

## **GENDER AND DEVELOPMENT FROM A RIGHTS-BASED APPROACH**

# **ACHIEVING GENDER EQUALITY IN INTERNATIONAL COOPERATION**

**Teacher: Dr Saskia Ravesloot**

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### **BIOGRAPHICAL INFORMATION**

Dr Saskia Ravesloot obtained her PhD in Sociology with a focus on Industrial Relations and Gender Mainstreaming at the Free University of Brussels (VUB). She is a respected thought leader with expertise in guiding staff and teams in diverse cultural settings, managing political and policy dialogue, programming, preparation, submission, implementation, monitoring and evaluation of projects and programs, as well as evidence-based advocacy, capacity building, training and public mobilization. She has more than 10 years of field experience in Africa for the Belgian and German Cooperation and 14 years in the same sector for the public administration in Belgium, combined with her academic work at the VUB. In total more than 27 years of professional experience in gender and human rights.

As a researcher at the VUB she obtained her degree as a PhD for her research on gender mainstreaming in the Belgian trade union movement. She participated in a large European comparative study on gender mainstreaming and trade unions, directed the work on the gender mainstreaming Charter for Belgian trade unions and coordinated processes on gender mainstreaming at governmental level. She also chaired the work on the Charter for Equality for the Political Parties in Belgium, signed by all democratic parties on the 23rd of January 2007, just after Belgium approved the law on gender mainstreaming. Besides her work at BTC, which allowed her to have an extensive international network, she was a member of the Bureau of the OESO/DAC GENDERNET and is still co-chair for the learn4dev Gender Expert Group. Just recently she started a new career and made a shift from the public administration to the private sector, where she manages her own Gender and Human Right Consulting Office.

Dr Saskia Ravesloot is nowadays an International Gender and Human Rights Consultant, highly regarded for preparing and implementing gender equality legislation, policies, strategies and action plans. She strategically guides organizations (governments, public services, agencies, civil society, trade unions and political parties) in support of Gender Mainstreaming, Gender Responsive Budgeting, and Monitoring & Evaluation, targeting Gender Equality & Social Inclusion, Women's Empowerment & Rights, and Human Rights. She works for bilateral and multilateral organizations (European Union, UNDP, GIZ, BTC, WFP,

FAO, ...) and conducts missions in more than 25 countries, mostly in Africa, but also Asia and Latin-America. She is passionate and integrity-driven about sharing her multilingual experiences with students and young colleagues from all over the world.

## COURSE OUTLINE

### Sessions 1 & 2: Are Women's Rights, Human Rights once and for all?

Following an introduction on the course methodology, the first unit depicts hard law urging States to respect, protect and fulfil human rights and in particular women's rights. The 'Universal Declaration of Human Rights' (1948) proclaims in its first article that "All human beings are born free and equal in dignity and rights." After almost three decades of advocacy of the women's movement, the UN General Assembly agrees on the importance of a specific treaty for women by adopting in 1979 the 'Convention on the elimination of all forms of discrimination against women', providing protection and promotion of women's rights explicitly. Implicitly, this specific convention for half of world's population, suggests an insufficient coverage from the general human rights treaties. Do we agree? Students will understand the importance of the international legal framework for women's rights and gender equality and will be skilled to spell out the differences and similarities between human rights and women's rights.

#### Required readings:

- Professor Savitri Goonesekere, A rights-based approach to realizing gender equality - <http://www.un.org/womenwatch/daw/news/savitri.htm>

#### Recommended readings:

- United Nations Human Rights Office of the High Commissioner, Women's Rights Are Human Rights, New York and Geneva, 2014 - <http://www.ohchr.org/Documents/Publications/HR-PUB-14-2.pdf>
- Dr Nafis Sadik, UNFPA, The State of the World OPopulation 2000, Lives Together Wolds Apart, Men and Women in a Time of Change, Chapter 6 Women's Rights are Human Rights, 2000 - [http://www.unfpa.org/sites/default/files/pub-pdf/swp2000\\_eng.pdf](http://www.unfpa.org/sites/default/files/pub-pdf/swp2000_eng.pdf)

### Session 3 & 4: Achieving gender equality, which paradigm fits best?

This second unit provides an overview of the paradigms on gender in the context of International Cooperation. From the first 'World Conference on the International Women's Year' in Mexico in 1975, the 'World Conference of the United Nations Decade for Women' in Copenhagen (1980), the 'World Conference to Review and Appraise the Achievements of the UN Decade for Women' in Nairobi (1985) and the 'Fourth World Conference on Women' in Beijing (1995), up until the agreement of the Agenda 2030 for Sustainable Development Goals in 2015, the international community addressed the issue of gender equality by means of a sequence of theoretical approaches. Students will get familiar with the significance of i) the welfare approach; ii) Women In Development (WID); iii) Women And Development (WAD); iv) Gender And Development (GAD); v) the Effectiveness Approach (EA) and vi) Gender Mainstreaming (GM) and will simultaneously find out that each approach effects power relations between women and men differently. A final interactive round-up will assure that the meaning of gender is clear to all students.

