

## HUMAN RIGHTS AND SOCIAL INCLUSION

### Master in International Development MID SEP-2024 S-1

Area Sustainable Development

Number of sessions: 15

Term: Term 1

Category: regular

Language: English

Professor: **PABLO ESPINIELLA TENDERO**

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### **PABLO ESPINIELLA**

Pablo Espiniella has over 25 years of experience as Human Rights Officer and Child Protection, including leading team positions as Deputy Regional Representative of the Office of the United Nations High Commissioner for Human Rights (UN Human Rights) for South-East Asia in Bangkok and for Europe in Brussels and assisting UN teams on the ground in the practical implementation of the Human Rights Based Approach to Development programming. Prior to the current position as Special Adviser and Chief of Staff of the UN Special Representative of the Secretary-General on Violence Against Children, he worked as Senior Human Rights Officer/Programme Management Coordinator at the Office of the Director of the Division of Field Operations and Technical Cooperation of UN Human Rights in Geneva, and has undertaken numerous human rights monitoring missions in Myanmar, Tunisia, Colombia and Guatemala. Particularly relevant have been his experiences in investigation teams in peace mission settings, for example in Timor Leste and Nepal. Pablo has solid experience on migrant rights in particular children's rights, internally displaced persons, indigenous peoples, extrajudicial or summary executions, women's rights and gender equality, human rights in development and with the Human Rights Mechanisms including Treaty Monitoring Bodies such as the Human Rights Committee and numerous Special Rapporteurs. His experience outside of the UN Human Rights includes two years' secondment with the World Bank. He has extensive practical experience in supporting UN teams in country and at the regional levels to integrate human rights into UN programmatic tools, including the recent developments regarding the new United Nations Sustainable Development Cooperation Framework and human rights mainstreaming for social inclusion. Pablo holds a PhD in International Law and Human Rights by the University of Zaragoza in Spain, with the highest honours, and has contributed to various International Masters and Courses on development, human rights and children's rights.

### **Office Hours**

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**Professor: PALOMA DURÁN LALAGUNA**

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She has been director of the United Nations Fund for sustainable development goals as well as director of the division of partnerships and global policies at the OECD.

During her work at the United Nations, she led the supervision of inter-agency projects in more than 50 countries, as well as the evaluation process of the MDG-Fund. She participated in the creation of the SDG Fund and during her period as its director, sustainable projects were implemented in 20 countries, reaching more than 12 million beneficiaries during her tenure in New York. In addition, at the SDGF she led the creation of the private sector advisory group for sustainability and the elaboration of its first three reports; the creation of the United Nations Chair in sustainability, together with UNITAR; and the program for the integration of sustainability in the creative industries, architecture and gastronomy. As a result, she received the Global Social Responsibility Federation's Leadership Award in 2018. At the OECD, she coordinated the work of the secretariat for subsidiary bodies, in the Development Assistance Committee (gender; governance; conflict prevention; refugees and migrants; peace processes – among other areas-), being part of the senior management team, working on sustainability implementation. She has more than 25 years of experience in International Organizations. She has worked in the field, implementing projects in Latin America, Africa and Asia, especially in the field of human rights, sustainability and gender, working with NGOs, local governments and Academia. She has participated in the European Union-China dialogues on human rights; and has been a consultant to the Council of Europe, the European Union, the Organization of American States and SEGIB. She is currently a consultant for the United Nations Institute for Training and Research (UNITAR). She is the author of more than 30 books and a hundred articles on human rights, sustainability and gender. She has also received the Human Rights Research Award from the Academy of Legislation and Jurisprudence of Granada (Spain).

Paloma earned a PhD in Law from the University of Navarra (Spain) and a PhD in Political Science from the Universidad Nacional de Educación a Distancia (Spain). She completed the Certificate in International Relations at New York University and the Sustainability Program at Harvard Business School. Since 2021 she back to the University here she is teaching as a Full professor in UJI Law School.

### **Office Hours**

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## **SUBJECT DESCRIPTION**

During the course we will delve into the world of human rights and their relevance to sustainable and equitable development. We will start from more generic issues (normative frameworks) to more specific topics that will allow us to focus on specific agendas. In this way, the student will have gained a broad understanding of the impact of human rights violations through concrete cases.

