

# Postgraduate Diploma Human Rights, Equality and Environmental Law



## Postgraduate Diploma Human Rights, Equality and Environmental Law

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

Website: [www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law](http://www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-human-rights-equality-environmental-law)

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# 01

# Introduction

The fight for Human Rights, Equality and the preservation of the environment is one of the fundamental tasks on which all organizations working in the field of International Cooperation focus their efforts. In the team of these organizations, the work of psychologists plays an important role, since they are professionals with a high qualification to be in direct contact with citizens living in the most disadvantaged places. If professionals want to increase their skills in this field, they should not miss the opportunity to learn with TECH.







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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"*

The objective of this Postgraduate Diploma in Human Rights, Equality and Environmental Law is to increase the training of professionals in this area in the work for the benefit of these rights in the field of international cooperation, serving the neediest regions of the planet to achieve an effective and sustainable development for their populations and sustainable development for their populations.

Human and environmental rights are closely linked, but a thorough analysis is needed to understand the points of connection between the two. On the one hand, there is the human element, which refers to the legal order and its effectiveness. And, on the other hand, the material element, referring to sustainable development as a fundamental requirement to achieve compliance with human and environmental rights.

For its part, the idea of equality is always related to justice and seeks to recognize the other as equal, that is, deserving of the same treatment that each individual believes they deserve, and also with the same rights before the state. However, social and economic inequalities between regions mean that, in real life, this right to equality is not fully realized. For this reason, public and private organizations working in this field seek the greatest possible support to achieve a more egalitarian world.

This program combines basic knowledge in International Cooperation and Development, tools that allow the professionals to seek to improve the performance of their functions in those fields that people and peoples demand, orient them to change and focus on the present situation through the tools and resources of cooperation.

In addition, as it is a 100% online specialization, the Psychologists will be able to combine the study of this comprehensive program with the rest of their daily obligations, choosing at all times where and when to study. A high-level program that will take these professionals to the highest level in their field.

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

- ♦ Practical cases presented by experts in International Development Cooperation
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest information on Cooperation Project and NGO Management for Development
- ♦ 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



*A high-level 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, will obtain a Postgraduate Diploma from TECH Global University"*

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

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

This program's design focuses on Problem-Based Learning, through which the Psychologists must try to solve the different professional practice situations that arise during the program. For this purpose, the specialists 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 University Expert course.*

*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 Psychologists can master international cooperation in a practical and rigorous shape.







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*This Postgraduate Diploma will allow you to refresh your knowledge in international Human Rights and Humanitarian with the use of the latest educational technology, to contribute with quality and confidence to decision-making”*



## General Objectives

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- ◆ Provide students with advanced program in international cooperation, of a specialized nature and based on theoretical and instrumental knowledge that allows them to acquire and develop the competencies and skills necessary to obtain a 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 into cooperation and development processes
- ◆ Disseminate the basics of the current system and develop the critical and entrepreneurial spirit necessary to adapt to political changes within the framework of international law



*Get up to date on the latest developments in international cooperation"*







## 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, the 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., to meet their goals and objectives.
- ◆ Know the basic theories of development in its economic, social, cultural and political aspects

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

- ◆ Qualify the different types of armed conflicts by distinguishing them from other situations of armed violence; identify and classify the victims of such conflicts; know and understand the victim protection system and be able to apply it
- ◆ Be aware of the limitations that humanitarian law imposes on combatants in relation to the conduct of hostilities, respect for zones, places and installations marked with a protection sign, and the requirement of a code of conduct relating to victims, medical and religious personnel, and humanitarian organizations
- ◆ Identify situations and persons who are particularly vulnerable in armed conflicts, knowing the protection afforded to them by International Humanitarian Law
- ◆ Stimulate the participation of the people and groups with whom cooperation activities are developed, enabling them to identify their problems and needs, lead their processes of change, assess their evolution and decide on new courses of action

### Module 3. Equality and Cooperation

- ◆ Internalize, analyze and understand what we mean when we talk about gender, development and women's rights
- ◆ Know the role of feminist movements in the processes of social advancement and transformation
- ◆ Intervene under gender perspectives in International Development Cooperation

### Module 4. Environmental Rights

- ◆ Know the interrelationship between all the elements of the environment and how they influence each other
- ◆ Recognize the different types of pollution and how they affect the environment
- ◆ Analyze the regulations and legislation in force on the subject
- ◆ Incorporate the notions of sustainability and environmental and ecological sustainability into cooperation projects and actions in a cross-cutting manner
- ◆ Understand the link between migration and the development of countries of origin and destination

