

Postgraduate Diploma

Humanitarian Action and International
Law from a Gender Perspective



Postgraduate Diploma Humanitarian Action and International Law from a Gender Perspective

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

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

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 18

05

Methodology

p. 30

06

Certificate

p. 38

01

Introduction

The fundamental and best-known work of NGOs and other types of organizations dedicated to collaborating with the most disadvantaged populations is humanitarian aid. Scarcity of resources or specific situations, such as war or natural disasters, can cause a region to run out of basic products and services for its survival, requiring assistance from other communities. This program is therefore ideal for those medical professionals who are passionate about helping others from this approach and are looking to specialize in this field.





“

At TECH we provide you with the most complete qualification in humanitarian action and international law with a gender perspective so that you can increase your skills in this field"

The objective of this Postgraduate Diploma is to show doctors the work of Humanitarian Action and International Law from a Gender Perspective, promoting equality between men and women in places where it is not given the importance it deserves. In this way, it will be medical professionals, through their work in the field of international cooperation, who will convey to these populations an egalitarian vision of societies, work, education or culture, for example.

As a novel aspect, this Postgraduate Diploma introduces the student to the study of the cooperation tools and to the knowledge of the actors that make up the international cooperation scenario. It also enables the acquisition of skills in the use of sources, statistical tools and technical instruments to organize information, plan reports and analyze actions to be taken.

This program combines basic knowledge in international cooperation and development applied to the field of medicine, tools that allow the development worker to seek to improve the performance of their functions in those fields that people and communities demand, orienting them to change and focusing them on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online program, the physician will be able to combine the study of this very complete program 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 Humanitarian Action and International Law from a Gender Perspective** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ◆ 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 on Humanitarian Action and International Law from a Gender Perspective
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Emphasis on innovative methodologies in International Cooperation
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



Contribute your expertise as a physician to the people who need it most. It will be a boost for those who do not have the necessary resources, but also for your personal and professional development"

“

With this Postgraduate Diploma, in addition to updating your knowledge, you will obtain a qualification from TECH, the largest online university in Spanish in the world".

The program's teaching staff includes professionals in the sector who contribute their work experience to this training 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. This will be done with the help of an innovative system of interactive videos made by renowned experts.

Update your knowledge in Humanitarian Action and International Law with a Gender Perspective thanks to this complete program that TECH has designed for you.

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



02 Objectives

The design of of this program allows the student to acquire the necessary skills so that as a physician they can update their knowledge and focus it on Humanitarian Action and International Law with a Gender Perspective, betting on their vocation. To achieve this, it relies on the knowledge that professionals with extensive experience in this field have poured into the development of the subjects of the curriculum, promoting the professional, with full specialization for the achievement of the proposed objectives. Therefore, you will develop your full potential in the medical field by adapting to vulnerable environments.





“

One of the objectives of this program will be to promote the foundations of the current system and to develop the critical and entrepreneurial spirit necessary to adapt to political changes, within the framework of international law”



General Objectives

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



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
- ◆ Evaluate the process and final result of the different development cooperation projects

Module 3. 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 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



Intervening under gender perspectives in International Development Cooperation will be key in your preparation, and you will succeed".

03

Course Management

In its commitment to offer an elite education for all, TECH relies on renowned professionals to provide students with a solid knowledge in Humanitarian Action and International Law with a Gender Perspective. For this reason, this Postgraduate Diploma has a highly qualified team with extensive experience in the sector, who will offer students the best possible resources in the development of their skills during the program. In this way, it has the guarantees it requires to specialize internationally in a sector that needs professionals with a vocation.





“

Leading professionals in medicine have come together to teach you the latest advances in Humanitarian Action and International Law”

International Guest Director

Piotr Sasin is an international expert with experience in non-profit management, specializing in humanitarian assistance, resilience and international cooperation for the development of peoples. Indeed, he has worked in complex and challenging environments, helping communities affected by conflict, displacement and humanitarian crises. In addition, his focus on social innovations and participatory planning has allowed him to implement long-term solutions in vulnerable areas, significantly improving living conditions.

He has also held key roles as Director of Refugee Crisis Response at CARE, where he has led humanitarian initiatives to support displaced people in various regions. He has also worked as Country Director at People in Need, where he was responsible for coordinating community development and rapid emergency response programs. In turn, his role as Country Representative at the Terre des Hommes Foundation has allowed him to manage projects focused on child protection.

Consequently, at the international level, he has been recognized for his ability to manage large-scale projects in the field of international development cooperation, collaborating with governments, NGOs and multilateral agencies in various regions. Likewise, his leadership has been instrumental in promoting resilience in communities affected by disasters, fostering local empowerment through urban planning and sustainable development. In this way, he has been praised for his focus on conflict mitigation and his ability to build strategic partnerships.

