHL)
  - 2.2.2. Branches of IHL
  - 2.2.3. Geneva Convention and Fundamental Norms Underpinning the Geneva Conventions
  - 2.2.4. Scope of International Human Rights Law
    - 2.2.4.1. General Prohibitions and Restrictions on Certain Methods and Means of Warfare
    - 2.2.4.2. Specific Prohibitions and Restrictions
  - 2.2.5. When Does IHL Apply?
  - 2.2.6. Who Does IHL Protect and How?
  - 2.2.7. Bibliography
- 2.3. The UN and Human Rights
  - 2.3.1. The UN United Nations Organization
    - 2.3.1.1. What Is It?
    - 2.3.1.2. The History of the UN
    - 2.3.1.3. The ONU and Human Rights
  - 2.3.2. How Does the UN Promote and Protect Human Rights?
    - 2.3.2.1. High Commissioner for Human Rights
    - 2.3.2.2. Human Rights Council
    - 2.3.2.3. 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
    - 3.2.1.1. Historical Background
  - 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. ICPD 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. Weekly Frequency of Care Activities and Household Chores Spain and EU-28
    - 3.5.3.2. Hours Per Week Dedicated to Caregiving and Housework Activities
    - 3.5.3.3. Persons Aged 16 and over Caring for Dependents (by age and sex)
  - 3.5.4. New Masculinities
  - 3.5.5. Bibliography

- 3.6. Gender and Migrations
  - 3.6.1. Causes and Global Situation of Migration
  - 3.6.2. Historical Evolution of Migration
  - 3.6.3. Phenomenon of Feminization of Migrations
  - 3.6.4. Characteristics of Migratory Flows from a Gender Perspective
  - 3.6.5. Effects of Migratory Processes on Women
  - 3.6.6. Conclusion
  - 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. Objectives of International Cooperation for Spanish Development
    - 3.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
    - 3.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
  - 3.7.3. Gender and Advocacy
  - 3.7.4. Gender and Development
  - 3.7.5. Gender-Sensitive Planning
    - 3.7.5.1. Guidelines for Planning Processes
  - 3.7.6. 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. Medical History
  - 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. Conclusion
- 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. Concept of Monitoring
    - 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. Conclusion
- 4.6. Global Environment and Climate Change
  - 4.6.1. Introduction
  - 4.6.2. Global Environment
    - 4.6.2.1. Concept
  - 4.6.3. Climate Change
    - 4.6.3.1. Concept
  - 4.6.4. Evolution of Climate Change Theory
  - 4.6.5. Global Environmental Change
    - 4.6.5.1. Past and Present
  - 4.6.6. Characteristics of Global Environmental Change
    - 4.6.6.1. Sea Level Changes
  - 4.6.7. Consequences of Global Environmental Change
  - 4.6.8. Dangers, Risks and Future Vulnerability
  - 4.6.9. Climate Change and Impact on Agriculture
  - 4.6.10. Survival Strategies and Dilemmas
    - 4.6.10.1. Migration
- 4.7. Environmental Rights in the World
  - 4.7.1. Introduction
  - 4.7.2. Countries Fighting for Environmental Rights
  - 4.7.3. Equator







- 4.7.4. Spain
- 4.7.5. Mexico
- 4.7.6. Peru
- 4.7.7. Sustainable Development
  - 4.7.7.1. Concept
- 4.7.8. History & evolution
- 4.7.9. Sustainable Development Optics (SD)
- 4.7.10. General Law on Sustainable Forestry Development
  - 4.7.10.1. Description
  - 4.7.10.2. Objective

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*A unique, key, and decisive program to boost your professional development”*

# 04

# Methodology

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

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





“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.



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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

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

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

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

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.







#### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



#### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate 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.





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*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 scientific 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  
development language  
virtual classroom

**tech** technological  
university

**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