## **LEARNING OBJECTIVES**

### **1. Understand Human Rights Legal Frameworks:**

- Explain the foundations of human rights principles and norms.
- Identify key international human rights instruments and their relevance to a development that is sustainable and a peace that can be sustained.
- Analyze the roles and responsibilities of various international, regional, and national bodies in the promotion and protection of human rights.

### **2. Understand the human rights challenges associated to specific human groups and situations:**

- Identify specific Human Rights challenges and specific protections applied to gender, children, elderly people, minorities...
- Identify the specific Human Rights challenges and specific protections applied in armed conflicts, migration...

### **3. Analyze Human Rights Issues and develop strategies for advancing Human Rights**

- Critically evaluate case studies of human rights challenges / violations and the responses of the international community.
- Design interventions and policies that aim to protect human rights and promote social justice.
- Integrate a human-rights approach into development projects, programs and policies.
- Reflect on the ethical dimensions of development work and the importance of maintaining a human rights focus.

## **TEACHING METHODOLOGY**

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

A general introduction to Human Rights Law and international human rights instruments and mechanisms historical developments will be provided, including the key concepts and methodology of the Human Rights Based Approach to Development.

In the following sessions we will dive into specific topics that will enable students to analyze and debate on the translation of the theory into practice and tangible results in people's lives understanding the role of human rights protection for the suitability of development.

Based Approach to Development Programming: The course module will provide the opportunity to apply in practice the concept and methodologies learnt in real situations and case study scenarios to support enhanced social inclusion and the fight against inequalities in particular to prevent violence against children and ensure gender equality and women's empowerment.

Topics will include a wide variety of issues that are currently widely discussed in the international fora, such as conflict, women’s and children's rights, migration among others. The aim is to combine both academic and practical experience, but special attention is going to be given to the latter through the participation of people affected directly by the non-compliance of their rights. These testimonies will be a very valuable source of knowledge, which will allow students go beyond the theory of human rights.

By the end of the course modules, students are expected to be able to explain the main human rights concepts and to apply the human rights principles and instruments in development programming and country analysis. Children’s rights and the commitment to end all forms of violence against them by 2030 (SDG 16) is used to illustrate the theoretical learnings in this regard. Sessions combine lectures, debates, case studies and exercises and group work.

Students are encouraged to read and follow up any human rights debate in the international current agenda. IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills.

Professor’s main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

<b>Learning Activity</b>	<b>Weighting</b>
Lectures	10.0 %
Discussions	10.0 %
Group work	30.0 %
Individual studying	50.0 %
TOTAL	100.0 %

## **AI POLICY**

Generative artificial intelligence (GenAI) tools may be used in this course for research, ideation, generating an outline, proofreading and grammar check, with appropriate acknowledgement. GenAI may not be used for assignments, group submissions or exams. If a student is found to have used AI-generated content inappropriately, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

## **PROGRAM**

### **SESSION 1 (LIVE IN-PERSON)**

#### **SESSION 1. BASICS OF THE UN AND HUMAN RIGHTS**

1. History
2. Political and legal approaches
3. The SDGs and human rights perspective: the link between the agenda and international legal framework
4. Development & Humanitarian work of the UN

*Book Chapters: Alexandre Tavadian. (2021). United Nations Law, politics and practice. Ch. 1, 2, 4 (See Bibliography)*

*Other / Complementary Documentation: History of the UN (un.org)*

*Other / Complementary Documentation: OHCHR’s work on the 2030 Agenda for Sustainable Development (ohchr.org)*

*Book Chapters: Mary Ann Glendon (2000). Rights talk. Chapter IX: Rights insularity (See Bibliography)*

*Working Paper: DAC Recommendation on the Humanitarian-Development-Peace Nexus. OECD (legalinstruments.oecd.org)*

## **SESSION 2 (LIVE IN-PERSON)**

### **SESSION 2. DEFINITION AND FRAMEWORK OF HUMAN RIGHTS**

1. Introduction: basic concepts on History and theory.
2. Human Rights: the universal level.
3. Human Rights: the regional level.
4. Human Rights as a matter of international concern

*Multimedia Material: HUMAN RIGHTS AND THE UNITED NATIONS (un.org) (Optional)*

*Multimedia Material: THE CONCEPT OF HUMAN RIGHTS (humanrightscareers.com) (Optional)*

