



Erasmus+

Application Form

Call: 2018

Jean Monnet Activities

- **Jean Monnet Modules**
- **Jean Monnet Chairs**
- **Jean Monnet Centres of Excellence**

2018 Call for proposals

DETAILED PROJECT DESCRIPTION

(To be attached to the eForm)

Title of the proposal / Acronym

PART D - Characteristics and relevance

D.1. Why does your organisation wish to undertake this Action?

Summary of the proposal

- Brief write up of the key points.
- Background and rationale of the proposal.
- Objectives, activities, main outputs, outcomes and impact including indicators of achievement.

Demonstrate evidence of academic added value, promotion of European Union studies and outline how the proposal impacts on the specific subject area of study at an international level. Please outline to what extent the proposal fosters the development of existing and new teaching and debating activities (including new methodologies, tools and technologies), how it demonstrates evidence of academic added value, how it promotes European Union studies at the host institution and gives greater visibility to this field of study at a national level. Please also provide a short overview of the state of play of EU studies in your Faculty/Institution/Country and indicate to what extent your project responds to an identified need to develop this field of study (Recommended 4000 characters).

The game being played around gender at the European and Member State level has so far not produced impressive results despite some existing initiatives and strategic priorities, especially if you consider the influence it had on the last 2008 recessions and crisis affected all over the world. A European Parliament report on the gendered impact of this crisis highlights that gender equality policies were delayed and the cuts in public budgets of states had a negative impact on female employment and on the promotion of equality. As a result, it has become imperative to impose checks that establish gender equality if there must be any chance that the long-range objectives of the EU are to be realized. Accommodating both gender in discussions relating to the well-being of members of the labour market is important so as to effectively churn out the best policies that cater for both men and women equally in Europe. The Lisbon Strategy would not be accompanied by a successful implementation if the issue of gender equality is overlooked, and in the opinions of the Swedish Presidency of the EU has noted, even growth in the economy would be mitigated. The most obvious effect of this is the respective soaring and plummeting of unemployment rates. Despite that the activities going on toward the crisis has indicated a level of keenness in the oneness in Europe, the case of gender equality seems to be falling out of interest and importance even as there is a growing need to address the crisis: it is interesting to note that neither of the European Economic Recovery Plan as well as the follow up Prague Summit talked or even mentioned the words "gender" or "equality". Even in the eventuality that the long-term impacts of the formulated policies are positive and impressive without gender bias, there remains the need to incorporate gender mainstreaming in order to gain insights into gender-influenced situations in the labour market and policies that have gender-biased impacts. Also, the EU and its Member States in 2017 declare to take a number of concrete actions to provide women and men to have the same power to control over their own life and shape the society.

.....the aim of this module is to provide a scheme of work especially to undergraduate and graduate students, researchers as well as the economists and sociologists, NGO representatives and other professional agencies who are conducting their studies on any area of gender politics as it relates to the EU during the crisis period, especially the subjects of gender equality and balancing.

D.2. Relevance of the proposal to the specific objectives of the Action

Please select as appropriate and specify in the text box provided the relevance of the proposal to the specific objectives of the Action (Recommended 6000 characters).

For Jean Monnet Modules:

- promotes research and first teaching experience for young researchers and scholars and practitioners in European Union issues
- fosters the publication and dissemination of the results of academic research
- creates interest in the EU and constitutes the basis for future poles of European knowledge, particularly in Partner Countries
- fosters the introduction of a European Union angle into mainly non EU related studies
- delivers tailor-made courses on specific EU issues relevant for graduates in their professional life

For Jean Monnet Chairs:

Main activities (minimum of 90 hours per academic year)

- deepens teaching in European Union studies embodied in an official curriculum of a higher education institution
- provides in-depth teaching on European Union matters for future professionals in fields which are in increasing demand on the labour market

Additional activities (at least one additional activity per academic year to be carried out)

- provides teaching/lectures to students from other departments (e.g. architecture, medicine etc.) to better prepare them for their future professional life
- encourages, advises and mentors the young generation of teachers and researchers in European Union studies subject areas
- conducts, monitors and supervises research on EU subjects, also for other educational levels such as teacher training and compulsory education
- organizes activities (conferences, seminars/webinars, workshops etc.) targeting policy makers at local, regional and national level as well as civil society

For Jean Monnet Centres of Excellence:

- gathers the expertise and competences of high level experts
- develops synergies between various disciplines and resources in European Union studies
- creates joint transnational activities and structural links with academic institutions in other countries
- ensures openness to civil society

All the important points and goals of the Jean Monnet modules were considered in this module. First of all, it enhances studies and first teaching experience for youthful researchers and experts on Europe related matters.....

