

APPROVED

Vice-rector for academic affairs

d.o.s. professor

G.E. Nakipova



SYLLABUS

Bachelor's degree

Course: GENDER ISSUE IN MIGRATION: EUROPEAN APPROACH

Chair: World Economy and International Relations

Total -110 hours

Lectures - 19 hours

Seminars - 38 hours

Workshops - 49 hours

Exam - 4 hours

Syllabus

Course unit title	GENDER ISSUE IN MIGRATION: EUROPEAN APPROACH
Course unit code	SOLUTION
Type of course unit (compulsory, optional)	Optional
Level of course unit	Bachelor
Year of study when the course unit is delivered	3-4
Semester/trimester when the course unit is delivered	6-7
Number of ECTS credits allocated	4
Name of lecturers	<p>— Saya Abeuova, PhD Email: sayaabeuova@mail.ru</p> <p>— Gulnar Baigozhina, PhD Email: gulnara_2007@inbox.ru</p> <p>— Karina Nevmatulina, PhD Email: carisha_07@mail.ru</p>
Office hours	<p>— Saya Abeuova- Monday-Friday 10.00 – 17.00. Office - 254</p> <p>— Gulnar Baigozhina- Monday-Friday 10.00 – 17.00. Office - 254</p> <p>— Karina Nevmatulina- Monday-Friday 10.00 – 17.00. Office - 359</p>
Learning outcomes of the course unit	<p>The "SOLUTION" module involves the study of topical gender issues in modern labor migration. An intersectoral gender approach and an interdisciplinary approach will be used to achieve the purpose and objectives of the module. It is necessary to:</p> <ol style="list-style-type: none"> 1) study the history of the gender issue; 2) analyze measures in the EU countries aimed at ensuring safe migration and protection of migrant workers, including:

	<p>institutional mechanisms, measures to protect migrants, social costs of migration, optimization of migrants' remittances to their homeland;</p> <p>3) study the regulatory and legal documentation in addressing the gender issue in the migration policy of the European Union.</p> <p>A documentary and comparative analysis will be carried out when considering regulatory and legal documentation and possible ways to apply and implement the European experience in Kazakhstan. In addition, there is a need to study specific situations. With the help of econometric analysis, statistical data on the impact of economic components on labor migration will be studied. The verbal-communicative method will be used to conduct a survey among students to identify their level of satisfaction with educational content.</p> <p>These approaches and methods will be used to figure out ways of overcoming gender inequality in migration.</p>
<p>Quality and evaluation assurance</p>	<p>Quality control and monitoring of the project activities, as well as current and final results of the project will be implemented continuously throughout the duration of the project, as well as evaluated both internally and externally.</p> <p>Within the framework of the Karaganda Economic University, an internal quality control and monitoring of project activities and results will be carried out by key staff members and interested specialists.</p> <p>The Module outcomes are considered one of the main factors in assessing pedagogical activity. The outcomes are aimed at developing students' skills to review and analyze current researches on the EU migration policy and regulation mechanisms of migration processes, as well as abilities to reflect critically on such studies.</p> <p>Students' knowledge, skills and abilities will be assessed based on their performance in various individual written and oral assignments, as well as the presentation of the final paper. It is proposed to use the competency-oriented approach based on the Bloom's Taxonomy to assess current and final outcomes of teaching activities, including theoretical knowledge, research skills and analytical and critical thinking abilities acquired by students.</p> <p>Applying of the Bloom's Taxonomy will be carried out throughout the teaching process, including setting aims and objectives, their solution, as well as evaluating final outcomes of the project.</p> <p>The final evaluation of the course is supposed to be carried</p>