*Other / Complementary Documentation: Chapter 3 THE MAJOR REGIONAL HUMANRIGHTS INSTRUMENTS AND THE MECHANISMS FOR THEIR IMPLEMENTATION (In "Human Rights in the Administration of Justice: A Manual on Human Rights for Judges, Prosecutors and Lawyers") (ohchr.org)*

*Book Chapters: Dinah Shelton and Paolo G. Carozza. (2012). Regional Protection of Human Rights: Basic Documents. Chapters I & II. (See Bibliography)*

## **SESSION 3 (LIVE IN-PERSON)**

### **SESSION 3. INTRODUCTION TO HUMAN RIGHTS AND SOCIAL INCLUSION**

1. International Organizations working on human rights
2. The UN
3. IO in Europe
4. IO in America
5. IO in Africa and Asia
6. IO from Islamic perspective
7. Social inclusion: definition and application

*Working Paper: Gerald L. Neuman (2019). International Organizations and Human Rights – the Need for Substance (hrp.law.harvard.edu)*

*Book Chapters: Chapter 1 - Identifying social inclusion and exclusion (pp. 17-31) (In "Report on the World Social Situation". United Nations. 2016) (un.org/)*

*Book Chapters: Oliver de Schutter (2019). International Human Rights Law. Chapters 1, 2, 9, 10 and 11(1) (See Bibliography)*

## **SESSION 4 (LIVE IN-PERSON)**

### **SESSION 4. HUMAN RIGHTS AND GENDER**

1. Rights and public policies promoting the exercise of human rights by women
2. The work of the UN on gender equality
3. The CEDAW Convention and its optional protocol
4. CEDAW Committee on Convention interpretation
5. The work of other International Organizations on gender equality

*Book Chapters: P. Durán y Lalaguna & S. Morán Blanco & C. Díaz Barrado (2019). Sustainable development goals (Goal 5: gender equality). Chapter 1 & 2*

*Article: Durán y Lalaguna, P. The Pursuit of Equality Between Women and Men. The Contribution of the United Nations (Universidad Complutense de Madrid)(CED)*

## **SESSION 5 (LIVE IN-PERSON)**

### **SESSION 5. HUMAN RIGHTS AND MIGRATION**

1. Rights and public policies for migrants and families
2. The work of the United Nations Refugee Agency (UNHCR)
3. The UN International Convention on the protection of the rights of all migrant workers and members of their families
4. The work of other International Organizations on migration

*Other / Complementary Documentation: About migration and human rights. OHCHR and migration (ohchr.org)*

*Other / Complementary Documentation: UN AND MIGRANTS. Protect NOT Marginalize (un.org)*

*Book Chapters: Elspeth Guild (ed.), Stefanie Grant (ed.), C. A. Groenendijk (ed.) (2018). Human Rights of Migrants in the 21st Century. Chapters 3 & 7 (See Bibliography)*

## **SESSION 6 (LIVE IN-PERSON)**

### **SESSION 6. HUMAN RIGHTS AND MINORITIES AND VULNERABLE GROUPS**

1. Rights and public policies for minorities and vulnerable groups
2. UN Minorities Declaration
3. Indigenous people
4. Ageing
5. Other minorities and vulnerable groups
6. The work of other International Organizations on minorities and vulnerable groups

*Other / Complementary Documentation: About minorities and human rights. OHCHR and minorities (ohchr.org)*

*Other / Complementary Documentation: About Indigenous Peoples and human rights. OHCHR and Indigenous Peoples (ohchr.org)*

*Other / Complementary Documentation: UNITED NATIONS AND VULNERABLE GROUPS (un.org)*

*Book Chapters: Joshua Castellino. Global minority rights (Part I & VI) (See Bibliography)*

## **SESSION 7 (LIVE IN-PERSON)**

### **SESSION 7. HUMAN RIGHTS AND PEOPLE WITH DISABILITIES**

1. The process of the UN Convention on the rights of persons with disabilities
2. The Committee decisions
3. The work of other International Organizations on the rights of persons with disabilities

*Other / Complementary Documentation: About the human rights of persons with disabilities. OHCHR and the rights of persons with disabilities (ohchr.org)*

*Other / Complementary Documentation: Convention on the rights of persons with disabilities (Unofficial summary) (coe.int)*

*Other / Complementary Documentation: HUMAN RIGHTS AND DISABILITIES*



([worlddisabilityunion.com](http://worlddisabilityunion.com))