**Also, there is the enhancement of publications and distribution of outcomes from academic studies by the module as it oversees the several research exercises that are carried out in its lifecycle....
a minimum of 15 working papers designed by the module participants
4 main seminars that the module would oversee annually**

Part E - Participating organisations - teams

E.1. Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the action. (Recommended 2000 characters).

Established in 2001, Yasar University has quickly become an ideal environment for research, personal development and learning by its 9 faculties (Law, Economics and Administrative Sciences, Engineering, Communication, Art and Design, Science and Letters, Architecture, Business and Humanities), 2 graduate schools, vocational school, EU Research Centre, Open and Distance Learning Centre, Knowledge & Technology Transfer Office and Continuing Education Centre. Yasar university serves 9403 students in total including 1269 associate degree students, 7294 undergraduates and 840 graduate and postgraduate students. The University has a workforce of 438 academic and 294 administrative staff. Over 62 degree programs are offered in its departments and institutions with English as the medium of instruction for most of the programmes.

Who takes Jean Monnet before....

E.2. Other EU grants

Please list the projects for which the organisation or the department responsible for the management of this application has received financial support in the last three years from EU programmes (in particular, the Jean Monnet Activities).

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Jean Monnet Chair	199742-LLP-1-2011-1-TR-AJM-CH	Yasar University	International Relations and European Studies
Erasmus+ Jean Monnet Activities: Jean Monnet Modules	553591-EPP-1-2014-1-TR-EPPJMO-MODULE	Yasar University	EU Grants and Project Management
Erasmus+ Jean Monnet Activities: Jean Monnet Modules	564857-EPP-1-2015-1-TR-EPPJMO-MODULE	Yasar University	An Experience of Multi-Cultural Co-Existence: Art and Culture as a Means of EU Integration and Co-Existence
Erasmus+ Jean Monnet Activities: Jean Monnet Modules	575338-EPP-1-2016-1-TR-EPPJMO-MODULE	Yasar University	Migration-Security Nexus in the EU (MIG-EU)
Erasmus+ Jean Monnet Activities: Jean Monnet Modules	587278-EPP-1-2017-1-TR-EPPJMO-MODULE	Yasar University	EU TALK: Integrate Turkey and Turkish Media to European Public Sphere
Erasmus+ KA2: Strategic Partnerships	2016-1-TR01-KA205-029674	Yasar University	Empowering Youth Workers to Reach Out Young Migrants and Refugees (Reach-Out)
Erasmus+ KA2: Strategic Partnerships	2016-1-TR01-KA203-034258	Yasar University	istart: A Lean-Training, Innovative, Multidisciplinary Digital

			Entrepreneurship Platform
Erasmus + KA Strategic Partnerships	2014-1-TR01-KA203-013203	Yasar University	Developing Entrepreneurship and Innovation Minor Programmes in European Research Area
Erasmus + KA Strategic Partnerships	2014-1-TR01-KA203-013379	Yasar University	Opening More Employment Gates for Art and Music Students” (OMEGA)
Erasmus+ KA2: Strategic Partnerships	2016-2-TR01-KA205-036174	Society Volunteers (TOG) - Turkey	Gender perspective in EU Mobility Programs
Erasmus+ KA2: Strategic Partnerships	2017-1-AT01-KA202-034995	Fh Joanneum Gesellschaft Mbh - Austria	Workplace Inclusion 4.0
Erasmus+ KA2: Capacity Building for youth in ACP countries, Latin America and Asia	590080-EPP-1-2017-1-IT-EPPKA2-CBY-ACPALA	Passi Societa Cooperativa - Italy	CAMMINI MINIMI: Il Percorso Più Efficace Per Generare Un Cambiamento Sostenibile
Erasmus+ KA2: Strategic Partnerships	2017-1-TR01-KA201-046632	Istanbul Valiligi - Turkey	Log On Back to Life
Erasmus+ KA2: Strategic Partnerships	2017-1-IT02-KA201-036784	CIPAT - Turkey	Pathway Through Religions
Erasmus+ KA2: Strategic Partnerships	2017-2-TR01-KA205-047173	Dokuz Eylul University	Gamification as A Tool Of Entrepreneurship & Inclusion For Young Refugees & Migrants
HORIZON 2020: Marie Curie Actions – European Researchers’ Night	722956	Yasar University	Science Unites All (SCI-ALL)
HORIZON 2020: Marie Curie Actions- Research and Innovation Staff Exchange	689983	National Technical University of Athens - Greece	Optimization Driven Architectural Design of Structures (OPT-ARCH)
HORIZON 2020: Marie Curie Actions – Individual Fellowships	708984	Yasar University	Efficient Grid Connected Buildings: A Distributed Control Framework for Managing Flexible Loads (BuildingControls)
FP7 Marie Curie – Career Integration Grants	618768	Yasar University	Revitalizing EFL Teachers’ Professional Development in Europe through Innovative Programs (EFLT Teachers)
FP7-ENERGY 2013-1	608466	University of Porto - Portugal	Research Cooperation in Renewable Energy Technologies for Electricity Generation
FP7-EeB.NMP.2013-6	609180	ENERGOSYS - Hungary	Energy Efficient & Cost Competitive Retrofitting Solutions for Shopping

Title of the proposal / Acronym

			Buildings (ECOSHOPPING)
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Please list other grant applications submitted by your organisation, or the department responsible for this project proposal under the 2018 Erasmus+ Call for proposals. For each grant application, please mention the amount requested.