03

# Course Management

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 advances in international development cooperation”*

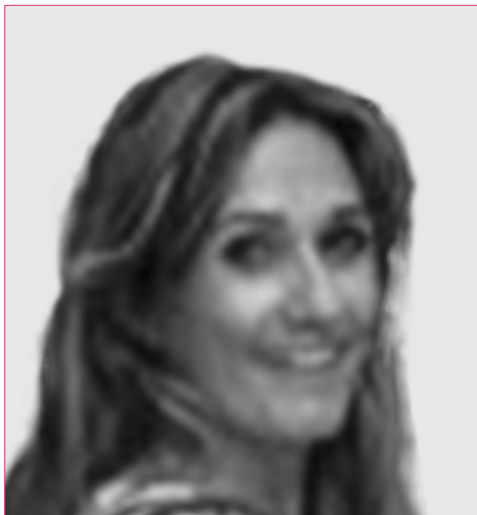
## Guest Director



### Ms. Rodríguez Arteaga, Carmen

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

## Management



### Ms. Romero Mateos, María del Pilar

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

## Professors

### Ms. Flórez Gómez, Mercedes

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

### Dr. Ramos Rollón, Marisa

- ◆ Specialist on public policies and institutions in Latin America and on the issues of democratic governance and development policies
- ◆ Coordinator of the department of Democratic Governance in the Eurosocial program
- ◆ Full Professor of Political Science at UCM
- ◆ Responsible for the Democratic Governance sector at the Spanish Agency for International Cooperation
- ◆ Professor of Political Science at the University of Salamanca
- ◆ Development Cooperation Advisor to the Vice Rector of International Relations and Cooperation of the Complutense University of Madrid
- ◆ Doctor of Political Science from the Complutense University of Madrid in the Contemporary Latin America program
- ◆ Bachelor's Degree in Political Science with a major in International Relations and Latin American Studies from UCM

### Ms. Sánchez Garrido, Araceli

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

### Mr. Cano Corcuera, Carlos

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

### Ms. Córdoba, Cristina

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



# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.







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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and fast 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
    - 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. Background
  - 1.5.3. Millennium Campaign
  - 1.5.4. MDG Results
  - 1.5.5. Sustainable Development Goals
    - 1.5.5.1. Definition
    - 1.5.5.2. Who Is Involved?
  - 1.5.6. What Are the SDGs?
    - 1.5.6.1. Features
  - 1.5.7. Differences between the MDGs and the SDGs
  - 1.5.8. Sustainable Development Agenda
    - 1.5.8.1. The 2030 Agenda
    - 1.5.8.2. Are the SDGs Legally Binding?
  - 1.5.9. Monitoring the Achievement of the SDGs
  - 1.5.10. Bibliography
- 1.6. Theories about Sustainable Development
  - 1.6.1. Introduction
  - 1.6.2. Development Participants
  - 1.6.3. Problems of 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 IDH
    - 1.9.2.4. Types of Indicators
  - 1.9.3. Human Development Features
  - 1.9.4. Methodology for Calculating the HDI
  - 1.9.5. Others Human Development Indexes
    - 1.9.5.1. Inequality-Adjusted Human Development Index
    - 1.9.5.2. Gender Inequality Index
    - 1.9.5.3. Multidimensional Poverty Index (MPI)
  - 1.9.6. UNDP - United Nations Development Program
  - 1.9.7. Conclusions
  - 1.9.8. Bibliography
- 1.10. Local Associations for Development
  - 1.10.1. Introduction
  - 1.10.2. What Is a NGDO?
  - 1.10.3. State Development Movements
  - 1.10.4. Zero Poverty
    - 1.10.4.1. Objectives
    - 1.10.4.2. Action Strategy
    - 1.10.4.3. Member Organizations
  - 1.10.5. 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. Resources
    - 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. Resources
  - 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. Human Rights Protection Tools of the UN
  - 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. Resources
  - 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 HH in the World
  - 2.7.1. Introduction
  - 2.7.2. Cases of Human Rights Violations 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 Program
  - 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 BORRAR
  - 3.2.2. The Forerunners of the Feminist Movement
  - 3.2.3. Suffragettes in the United States and Europe
  - 3.2.4. Suffragism in Latin America
  - 3.2.5. Feminism as a Social Movement or New Feminism
  - 3.2.6. Contemporary Feminism
    - 3.2.6.1. Feminisms of the 21st Century
    - 3.2.6.2. Evolution of Prominent Feminist Movements
  - 3.2.7. Bibliography
- 3.3. Regional Patriarchies and Women's Movements
  - 3.3.1. Patriarchy
    - 3.3.1.1. Introduction
    - 3.3.1.2. Concept of Patriarchy
    - 3.3.1.3. Concept of Matriarchy
    - 3.3.1.4. Main Characteristics of Patriarchy in the World
  - 3.3.2. Influential Historical Movements of Women in the World
    - 3.3.2.1. Evolution of Women's Rights
      - 3.3.2.1.1. First Convention for Women's Rights
      - 3.3.2.1.2. International Women's Day: A Day for Women
      - 3.3.2.1.3. Medicine against Female Genital Mutilation
      - 3.3.2.1.4. Women's Revolt in Aba
      - 3.3.2.1.5. The Ever-Changing World of Work
      - 3.3.2.1.6. On the Job and on Strike, with Strength
      - 3.3.2.1.7. The United Nations Is Born
      - 3.3.2.1.8. To the Women of the World
      - 3.3.2.1.9. Unforgettable Butterflies
      - 3.3.2.1.10. Activists, Unite
      - 3.3.2.1.11. CEDAW
      - 3.3.2.1.12. Declaration on the Elimination of Violence against Women
      - 3.3.2.1.13. CIPD Program of Action
      - 3.3.2.1.14. Beijing Declaration and Platform for Action
      - 3.3.2.1.15. Security Council Resolution 1325
      - 3.3.2.1.16. United Nations Millennium Declaration
      - 3.3.2.1.17. Collective Action for Peace