*Book Chapters: Routledge Handbook of Disability Law and Human Rights. Chapters 3 & 8 (2021).  
(See Bibliography)*

## **SESSION 8 (LIVE IN-PERSON)**

### **SESSION 8. HUMAN RIGHTS AND CHILDREN**

1. Rights and public policies to protect children
2. The work of the UN. The Convention on the rights of the child
3. The work of other International Organizations on children
4. Violence Against Children - & SDG 16 +
5. Children and armed conflict. The work of the UN and the Security Council resolutions.
6. The work of other International Organizations on children ending violence against children

*Other / Complementary Documentation: OHCHR and children ([ohchr.org](http://ohchr.org))*

*Other / Complementary Documentation: Convention on the Rights of the Child ([ohchr.org](http://ohchr.org))*

*Other / Complementary Documentation: Child rights and human rights explained. "All human beings are born free and equal in dignity and rights." ([unicef.org](http://unicef.org))*

*Book Chapters: Hilare Barnett (2022). Children's Rights and the Law An Introduction. Chapters 1 & 6 (See Bibliography)*

## **SESSION 9 (LIVE IN-PERSON)**

### **SESSION 9. HUMAN RIGHTS BASED APPROACH (HRBA) Methodology**

1. Human Rights in the United Nations – developments through the 2030 Agenda for Sustainable Development.
2. The United Nations Common Understanding of the Human Rights Based Approach to Development Programming – Theory
3. The Human Rights Based Approach (HRBA) to Development Programming –theory

*Other / Complementary Documentation: The Human Rights Based Approach to Development Cooperation Towards a Common Understanding Among UN Agencies (2003) ([unsdg.un.org](http://unsdg.un.org))*

*Other / Complementary Documentation: United Nations Sustainable Development Cooperation Framework Guidance (2019) ([unsdg.un.org](http://unsdg.un.org))*

## **SESSION 10 (LIVE IN-PERSON)**

### **SESSION 10. HUMAN RIGHTS BASED APPROACH (HRBA) AND ENDING VIOLENCE AGAINST CHILDREN BY 2030 - Practice**

1. HRBA- Practical application of the three steps analysis – addressing inequalities to leave no-one behind, children's rights and gender equality and women's empowerment
2. Practical group exercise – the problem tree and program concept note development.

*Other / Complementary Documentation: UNCTs – RCs how we work ([unsdg.un.org](http://unsdg.un.org))*

*Other / Complementary Documentation: Global Study on Violence Against Children ([violenceagainstchildren.un.org](http://violenceagainstchildren.un.org))*

## **SESSION 11 (LIVE IN-PERSON)**

## **SESSION 11. HUMAN RIGHTS BASED APPROACH (HRBA) AND ENDING VIOLENCE AGAINST CHILDREN BY 2030 - Practice**

1. HRBA- Practical application of the three steps analysis – addressing inequalities to leave no-one behind, children’s rights and gender equality and women’s empowerment
  2. Practical group exercise – the problem tree and programme concept note development.
- MATERIALS WILL BE USE FROM SESSION 10

## **SESSIONS 12 - 13 (LIVE IN-PERSON)**

SESSION 12 & 13. Group presentation

## **SESSIONS 14 - 15 (LIVE IN-PERSON)**

SESSION 14 & 15. Group presentation

## **EVALUATION CRITERIA**

Students must prepare an individual work, which will be a case study on the human rights situation, which they will choose together with the professor at the beginning of the course. They must present as final work, the case study (40%) and an individual power point presentation on the case (10%), which together will count up to 50% of the total grade. Additionally and in groups, they will prepare a presentation, which will be joint and will be done in the last sessions. This presentation, which will take into account the participation of each student as well as the intervention during the presentation, will be counted up to 30% of the grade. Finally, class participation will count up to 20% of the final grade.

<b>criteria</b>	<b>percentage</b>	<b>Learning Objectives</b>	<b>Comments</b>
Individual presentation	10 %		
Group Presentation	10 %		
Individual work	40 %		
Group Work	20 %		
Class Participation	20 %		

## **FAILING GRADE AND REASSESSMENT**

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

## **BIBLIOGRAPHY**

### **Compulsory**

- Clooney, A. (2021). *The Universal Declaration on Human rights*. Bodelian Library.