Sub-Programme/Action concerned	Amount requested
<i>Add lines as necessary</i>	

E.3. Operational capacity: Skills and expertise of key staff involved in the project

Special attention should be paid to the quality (excellence) of the academic profile in the specific field of European Union studies. Please add lines as necessary.

SKILLS AND EXPERTISE OF KEY STAFF MEMBERS	
Please provide the names of the key staff members and indicate for each his/her expertise relevant to the implementation of the project and the role to be undertaken in the project	
Name ¹	Summary of relevant skills and experience
Assoc. Prof. Dr. Meltem INCE YENILMEZ (Module Leader)	Assoc. Prof. Dr. Meltem INCE YENILMEZ is the member of the Department of Economics at Yasar University. She has completed her PhD on Economics in 2010. She has MA on Banking and Finance and BA on Business Administration Department of Eastern Mediterranean University, Turkish Republic of North Cyprus. Her main research fields are applications of theories in economics of gender analysis as well as women economics combining with sociology, labour economics, gender equality, occupational segregation and women in politics. She has been lecturing since 2008 on the topics of labour economics, economics of gender, feminist economics, microeconomics and economics of income distribution. She had been in University of Cambridge, Department of Sociology as a Visiting Fellow of UK Government Chevening Scholarship between 2011-2012. She worked in University of California, Berkeley at Department of Women and Gender Studies as a Visiting Scholar between 2014 -2015. She was a Part-time Lecturer in University of California, Santa Cruz at Department of Economics in 2015. She also did her academic research at University of Gottingen at Center for Gender Studies in 2016 for 3 months at summer school. In addition to her academic studies, she has been working as an Editor of Journal of Yasar University since 2016.
Prof..	
Assoc.Prof.Dr.	
Dr.	

ACADEMIC PROFILE OF KEY STAFF MEMBERS
The following mandatory information should be provided for each academic key staff member, including the proposed Chair holder or academic coordinator of the activity: <ul style="list-style-type: none"> ▪ A curriculum vitae (using the template included in Part H) ▪ A full list of all relevant publications (using the template included in Part H) ▪ The 6 most relevant publications (the title and an abstract/short summary for each publication, including year of publication and for articles, the name of the review/journal in which the article appears) ▪ The 3 most relevant/recent teaching experiences (the title and a short summary of the content of the teaching course including the name of the organisation and the year in which the course was delivered)

¹ For Jean Monnet Chairs, the name of the proposed Chair holder; for Jean Monnet Modules and Centres of Excellence, the name of the academic coordinator and the names of all the staff members involved in delivering the teaching programme/programme of activities. For Jean Monnet Chairs please note that other staff members may be involved in delivering those activities proposed in addition to the required minimum of 90 teaching hours, which must be delivered by the Chair holder alone.

MODULE LEADER			
Title	Assoc. Prof. Dr	First name	Meltem
Surname	INCE YENILMEZ		<i>Mandatory</i> <input type="checkbox"/> Male <input checked="" type="checkbox"/> Female
Department	Economics		
Position/Grade/Category	Assoc. Prof. Dr.		
PhD Title	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Address	Yasar University, Department of Economics, Üniversite caddesi, no:37-39, Bornova		
Postcode	35320	City	Izmir
Country	Turkey		
Telephone 1	+90 2325708931	Telephone 2	++ /
Fax	++ /	Website	mince.yasar.edu.tr
Email	meltem.ince@yasar.edu.tr		