	<p>out written and anonymously on the basis of the developed questionnaire, which will be distributed to the students at the end of the course also using the above methodology. The outcomes of the evaluation will be communicated to the students, published on the university's website and will be a good help and an incentive for the further development of the course.</p>
Mode of delivery (face-to-face, distance learning)	<p>Blended learning: face-to-face and online based on the ZOOM platform</p>
Prerequisites and co-requisites (if applicable)	<p>Some of the students have successfully completed their studies in one of these courses:</p> <ul style="list-style-type: none"> - Module 600571-EPP-1-2018- 1KZ-EPPJMO-MODULE "Theory and Practice of European Integration", which became an introductory course on European studies. - Module 101085024-EUMP-ERASMUS-JMO-2022 - TCH-RSCH "Migration Policy of the European Union" (EUMP)
The period of validity of the syllabus	<p>2024-2027</p>
Recommended or required reading and other learning resources/tools /	<p>Key literature</p> <ol style="list-style-type: none"> 1. Hennebry, J., H. K. C. and K. Williams. Gender and migration data: A guide to evidence-based and gender-sensitive migration management. The International Organization for Migration (IOM). Geneva, 2021. – 52 p. // https://publications.iom.int/system/files/pdf/Gender-and-Migration-Data-RU.pdf 2. Gender aspects of labor migration in the Republic of Kazakhstan: expert assessment. – Almaty, UN Women's Sub-Regional Office for Eastern Europe and Central Asia, 2012. - 38 p. // http://gender.cawater-info.net/publications/pdf/gatmrk.pdf 3. Kazakhstan: country gender assessment. – Mandaluyong, Asian Development Bank, December 2018. – 95 p. // https://www.adb.org/sites/default/files/institutional-document/501696/kazakhstan-country-gender-assessment-ru.pdf 4. Pankin P.V. Gender aspects in the context of labor migration // Journal of Economy and Business, vol. 4-2 (74), 2021. – pp.65-69 5. Eshiev A.K., Turdueva D.K. Gender aspects of migration // Prospects for Training International Specialists

in the Field of Transport. International Scientific and Practical Conference, April 21-22. – Volume 3. – TSTU Conference, Tashkent, 2022. – pp.41-46

6. Convention on the Elimination of All Forms of Discrimination against Women, ratified by the Law of the Republic of Kazakhstan dated June 29, 1998 No. 248-I.

7. The Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women, ratified by the Law of the Republic of Kazakhstan dated July 4, 2001 No. 220-II.

8. The International Covenant on Economic, Social and Cultural Rights, ratified by the Law of the Republic of Kazakhstan dated November 21, 2005 No. 87-III.

9. Migrant women from CIS countries in Russia / J.A. Zayonchkovskaya, L.B. Karachurina, N.V. Mkrtchyan, D.V. Poletaev, Yu.F. Florinskaya / edited by E.V. Tyuryukanova E. V. – M.: MAKS Press, 2011. – 120 p.

10. Kuprina T.V. International migration flows: gender differences [Text] / T.V. Kuprina // Modern studies of social problems (electronic journal). – 2015. – N 8. – pp. 120-138.

11. Malakhov V.S. Integration of migrants: concepts and practices. – M.: Liberal Mission Foundation, 2015. – 272 p.

12. Chindarkar N. Gender and migration caused by climate change: a proposed framework for analysis. Environmental Research Letters, 2021. – №7(2). // <https://iopscience.iop.org/article/10.1088/1748-9326/7/2/025601/pdf>.

13. Holliday J., Hennebry J., Gammidge S. Achieving the Sustainable Development Goals: the role of gender analysis of migration. Journal of Ethnic and Migration Studies, 2018. – 45(14):2551–2565. // <https://doi.org/10.1080/1369183X.2018.1456720>.

14. Women working around the world: a situational analysis of migrant workers. UN Women Structure, New York, 2016. // www.unwomen.org/en/digital-library/publications/2017/2/womenworking-worldwide .

15. Migrant workers and remittances: examining data from selected countries. A concept note. New York, 2020 // www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/policy-brief-migrant-women-and-remittances-exploring-the-data-from-selected-countries-en.pdf?la=en&vs=2913.

