

MODULE OUTLINE FYL60

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
PROGRAM COURSE	GENDER STUDIES: METHODOLOGIES, THEORIES, POLICIES (FYL)		
LEVEL OF STUDY	POSTGRADUATE		
MODULE CODE	FYL60	SEMESTER OF STUDY	3rd
MODULE TITLE	Gender Equality Policies		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		HOURS	CREDIS
Weekly teaching hours 21-23 hours x 13 weeks		280-300	10 ECTS
COURSE TYPE Compulsory, Optional, Optional mandatory	Compulsory		
PREREQUISITE MODULES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMS	GREEK		
THE MODULE IS OFFERED TO ERASMUS STUDENTS	No (due to annual duration of the module)		
MODULE WEBSITE (URL)	https://www.eap.gr/en/spoudes-fylou/topics/#fyl60 Each module has its own space in the Learning Management System of EAP (https://courses.eap.gr/login/index.php), with controlled access (use of code) for students and teaching staff.		

2. LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i>
After the successful completion of this unit, students are expected to: <ul style="list-style-type: none"> • Understand how the main objectives of gender equality policies are shaped in relation to the inequalities found at specific levels of governance (international, European, national, local) and the interconnection between them • Know the evolution of gender equality policies, the conditions of their development and the resistances [they have faced in different socio-political contexts. • Become familiar with the planning methods and strategies chosen in the various fields of public policies as they have developed at international and European level. • Understand the selection criteria and the usefulness of the tools applied to address gender inequalities in different fields of public intervention. • Learn about the methods for assessing and evaluating measures and interventions in the different fields in terms of their impact on gender relations and the extent to which equality is achieved.
General Competences

<p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p>	
<p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p>	<p><i>Project planning and management</i></p>
<p><i>Adapting to new situations</i></p>	<p><i>Respect for diversity and multiculturalism</i></p>
<p><i>Decision-making</i></p>	<p><i>Environmental awareness</i></p>
<p><i>Individual/Independent work</i></p>	<p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p>
<p><i>Group/Team work</i></p>	<p><i>Critical thinking</i></p>
<p><i>Working in an international environment</i></p>	<p><i>Development of free, creative and inductive thinking</i></p>
<p><i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i></p>	
<ul style="list-style-type: none"> • Search for, analysis and synthesis of data and information by the use of appropriate technologies • Adapting to new situations • Decision-making • Individual/Independent work • Working in an international environment • Working in an interdisciplinary environment • Developing new research ideas • Respect for diversity and multiculturalism • Social, professional and ethical responsibility and sensitivity to gender issues • Critical thinking • Development of free, creative and inductive thinking 	

3. MODULE CONTENT

<p>The aim of the Thematic Unit (ThU) is to acquire scientific and technical knowledge and familiarization with the basic concepts and theoretical approaches and empirical analyses of gender equality policies from the perspective of public policy studies and gender studies. More specifically, the unit analyses and critically assesses the conceptualisations, design strategies, implementation methods and evaluation of gender equality policy outcomes.</p> <p>The unit will examine the historical trajectory of public policies at the international, European and national levels, the analyses of inequality on which they are based, the strategies and the methods applied according to the objectives set in different fields (labour market, education, politics, anti-violence, culture, etc.). Particular emphasis is placed on the analysis of the resistance encountered when trying to introduce gender equality policies.</p> <p>Indicatively, the unit includes the sub-units:</p> <p><u>Gender in public policies. Design and evaluation</u></p> <p>The analysis of policies utilises the theoretical approaches of public policy studies focusing on the phases of the policy cycle, i.e. objectives, design, implementation and evaluation. Regarding the role of policy actors (state institutions, private actors, non-governmental organisations, individual policy makers, etc.), emphasis is placed on the role of institutions at the supranational and national levels, women's and feminist organisations and on individual women policy makers in positions of political responsibility. The module examines key elements of the design, analysis and evaluation of public policies, both those that have gender equality as their primary objective and those that, while having other objectives, significantly affect gender relations in their field of intervention (dual strategy).</p>

International, European, national, local equality policies

Description of key policies such as the policies of the United Nations, the European Union, Greece: International Conventions, The Beijing Platform for Action and Platform, European Directives, European Medium Term Action Plans, European Declarations and Charters, National Action Plans, Local Government Equality Programmes, etc.). Policies that (a) are exclusively targeted at women (affirmative action) and aim to reduce gender inequalities and eliminate gender-based violence in areas such as the labour market, family, politics, income, social security, access to goods and services, leisure time, etc. and (b) aim to integrate equality into general public policies (e.g. employment policy, research and technology policy, health policy, environmental policy, migration policy, etc.) in order to promote gender equality in the labour market, family life, income, social security, access to goods and services, leisure time, etc.) are analysed.

Policy areas, methods and tools

The critical analysis of the methods that have been applied is based on theoretical approaches developed in the context of gender studies and feminist theory. Emphasis is placed on the use of (a) an interdisciplinary approach to problem analysis, (b) a cross-cultural approach to beneficiaries, and (c) cross-sectoral collaboration to enhance the effectiveness of interventions.

The critical assessment of tools for implementing gender equality policies includes the development and implementation of the legislative and institutional framework, the creation of effective public mechanisms, the adoption of affirmative action for women including quotas, gender mainstreaming, public awareness, targeting /commitment to achieving numerical targets, gender impact assessment, the extension of gender indicators to measure progress, the integration of gender into fiscal policy and public finance (gender budgeting), the introduction of gender mainstreaming into public policy, and the development of gender equality in public administration.

4. TEACHING METHODS--ASSESSMENT

MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Distance education with five Group Counseling Meetings (OSS) during the academic year on weekends.												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	We use : Remote meetings tools (cisco webex), Presentation software (e.g. power point), Additionally, the students use office automation tools, web browsers and e-reader for digital books.												
MODULE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i> <i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i>	<table><tr><th>Activity</th><th>Annual Workload</th></tr><tr><td>3 OSS (x 4 hours)</td><td>12</td></tr><tr><td>2 tutorial exercises (2 x 30 hours)</td><td>60</td></tr><tr><td>1 semester assignment</td><td>55</td></tr><tr><td>Examination</td><td>4</td></tr><tr><td>Individual study (21-23 hours x 13 weeks)</td><td>149-169</td></tr></table>	Activity	Annual Workload	3 OSS (x 4 hours)	12	2 tutorial exercises (2 x 30 hours)	60	1 semester assignment	55	Examination	4	Individual study (21-23 hours x 13 weeks)	149-169
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	Total module workload (hours)	280-300
<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<p>Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade. For further information go to the EAP Study Guide.</p>	

5. SUGGESTED BIBLIOGRAPHY

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