ISBN 9781851245765 (Printed)

- Glendon, M.A.. (2000). *Rights talk*. Free Press. ISBN 978002911823 (Digital)

- Weiss, T. (2020). *The Oxford handbook on The United Nations*. Oxford University. ISBN 978019927951 (Digital)

- The World Bank. *Global Gender Index. 2023*. The World Bank. ISBN 9782940631 (Digital)

<https://www.weforum.org/publications/global-gender-gap-report-2023/>

- OECD. (2019). *OECD NEXUS Recommendation, Development, humanitarian and peace*. OECD. ISBN 1231231231233 (Digital)

<https://legalinstruments.oecd.org/public/doc/643/643.en.pdf>

- P. Durán y Lalaguna & S. Morán Blanco & C. Díaz Barrado. (2019). *Sustainable development goals (Goal 5: gender)*. Thomson Reuters. ISBN 9788413082103 (Printed)

- United Nations. (2023). *United Nations Sustainable Development Cooperation Framework Guidance*. United Nations. ISBN 0000000000000 (Digital)

UNSDG | United Nations Sustainable Development Cooperation Framework Guidance

### **Recommended**

- World Economic Forum. (2023). *The Gender Gap 2022*. World Economic Forum. ISBN 9782940631 (Digital)

[https://www3.weforum.org/docs/WEF\\_GGGR\\_2022.pdf](https://www3.weforum.org/docs/WEF_GGGR_2022.pdf)

- European Union. (2023). *Gender equality index*. European Union. ISBN 9789294861 (Digital)

<https://op.europa.eu/en/publication-detail/-/publication/30822a36-7279-11ee-9220-01aa75ed71a1>

- ODI. (2010). *The Politics of Principle: the principles of humanitarian action in practice*. ODI. ISBN 0000000000000 (Digital)

<https://onlinelibrary.wiley.com/action/showCitFormats?doi=10.1111%2Fj.1467-7660.2010.01673.x>

- Alexandre Tavadian. (2021). *United Nations Law, politics and practice*. Irwin Law Inc.. ISBN 9781552215586 (Digital)

- Rachel Dickson. (2024). *Migration Law, Policy and Human Rights*. Routledge. ISBN 9781032244570 (Printed)

- United Nations. *United Nations and vulnerable groups. 2023*. United Nations. ISBN 0000000000000 (Digital)

<https://www.un.org/esa/socdev/enable/discom501.htm>

- United Nations. (2023). *Human Rights and disabilities*. United Nations. ISBN 0000000000000 (Digital)

<https://www.ohchr.org/en/disabilities/about-human-rights-persons-disabilities>  
- United Nations. UNICEF. (2023). *Child rights and Human Rights explained*. United Nations. UNICEF. ISBN 0000000000000 (Digital)

<https://www.unicef.org/child-rights-convention/children-human-rights-explained>  
- United Nations. (2020). *Global Study on Violence Against Children*. United Nations. ISBN 0000000000000 (Digital)

UN Study on Violence Against Children | UN Special Representative of the Secretary-General on Violence Against Children

- Dinah Shelton and Paolo G. Carozza. (2012). *Regional Protection of Human Rights: Basic Documents*. ISBN 9780199301621 (Digital)

- Oliver de Schutter. (2019). *International Human Rights Law*. Cambridge University Press. ISBN 9781108463560 (Digital)

- Elspeth Guild. (2018). *Human rights of migrants in the 21st century*. Routledge. ISBN 9781138503397 (Digital)

- Joshua Castellino. (2017). *Global minority rights*. Routledge. ISBN 9781409424635 (Digital)

- edited by Peter Blanck, Eilíona Ó'Flainn. (2021). *Routledge handbook of disability law and human rights*. ISBN 9780367581572 (Digital)

- Hilaire Barnett. (2022). *Children's rights and the law : an introduction*. Routledge, Taylor & Francis Group. ISBN 9781138321243 (Digital)

## **MATERIALS FOR EACH SESSION**

Each session contains book chapters to be read for each theme.

In addition, materials have been included in the bibliography, which should be taken into account for the study of each of the topics included in the syllabus.

## **BEHAVIOR RULES**

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

## **ATTENDANCE POLICY**

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

Please do not contact your professor about attendance apart from notifying them out of courtesy, all attendance related inquiries should be directed to the program office [bir.biemadrid@ie.edu](mailto:bir.biemadrid@ie.edu)

## **ETHICAL POLICY**

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