Ultimately, Piotr Sasin has a strong academic background, with a Master's degree in Urban Planning and Regional Development, as well as a Bachelor's degree in Ethnology and Anthropological Culture, both degrees from the University of Warsaw in Poland. Thereby, his research has focused on international cooperation and sustainable planning in humanitarian crisis contexts.



Mr. Sasin, Piotr

- Director of Refugee Crisis Response at CARE, Warsaw, Poland
- Country Director at People in Need
- Country Representative at Fondation Terre des Hommes
- Program Director at Habitat for Humanity Poland
- Master's Degree in Urban Planning and Regional Development from the University of Warsaw
- B.A. in Ethnology and Anthropological Culture, University of Warsaw

“

Thanks to TECH, you will be able to learn with the best professionals in the world”

Guest Director



Ms. Rodríguez Arteaga, Carmen

- ◆ Director of the Studies Office of the INEM Directorate
- ◆ Degree in Philosophy and Educational Sciences at UCM
- ◆ Expert in Educational Evaluation at OEI
- ◆ Expert in Educational Indicators and Statistics at UNED
- ◆ Expert in Development Cooperation in Education at the University of Barcelona
- ◆ Specialist in Knowledge Management

Address



Ms. Romero Mateos, María del Pilar

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

Professors

Ms. Sanchez Garrido, Araceli

- ◆ Deputy Head of Cultural Cooperation, Department of Cultural Cooperation and Promotion, Directorate of Cultural and Scientific Relations
- ◆ Degree in Geography and History with a major in Anthropology and Ethnology of America Complutense University of Madrid
- ◆ Responsible for the application of AECID's Cultural Diversity Mainstreaming Guide and its application to development cooperation projects carried out by the agency
- ◆ Member of the Faculty of Museum Curators assigned to the Museo de América de Madrid.
- ◆ Professor of the Master in Cultural Management at the Carlos III University of Madrid.

Mr. Cano Corcuera, Carlos

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

Ms. Córdoba Cristina

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

Ms. Florez Gomez, Mercedes

- ◆ Bachelor's Degree in Geography and History from the Complutense University of Madrid.
- ◆ MSC in Corporate Social Responsibility Pontificia University of Salamanca
- ◆ MSC in Information and Documentation Antonio de Nebrija University, Spain, and University College of Wales, UK
- ◆ Advanced Diploma in South Cooperation, Sur- FLACSO
- ◆ Specialist in Inequality, Cooperation and Development University Institute for Development and Cooperation- IUDC- Complutense University of Madrid
- ◆ Specialist in Planning and Management of Development Cooperation Projects in Education, Science and Culture (OEI)
- ◆ Diploma in Humanitarian Action- Institute of Studies on Conflict and Humanitarian Action- IECAH

Ms. Ramos Rollon, Marisa

- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Researcher focused on the areas of public policies and institutions in Latin America and on the issues of democratic governance and development policies.
- ◆ Director of the Complutense Summer School Course on Public Policy and Agenda 2030
- ◆ Professor in the Master's Degree in Transparency and Governance Policies and Political Leadership, in the Master's Degree in Political Leadership, both at UCM and in the Master's Degree in Latin American-EU Relations at the University of Alcalá.

04

Structure and Content

The syllabus of this program has been designed based on the knowledge and needs of medicine applied to Humanitarian Action and International Law with a Gender Perspective, following the guidelines proposed by the teaching team who have poured their knowledge and experience into this program. A curriculum has therefore been established with modules that offer a broad approach to the profession from a global point of view for the sake of its application at international level, incorporating all the fields of work involved in the development of its functions. A challenge that will lead students to excellence in their work.





“

The structure of the content of this program will enhance your skills in the subject, dedicate and devote yourself to your vocation with TECH"

Module 1. International Development Cooperation

- 1.1 International Development Cooperation
 - 1.1.1. Introduction
 - 1.1.2. What Is International Development Cooperation?
 - 1.1.3. Objectives and Purpose of International Development Cooperation
 - 1.1.4. Goals of the Spanish International Development Cooperation BORRAR
 - 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 BORRAR
 - 1.5.1. Introduction
 - 1.5.2. Action and Management Challenges for Spanish Cooperation BORRAR
 - 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 BORRAR
 - 1.6.6. Spanish Agency of International Cooperation for Development 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 (I)
 - 2.3.1. Introduction
 - 2.3.2. Humanitarian Action and Development Cooperation
 - 2.3.2.1. Classical Humanitarianism and New Humanitarianism
 - 2.3.2.2. Linking Emergency and Development
 - 2.3.3. LRRD Approach
 - 2.3.3.1. Concept of Continuum and Contiguum