16. Policy and practice: Guidelines for the

	<p>implementation of the Global Compact on Migration from a Gender perspective. New York, 2018. // www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/guide-for-gender-responsive-implementation-of-the-global-compact-for-migration-en.pdf?la=en&vs=5533.</p> <p>17. Migrants' human rights: best practices and initiatives in gender-sensitive migration legislation and policy. The United Nations General Assembly (UNGA) // https://undocs.org/ru/A/74/191 .</p> <p>Internet sources https://www.iom.int/ https://www.unhcr.org/refugee-statistics/ https://ec.europa.eu/commission/presscorner/www.ec.europa.eu/emn</p> <p>Professional databases</p> <ol style="list-style-type: none"> 1. EBSCO 2. Elsevier 																																													
Planned learning activities and teaching methods	interactive methods and techniques, such as: inverted class, discussions and debates, case-study, brainstorming, problem-oriented lectures, role-playing games, etc																																													
A point-rating system for assessing student learning	<table border="1" data-bbox="539 1245 1458 1859"> <thead> <tr> <th>Letter grade</th> <th>Numerical equivalent</th> <th>Points (%)</th> <th>Traditional system</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,0</td> <td>95-100</td> <td rowspan="2">Excellent</td> </tr> <tr> <td>A-</td> <td>3,67</td> <td>90-94</td> </tr> <tr> <td>B+</td> <td>3,33</td> <td>85-89</td> <td rowspan="3">Good</td> </tr> <tr> <td>B</td> <td>3,0</td> <td>80-84</td> </tr> <tr> <td>B-</td> <td>2,67</td> <td>75-79</td> </tr> <tr> <td>C+</td> <td>2,33</td> <td>70-74</td> <td rowspan="4">Satisfactory</td> </tr> <tr> <td>C</td> <td>2,0</td> <td>65-69</td> </tr> <tr> <td>C-</td> <td>1,67</td> <td>60-64</td> </tr> <tr> <td>D+</td> <td>1,33</td> <td>55-59</td> </tr> <tr> <td>D-</td> <td>1,0</td> <td>50-54</td> <td rowspan="2">Unsatisfactory</td> </tr> <tr> <td>FX</td> <td>0,5</td> <td>25-49</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Letter grade	Numerical equivalent	Points (%)	Traditional system	A	4,0	95-100	Excellent	A-	3,67	90-94	B+	3,33	85-89	Good	B	3,0	80-84	B-	2,67	75-79	C+	2,33	70-74	Satisfactory	C	2,0	65-69	C-	1,67	60-64	D+	1,33	55-59	D-	1,0	50-54	Unsatisfactory	FX	0,5	25-49				
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Attendance policy	The student must attend at least 80% of the classes. A student who misses 20% of classes will not be allowed to take the exam.																																													

COURSE CONTENT

№	Topic	Contact hours				
		lectures	seminars	workshop	exam	total
1	Feminization of migration	1	2	2		5
2	Distribution of female migrant workers by sector	1	2	3		6
3	The gender factor in the formation of EU migration policy	1	2	2		5
4	Labor migration: gender-sensitive indicators	1	2	3		6
5	Policies and practices in host countries	2	4	4		10
6	Policies and practices in countries of origin	2	4	4		10
7	Multilateral cooperation between Governments, international organizations, social partners and non-governmental organizations in the formation of gender-sensitive policies in the field of labor migration	1	2	3		6
8	Gender inequality in the political sphere.	1	2	2		5
9	Gender inequality and integration of migrants from non-EU countries into the EU.	1	2	3		6
10	Gender-sensitive education and preparation for integration.	1	2	3		6
11	Family reunification of migrant women.	1	2	3		6
12	Illegal importation of migrant women.	1	2	3		6

13	The role of the countries of origin of migrants	1	2	2		5
14	Services preceding the departure of migrants	1	2	3		6
15	Economic and social benefits and costs of migration	1	2	3		6
16	Optimizing the benefits of migrant remittances (savings)	1	2	3		6
17	Reintegration of migrant women	1	2	3		6
	Final Exam				4	4
	Total	19	38	49	4	110