- 3.3.2.1.18. The Gulabi Gang: Justice for Women
      - 3.3.2.1.19. Challenging the Status Quo
    - 3.3.3. Bibliography
  - 3.4. Division of Labor: Traditional Arrangements and Contemporary Dynamics
    - 3.4.1. Introduction
    - 3.4.2. Sexual Division of Labor
      - 3.4.2.1. Intrinsic and Extrinsic Constraints to Women's Labor Participation
      - 3.4.2.2. Vertical and Horizontal Segregation of Women in Paid Work
      - 3.4.2.3. Masculinities and Paid Work
    - 3.4.3. Division of Labor between Men and Women
    - 3.4.4. Feminization of Poverty
    - 3.4.5. Data on Labor Participation, Gender Gap and Different Modalities of Labor Market Insertion
      - 3.4.5.1. Indicators
      - 3.4.5.2. Employed by Branch of Activity
      - 3.4.5.3. Employed by Type of Occupation
      - 3.4.5.4. Employed by Professional Status
      - 3.4.5.5. Employed by Type of Position
    - 3.4.6. Bibliography
  - 3.5. Care Policies and Economy
    - 3.5.1. Life Care
    - 3.5.2. Effects on Women's Lives
      - 3.5.2.1. Value Associated with Unpaid Work in the Domestic Sphere and Other Care Work
      - 3.5.2.2. Concept of Conciliation
      - 3.5.2.3. Approved Measures to Achieve Conciliation
    - 3.5.3. Care Activities and Household Chores Children Attending Education and Care Centers Households with Dependents
      - 3.5.3.1. 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. Conclusions
  - 3.6.7. Migration Strategy with a Gender Perspective
  - 3.6.8. Bibliography
- 3.7. The International System of Development Cooperation from a Gender Perspective
  - 3.7.1. Introduction
  - 3.7.2. The International Development Cooperation System
    - 3.7.2.1. Goals of the Spanish International Development Cooperation
    - 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. Background
  - 4.1.7. History
  - 4.1.8. Objective of Environmental Law
    - 4.1.8.1. Sources
  - 4.1.9. Principles
  - 4.1.10. Purposes
- 4.2. Environmental Rights
  - 4.2.1. What Do We Understand as Environment?
  - 4.2.2. What Are Our Environmental Rights?
    - 4.2.2.1 Which are These?
  - 4.2.3. Right to Enjoy a Healthy Environment
  - 4.2.4. Right of Access to Information
  - 4.2.5. Right to Participation in Environmental Management
  - 4.2.6. Right of Access to Environmental Justice
  - 4.2.7. General Principles of Environmental Law
  - 4.2.8. International Conferences and Agreements
    - 4.2.8.1. Stockholm 1972
    - 4.2.8.2. Rio de Janeiro 1992
  - 4.2.9. Rules Protecting Environmental Rights
  - 4.2.10. Conclusions
- 4.3. Environmental Law Duties
  - 4.3.1. Introduction
  - 4.3.2. What Are Environmental Duties?
    - 4.3.2.1. Definition and Concept
  - 4.3.3. What Are the Environmental Rights?
  - 4.3.4. Duty to Conserve the Environment
  - 4.3.5. Duty to Comply with Environmental Regulations
  - 4.3.6. Duty of Citizen Watch
  - 4.3.7. Duty to Inform
  - 4.3.8. Duty for Environmental Damage
  - 4.3.9. Conclusions
- 4.4. Citizen Participation in Environmental Protection
  - 4.4.1. Introduction
  - 4.4.2. Participatory Environmental Monitoring
  - 4.4.3. Introduction
  - 4.4.4. Monitoring Concept
  - 4.4.5. What Is Participatory Environmental Monitoring?
  - 4.4.6. What Is It For?
  - 4.4.7. Who Can Participate
  - 4.4.8. Participatory Environmental Monitoring Plan
  - 4.4.9. Area of Influence of a Project or Activity
  - 4.4.10. Stages of Participatory Environmental Monitoring
  - 4.4.11. Phases