**Required readings:**

- Sophie Bessis, International Organizations and Gender: New Paradigms and Old Habits, Signs, Vol. 29, No. 2, Development Cultures: New Environments, New Realities, New Strategies, Special Issue Editors Françoise Lionnet, Obioma Nnaemeka, Susan H. Perry, Celeste Schenck (Winter 2004), pp. 633-647

**Recommended readings:**

- World Conference of the International Women's Year, Mexico City (19 June to 2 July 1975), Full Report - <http://www.un.org/womenwatch/daw/beijing/otherconferences/Mexico/Mexico%20conference%20report%20optimized.pdf>
- Leave no one behind: A call to action for gender equality and women's economic empowerment, Report of the UN Secretary-General's High-Level Panel on Women's Economic Empowerment, 2016 - <http://www.unwomen.org/~media/headquarters/attachments/sections/news/stories/2016/unhlp-womenseconomicempowerment-overview.pdf>

**Séance 5 & 6: The institutionalization of gender and the role of the gender machineries**

To institutionalize gender at policy and organizational level, governments and agencies rely on a specific strategy and structure promoting gender equality, respectively termed gender mainstreaming and gender machinery. The use of both instruments is reinforced during the Platform for Action, agreed upon at the Fourth World Conference for Women Beijing (1995). Referred to as a revolutionary strategy, gender mainstreaming aims ultimately the accomplishment of gender equality, through considering women's and men's needs and interests in all phases of policy making. However, due to its lack of success, gender mainstreaming initiatives collect multiple critics. Nor do gender machineries -perceived as the pivotal structure to integrate gender in all policy fields and at all policy levels- receive the recognition they are entitled to. Students will learn, that as long as both instruments receive diminutive attention from the international community in terms of human capital and financial means, preconditions for their efficiency and effectiveness will not be met. Students will be able to work on specific sectoral examples from development countries, in order to get familiar with the (potential) impact of these instruments on gender equality at the level of the duty bearers and the right holders.

**Required readings:**

- Sangeeta Kumar (2013) Gender and Development: Exploring the Successes and Limitations of Gender Mainstreaming as a Strategy, Paper, XXVII IUSSP International Population Conference to be held in Busan, Republic of Korea, from August 26 to 31 - [http://iussp.org/sites/default/files/event\\_call\\_for\\_papers/Gender%20Mainstreaming.pdf](http://iussp.org/sites/default/files/event_call_for_papers/Gender%20Mainstreaming.pdf)

**Recommended readings:**

- Caroline Moser and Annalise Moser (2005) Gender mainstreaming since Beijing: a review of success and limitations in international institutions, Gender & Development, Vol. 13, Iss. 2, 11-22
- UN Women (2014) Gender Mainstreaming in Development Programming, Guidance Note - <http://www2.unwomen.org/>

</media/headquarters/attachments/sections/library/publications/2014/gendermainstreaming-issuesbrief-en%20pdf.pdf?v=1&d=20150220T190747>

## **Séance 7 & 8: Integrating gender in the cooperation cycle**

In addition to the notions explained in unit 1, 2 and 3, unit 4 proceeds with an overview of basic concepts, approaches and analytical frameworks applied in negotiating, programming, planning, execution, monitoring and evaluation of international cooperation initiatives. The aim of the unit is to provide students with a shared language on gender equality, from a human rights-based approach and equip them with analytical tools to be applied during group works (e.g. the Harvard Analytical Framework, the Gender Planning Framework (Moser), Women's Empowerment Framework (Longwe), Web of Institutionalisation (Levy), Social Relations Approach (Kabeer)). The potential impact of these tools on policy making, will be illustrated by means of exercises students will be invited to complete during class. These exercises focus on sectoral and geographical distribution.

