

Governance and Social Inclusion: Gender and Sustainable Development

Master in International Development MID SEP-2024 S-1

Area International Relations

Number of sessions: 12

Term: Term 3

Category: elective

Language: English

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Patricia Gabaldon is the Director of the Bachelor in Economics and Associate Professor of Economic Environment at IE Business School in Madrid (Spain). Patricia Gabaldon received her PhD in Economics from the University of Alcala, Spain. As an economics professor, she combines theory and practice to understand real life issues, from an applied economic perspective. Professor of economics at IE since 2008, her research interests focus on the role of women in the economy, corporate governance, and public policies regarding women on boards and female entrepreneurs. She has collaborated with multilateral organizations in gender equality topics.

Office Hours

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SUBJECT DESCRIPTION

This Course will provide students a general introduction to Gender equality which have been for the past few years at the forefront of the global agenda to achieve sustainable development. As the World Development Report 2012 "Gender Equality and Development" stated, progress and persistence in gender equality matter, because gender equality is a core development objective in its own right and is also smart economics, enhancing productivity and improving other development outcomes, including prospects for the next generation and for the quality of societal policies and institutions.

LEARNING OBJECTIVES

We will analyze the conceptual framework proposed in the WDR 2012 report and will further investigate the relevant dimensions identified of gender equality such as endowments, economic opportunities and agency and how they impact in the economic and social development of countries. We will also work together in understanding the aspects of masculinities, gender stereotypes and how important changes in certain behaviors are to avoid major problems such as gender-based violence. Throughout the course, students will not only learn why gender equality matters for development from the theoretical point of view, but they will also apply and adapt the theory to the design of development projects using the strategy of gender mainstreaming in different sectors. For that, several tools and sources of information will be provided to students in advance to carry out this work.

Furthermore, the course will address the challenges that many women are still facing nowadays to become economically empowered in a wide range of contexts as well as the current situation of female leadership in the public and the private sector. The role that governments, NGOs, private companies and social entrepreneurs, among other actors, can play in enhancing gender equality will be further analyzed with illustrative examples. Furthermore, the international framework will be presented, putting special emphasis on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) and the UN Sustainable Development Goal number 5: Achieve Gender Equality and Empower All Women and Girls, as part of the 2030 Agenda for Sustainable Development adopted in 2015 by world leaders at an historic United Nations Summit. Finally, a participatory learning approach will be fostered and debates will take place in class to develop and assess analytical and critical thinking of students toward this area.

By the end of this course, students will have a wide and relevant knowledge of what gender equality means and why it is important for individual, families, societies, countries, governments, businesses, among others. Students will also understand that it is an essential aspect to achieve sustainable development and economic growth in the countries that cannot be longer ignored. Furthermore, this course will equip students with the practical skills and tools to effectively mainstreaming gender while planning and implementing public policies and development projects in different sectors, which is already a corporate requirement in many workplaces, such as international organizations. Finally, by acquiring these skills, students will be able to identify in the future gender inequalities and gaps in their respective professional field and address them using the adequate strategies and mechanisms.

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:

Learning Activity	Weighting
Lectures	25.0 %
Discussions	15.0 %
Exercises in class, Asynchronous sessions, Field Work	20.0 %
Group work	20.0 %

Individual studying	20.0 %
TOTAL	100.0 %

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction to Gender Equality and Sustainable Development I & II

Compulsory readings:

Technical note: World Development Report (WDR) 2012: Gender Equality and Development. Overview, Chapter 1. 2011. (The World Bank)

Technical note: SDG 5: Achieve gender equality and empower all women and girls (UN Women)

Technical note: The Global Gender Gap report 2021. Chapter 1. (The World Economic Forum)

Recommended Readings:

- CEDAW, 1979. Available at: <https://www.un.org/womenwatch/daw/cedaw/>
- Beijing Platform for Action, 1995. Available at: <https://beijing20.unwomen.org/en/about>
- The Huffington Post, 2015. "Why Gender Equality is the most critical of all the global goals". Available at: https://www.huffpost.com/entry/why-gender-equality-is-the-most-critical-of-all-the-global-goals_b_8089650

SESSION 3 (LIVE IN-PERSON)

The WDR 2012 Conceptual Framework for Gender Equality and its application

Compulsory Readings:

Technical note: World Development Report 2012: Gender Equality and Development. Chapter 2. 2011. (The World Bank)

Technical note: Why longer paternity leave is a step forward for gender equality. 2019. (World Economic Forum)

Recommended Reading:

- The Guardian, 2019. "Want gender equality? Then fight for fathers' rights to shared parental leave". Available at: <https://www.theguardian.com/commentisfree/2020/feb/11/gender-pay-gap-shared-parental-leave-finland>

SESSION 4 (LIVE IN-PERSON)

Gender Equality and Endowments: Education & health

Compulsory Reading:

Technical note: World Development Report 2012: Gender Equality and Development. Chapter 3: Education and Health: Where do gender differences really matter?. 2011. (The World Bank)

Recommended Reading:

- The World Bank, 2018. "Missed Opportunities. The High Cost of Not Educating Girls". Available at: <https://www.worldbank.org/en/topic/education/publication/missed-opportunities-the-high-cost-of-not-educating-girls>

SESSION 5 (LIVE IN-PERSON)

Gender Equality and Agency: Informal institutions (Gender norms, Unconscious bias and Stereotypes)

Compulsory Readings:

Technical note: World Development Report 2012: Gender Equality and Development. Chapter 4: Promoting Women's Agency. 2011. (The World Bank)

Technical note: Social norms, gender norms and adolescent girls: a brief guide. 2015. (ODI)

Recommended Readings:

- The World Bank Group, 2014. "Voice and Agency. Empowering women and girls for shared prosperity". Chapters 1, 3 and 4. Available at: http://www.worldbank.org/content/dam/Worldbank/document/Gender/Voice_and_agency_LOW_RES.pdf
- The New York Times. "A 'Generationally Perpetuated' Pattern: Daughters Do More Chores". Available at: <https://www.nytimes.com/2018/08/08/upshot/chores-girls-research-social-science.html>

SESSION 6 (LIVE IN-PERSON)

Gender Equality and Agency: Female leadership

Compulsory readings:

Technical note: Gender quotas and female leadership: A review. Background paper for the World Development. Pande Rohini; Ford Deanna. (World Bank)

Video: Why we have too few women leaders. TED. (Youtube)

Article: Why women still can't have it all. 2012. Slaughter, Anne-Marie. (The Atlantic)

Recommended reading:

- UN Women. Women in Politics Map 2021. Available at: <https://www.unwomen.org/en/digital-library/publications/2021/03/women-in-politics-map-2021>

SESSION 7 (LIVE IN-PERSON)

Gender Equality and Economic Opportunities: Time Use, Unpaid Work and Employment

Compulsory readings:

Asynchronous Assignment

Technical note: Unrealized Potential: The High Cost of Gender Inequality in Earnings. The Cost of Gender Inequality Notes Series. 2018, Washington, DC. (The World Bank)

Technical note: The UN Women Gender and Economics Training Manual (UN Women)

Technical note: Investing in Women. New Evidence for the Business Case. 2017. (IFC)

SESSION 8 (LIVE IN-PERSON)

Claudia Goldin: research on gender economics

This year's Laureate in the Economic Sciences, Claudia Goldin, provided the first comprehensive account of women's earnings and labour market participation through the centuries. Her research reveals the causes of change, as well as the main sources of the remaining gender gap.

Other / Complementary Documentation: Nobel prize Press release

Other / Complementary Documentation: History helps us understand gender differences in the

labour market. Nobel Prize POPULAR SCIENCE BACKGROUND

Other / Complementary Documentation: *Women in Economics: Claudia Goldin on Family Economics.* Claudia Goldin. June 9, 2023. IMF Podcasts

SESSION 9 (LIVE IN-PERSON)

Gender Mainstreaming: The international strategy to achieve gender equality through development projects

Compulsory Readings:

Technical note: Gender Mainstreaming. An overview. Chapters 1 and 3. Office of the Special Adviser on Gender Issues and Advancement of Women, 2002. (United Nations)

Technical note: What is Gender Mainstreaming? (European Institute for Gender Equality)

Technical note: Guidance Note. Gender Mainstreaming in Development Programming. Chapters 2 and 3. 2014. (UN Women)

Technical note: Gender Mainstreaming in Practice: A Toolkit, Bratislava 2007. (UNDP)

SESSION 10 (LIVE IN-PERSON)

Gender Mainstreaming: The international strategy to achieve gender equality through Public policies

Compulsory readings:

Technical note: Toolkit for Mainstreaming and Implementing Gender Equality. Chapter 3. (OECD)

SESSION 11 (LIVE IN-PERSON)

The impact of COVID-19 on Gender Equality

Compulsory readings:

Technical note: From Insights to Action. Gender Equality in the Wake of COVID-19. 2020. (UN WOMEN)

Technical note: COVID-19 and gender equality: Countering the regressive effects. 2020. (McKinsey)

Technical note: COVID-19 has worsened gender inequality. These charts show what we can do about it. 2020. (World Economic Forum)

SESSION 12 (LIVE IN-PERSON)

Final Exam

EVALUATION CRITERIA

Midterm exercise: Group Write up: Students will be asked in groups to write an essay on the country national barriers on gender equality.

In a write up of maximum 1500 words, students need to choose a country in the list of the World Bank database "Women, Business and the Law", and locate three legal barriers and its implications for women and gender equality. Students will also need to indicate potential solutions or examples of successful policies or laws from other countries that could be useful for this country.

Final case exercise. The final case exercise will be composed of an individual essay of 1500 words. This essay will be done in class and it will imply answering 3 questions about a case study related to gender equality and economic development.

Class participation. Active class participation involves consistently engaging with course material through verbal contributions, critical thinking, and collaboration. This includes asking insightful questions, offering relevant examples, challenging concepts, and contributing unique perspectives during discussions and activities.

criteria	percentage	Learning Objectives	Comments
Final Exam	40 %		
Group Essay	40 %		
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.

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.

ETHICAL POLICY

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