- 4.5. United Nations Environment Program 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. Concept, Goals and Purpose
  - 4.5.8. Fourth Montevideo Program of Development and Periodic Review of Environmental Law
  - 4.5.9. Conclusions
- 4.6. Global Environment and Climate Change
  - 4.6.1. Introduction
  - 4.6.2. Global Environment
    - 4.6.2.1. Concept
  - 4.6.3. Climate Change
  - 4.6.4. Evolution of Climate Change Theory
  - 4.6.5. Global Environmental Change
    - 4.6.5.1. Past and Present
  - 4.6.6. Characteristics of Global Environmental Change
    - 4.6.6.1. Sea Level Changes
  - 4.6.7. Consequences of Global Environmental Change
  - 4.6.8. Dangers, Risks and Future Vulnerability
  - 4.6.9. Climate Change and Its Impact on Agriculture
  - 4.6.10. Survival Strategies and Dilemmas
    - 4.6.10.1. Concept
- 4.7. Environmental Rights in the World
  - 4.7.1. Introduction
  - 4.7.2. Countries Fighting for Environmental Rights
  - 4.7.3. Ecuador
  - 4.7.4. 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 Perspectives (SD)
  - 4.7.10. General Law on Sustainable Forestry Development
    - 4.7.10.1. Description
    - 4.7.10.2. Objective



*A unique, key, and decisive educational experience to boost your professional development"*