### **Required readings:**

- Anant Kumar (2016) Complementing Gender Analysis Methods, Journal of Evidence-Informed Social Work, 13:1, 99-110, DOI: 10.1080/15433714.2014.997097 - <http://dx.doi.org/10.1080/15433714.2014.997097>

### **Recommended readings:**

- Hannah Warren (2007) Using gender-analysis frameworks: theoretical and practical reflections, Gender & Development, 15:2, 187-198, DOI: 10.1080/13552070701391847 - <http://dx.doi.org/10.1080/13552070701391847>

## **Séance 9 & 10: Using statistics and indicators to monitor and evaluate progress in gender equality**

The adoption of the Millennium Development Goals (MDG) in 2000, enhanced the use of monitoring and evaluation systems worldwide and the creation of tracking devices for measuring progress in development. Today, the Agenda 2030, with its 17 Sustainable Development Goals to end poverty, protect the planet, and ensure prosperity for all, embraces 169 targets. Still, targets are to be met, since gender inequalities persist. According to facts and figures posted by UN Women, merely 22,8 % of all parliamentarians, worldwide, are women (June 2016), only a slight increase of 11,3 % since 1995. Inequalities are also abundant in the labor market, UN Women indicates that in 2013, the male employment-to-population ratio worldwide, stood at 72,2 %, while the ratio for females was 47,1 %. A meta-analysis of 19 studies "found the prevalence of sexual violence among female refugees and internally displaced persons across 14 countries affected by conflict to be 21,4%". Multiple databases (e.g. World Bank, FAO, UNICEF, Social Institutions and Gender Index, Gender Inequality Index) provide statistics, tendencies, evolutions and allow us to compare geographical differences. Students will get acquainted with these datasets, to be consulted when measuring progress on gender equality. Nevertheless, progress is not likely without the necessary financial means. Financing for gender equality is crucial for its success. Finances should be provided and integrated at the beginning of the International Cooperation cycle, monitored and assessed. The Gender Machinery and the line Ministries are

duty bearers when it comes to the implementation and financing of the gender strategies, policies and plans. Gender Responsive Budgeting allows them to keep up with their promises. Students will discover what gender budgeting is all about and how it allows monitoring and evaluation systems to be efficient.

**Required readings:**

- UN Women (2015) Monitoring gender equality and the empowerment of women and girls in the 2030 Agenda for sustainable development: opportunities and challenges, position paper - <http://www2.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2015/indicatorpaper-en-final.pdf?v=1&d=20150921T140212>

**Recommended readings:**

- Irene van Staveren (2011) To Measure is to Know? A Comparative Analysis of Gender Indices, Working Paper No. 2011-02, ISS September 2011 - <http://www.indsocdev.org/resources/ISD%20Working%20Paper%202011-02.pdf>
- ICSU, ISSC (2015) Review of Targets for the Sustainable Development goals: The Science Perspective - <http://www.icsu.org/publications/reports-and-reviews/review-of-targets-for-the-sustainable-development-goals-the-science-perspective-2015/SDG-Report.pdf>

**Séance 11 & 12: Gender and Migration, a case study from Morocco**

UN Women reports that in 2014, more than 59 million people were displaced against their will, worldwide, for one of the following reasons: persecution, conflict, generalized violence or human rights violations. Gender is at the core of these migration movements and determines each step women and men make before, during and after their journey in search of a better life or while escaping from discrimination, violence, conflict or poverty. The causes of regular or irregular migration and forced displacement are different for women and men, as are the consequences. Women are more often in vulnerable positions, a condition that is important to understand the causes of migration. Regarding the consequences however, migration can also maintain or reinforce the discriminations or inequalities women fled from. In this unit, students will be invited to reflect on a Case Study in Morocco, a crossroad and considered sanctuary for migrants and refugees from the region and sub-Saharan Africa. After preparation and discussions, students will be able to reply to the question to what extent female migration is caused by gender inequality, causes new gender disparities or maintains old ones. The separate teams will have the time during classes to prepare and present their answers during the plenary session at the end of the course.

**Required readings:**

- Caritas (2012) The Female Face of Migration, Advocacy and best practices for women who migrate and the families they leave behind - <http://www.caritas.org/includes/pdf/advocacy/FFMCaritasPolicyDoc.pdf>

**Recommended readings:**

- Caritas, The Female Face of Migration Background paper - <http://www.caritas.org/includes/pdf/backgroundmigration.pdf>
- The Economist (2016) Measuring well-governed migration, The 2016 Migration Governance Index - [https://publications.iom.int/system/files/pdf/migration\\_governance\\_index\\_2016.pdf](https://publications.iom.int/system/files/pdf/migration_governance_index_2016.pdf)