- 2.3.4. Humanitarian Action and LRRD
- 2.3.5. Preparedness, Mitigation and Prevention
- 2.3.6. Reducing Vulnerabilities and Strengthening Capacities
- 2.3.7. Bibliography
- 2.4 Contents and Specific Objectives of Humanitarian Action (II)
 - 2.4.1. Victim Protection
 - 2.4.1.1. The Right to Asylum and Refuge
 - 2.4.1.2. Humanitarian Interference
 - 2.4.2. International Supervision/Monitoring of Compliance
 - 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) BORRAR
 - 2.8.3. Spanish Humanitarian Action BORRAR
 - 2.8.4. AECID and the Office for Humanitarian Action (OHA)BORRAR

- 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 BORRAR
 - 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 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 ONU and Human Rights
 - 3.3.2. How Does the UN Promote and Protect Human Rights?
 - 3.3.2.1. High Commissioner for Human Rights
 - 3.3.2.2. Human Rights Council
 - 3.3.2.3. UNDG-HRM
 - 3.3.2.4. Special Advisors on the Prevention of Genocide and the Responsibility to Protect
 - 3.3.3. Conclusions
 - 3.3.4. Bibliography
- 3.4 UN Human Rights Protection Tools
 - 3.4.1. Introduction
 - 3.4.2. Legal Tools Assisting the UN in the Protection of Human Rights
 - 3.4.2.1. The International Bill of Human Rights
 - 3.4.2.2. Democracy
 - 3.4.2.3. Other UN Bodies in Charge of Protecting Human Rights
 - 3.4.3. Several Agencies Dealing with Different Issues
 - 3.4.4. General Secretary
 - 3.4.5. United Nations Peace Operations
 - 3.4.6. Commission on the Status of Women (CSW)
 - 3.4.7. Bibliography
- 3.5 International Human Rights Law
 - 3.5.1. Introduction
 - 3.5.2. What Is International Human Rights Law?
 - 3.5.2.1. Characteristics of International Human Rights Law
 - 3.5.3. Main Differences between International Humanitarian Law and International Human Rights Law
 - 3.5.4. Crimes against Humanity

- 3.5.4.1. Crimes against Humanity throughout History
- 3.5.5. Bibliography
- 3.6 Non-Governmental Organizations and Human Rights.
 - 3.6.1. Introduction
 - 3.6.1.1. What Is a NGDO?
 - 3.6.2. NGOs and Human Rights
 - 3.6.3. Categories of Human Rights NGOs
 - 3.6.4. Main Characteristics of Human Rights NGOs
 - 3.6.5. Bibliography
- 3.7 Human Rights Violations around the World
 - 3.7.1. Introduction
 - 3.7.2. Cases of Human Rights Violations by Articles
 - 3.7.2.1. Article 3: Right to Live in Freedom
 - 3.7.2.2. Article 4: No Slavery
 - 3.7.2.3. Article 5: No Torture
 - 3.7.2.4. Article 13: Freedom of Movement
 - 3.7.2.5. Article 18: Freedom of Thought
 - 3.7.2.6. Article 19: Freedom of 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'Àfrica Negra (Friends for African Development)
 - 3.9.3. Bibliography

Module 4. Equality and Cooperation

- 4.1 Gender and Cooperation
 - 4.1.1. Introduction
 - 4.1.2. Key Concepts
 - 4.1.2.1. Gender Considerations
 - 4.1.3. Empowerment
 - 4.1.3.1. Introduction
 - 4.1.3.2. Concept of Empowerment
 - 4.1.3.3. What Is Empowerment?
 - 4.1.3.4. Brief Historical Reference of Empowerment
 - 4.1.4. The Feminist Movement in the World
 - 4.1.4.1. Concept
 - 4.1.4.2. Brief History of Feminism in the World
 - 4.1.5. Bibliography
- 4.2 Historical Evolution of Feminist Movements Main Currents
 - 4.2.1. Introduction

- 4.2.1.1. 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
- 4.4 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. Objectives of International Cooperation for Spanish Development BORRAR
 - 4.7.2.2. Policies and Tools for International Development Cooperation from a Gender Perspective
 - 4.7.2.3. Strategic Lines of Work in the Gender Approach in International Cooperation for Development
 - 4.7.3. Gender and Advocacy
 - 4.7.4. Gender and Development
 - 4.7.5. Gender-Sensitive Planning
 - 4.7.5.1. Guidelines for Planning Processes
 - 4.7.6. 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

05

Methodology

This 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 sustainable 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.

“

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 assess 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

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.

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 prepared with unprecedented success in all clinical specialties regardless of surgical load. Our educational 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 adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high-quality pieces in each and every one of the materials that are made available to the student.



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 assess and re-assess 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 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: **18 ECTS**



*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.



Postgraduate Diploma
Humanitarian Action and
International Law from
a Gender Perspective

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Humanitarian Action and International
Law from a Gender Perspective