05

# Methodology

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

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



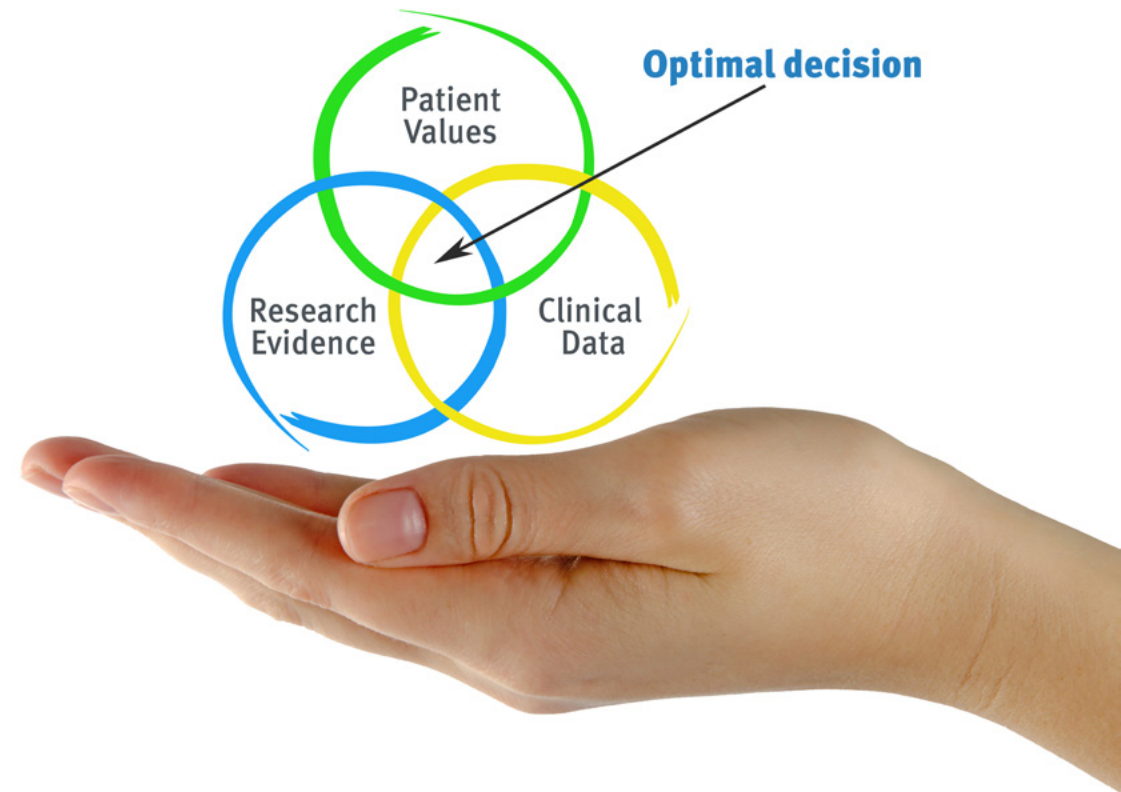
“

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

## 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 the psychologist experiences 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 psychologist'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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

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





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

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

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

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





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



#### Study Material

All teaching material is produced by the 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.



#### Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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 suggesting that observing third-party experts can be useful.

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



#### Quick Action Guides

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



06

# Certificate

The Postgraduate Diploma in 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 Global University.





The image features two black graduation caps (mortarboards) against a blue sky with light clouds. One cap is in the foreground on the left, held by a hand, and the other is slightly behind it to the right. The background is split diagonally into a white lower-right section and a magenta upper-right section.

“

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

This private qualification will allow you to obtain a **Postgraduate Diploma in Human Rights, Equality and Environmental Law** 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.

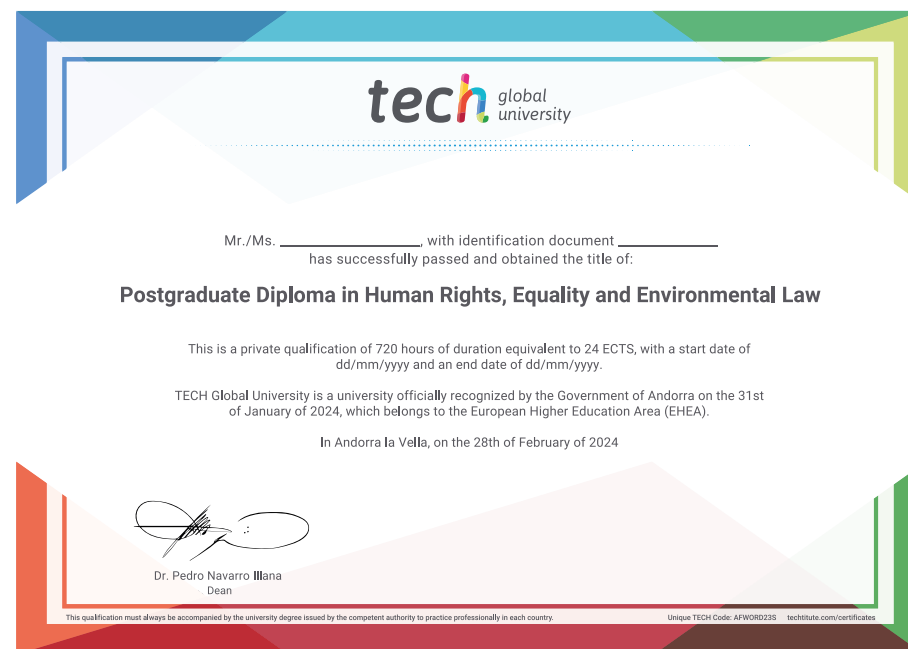
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Human Rights, Equality and Environmental Law**

Modality: **online**

Duration: **6 months**

Accreditation: **24 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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development language

virtual classroom

**tech** global  
university

## Postgraduate Diploma Human Rights, Equality and Environmental Law

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



# Postgraduate Diploma Human Rights, Equality and Environmental Law