Model of publication list	
Please add a new table for each member of staff mentioned in the table above (if appropriate). For academic publications, please give complete references (title, publishing house, city, year and pages, ISBN if any)	
Name:	Meltem INCE YENILMEZ
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator <input checked="" type="checkbox"/> Module leader <input type="checkbox"/> Member of the teaching staff
Title of publication 1: Year: Abstract (Limit: 5 lines):	<p>The Effects of Financial Crisis on Female Labor: Evidence from Turkey - KIEP EMERiCs. 2017. 380:1-4) 2017</p> <p>Turkey remained confident that the challenges being experienced were just a minor setback and as such refused to announce any crisis procedures. The recovery in the aftermath of the crisis by Turkish government was very fast which was reflected in its high GDP growth rates and an increase in employment during the last quarter of 2009.</p>
Title of publication 2: Year: Abstract:	<p>Female Labour Force Participation in Turkey: GMM Evidence- Iğdır Üniversitesi Sosyal Bilimler Dergisi. 2017.13(3): 321-354. 2017</p> <p>In this study, demand factors of being as an unpaid family worker and informal sector directed women in the workforce, who have to choose between the labor market and in home responsibility, childcare, are examined. It is emphasised that women in working life are also affected by social prejudices and family structures. At the same time, socially, works of housewives are invisible and worthless in our country.</p>
Title of publication 3: Year: Abstract:	<p>Women Empowerment and Gender Equality: Case of Turkey- Journal of Management and Economics Research. 2017. 15(1): 171-193. 2017</p> <p>This research looks at women's empowerment in Turkey utilizing Turkish Statistics Institute data and applying binary logistic regression. The suggestions of this research are that being among the labor market is vital to women's empowerment. The findings of this analysis also show that women in some job fields have a higher probability for empowerment. Various occupational features are linked with some empowerment indicators.</p>
Title of publication 4: Year:	What Determines Labour Movement from Turkey to Europe? Extent of the

Abstract:	Situation and the Implications- Sosyoekonomi. 2017. 25(31): 167-189 2017 The present study looks at immigration from an economic, as well as a cultural and social point of view. Apparently, immigration policies are unable to achieve their prespecified demographic targets, at least under most circumstances, because controlling the synthesis and volume of net migration poses a remarkable challenge. Moreover, any undertaking to pinpoint the needs of the future work market in a decisive way, regarding immigration, and to optimize immigration strategies, appears to have modest results as well.
Title of publication 5: Year: Abstract:	Perspectives on the Evaluation of Feminism through Modernization and Islam in Turkey- Journal of Sociological Research. 2016. 19(2): 195-221. 2016 This article aims to give a different perspective to the most crucial theoretical elements for feminist movements in Turkey. The history of feminist movements is divided into three periods: the late Ottoman, which began in the 1920s as a state project; the long silence period, which started in the first period of 1930s and spread throughout society until 1980 military coup; and the second wave period starting in the 1980s which was a very complex period where women had a chance to increase the impact of their actions and voices.
Title of publication 6: Year: Abstract:	Economic and Social Consequences of Population Aging the Dilemmas and Opportunities in the Twenty-First Century- Applied Research in Quality of Life.2015. 10(4): 735-752. 2015 This paper analyzes possible changes in several variables, including labour force participation, the pension system, retirement age and labour supply. It places special emphasis on a variety of demographic and policy forces that are vitally important for evaluating the impact of population aging on economic growth. It also considers the implications of these developments for closing the gender gap in pension provision.
Title of publication 7: Year: Abstract:	Gender Segregated Labour Markets and Work Life Preferences: Evidence from Turkey- Ekonomik Yaklasim. 2014. 25 (93): 1-20 2014 The framework of socio-cultural and economic factors that determines gender-based division, both in the labour market and households, causes women generally lag behind men at all levels in Turkey. The limited number of jobs available for women, long working hours, heavy working conditions, low wages and women’s lack of work skills are some of the factors keeping women out of the labour market.
Title of publication 8: Year: Abstract:	“How the education affects female labour force? Empirical Evidence from Turkey”, Procedia-Social and Behavioural Science, 2(2), Fall 2010: 634-639. 2010 This article investigates the major issues of females in Turkey and the characteristics required of school improvement with many educational reforms they have faced from the perspectives of women. It is a brief overview of the field of human capital theory. This is followed by explaining data used to construct Time-series with variables provided.
Title of publication 9: Year:	“The Determinants of Female Labour Force: Empirical Evidence from Turkey”, Osmangazi University IIBF Journal, V.1, No: 1, 2006: 71- 90

Abstract:	2006 The aim of this study is to find out the determinants of female labour force participation in Turkey. To that end, the time series model is estimated for the period of 1980-2006 by using the macro data set. The empirical results suggest that the determinants are education, marital status, youth dependency ratio, age, and unemployment rate.
Title of publication 19: Year: Abstract:	“Women and Patriarchal Paradox in Politics: A National Perspective from Turkey: Patriarchy meets Modernity” . In F. Donelli, M. Ferez & A. Chiriatti (Eds.), Modern Turkey: Opportunities and Challenges , pp: 1-11, UK: Cambridge Scholars Publishing, ISBN (10): 1-4438-9142-8 (with Prof.Dr. Mehmet Hulusi DEMIR) 2017 This chapter investigates the reasons for women’s weak existence in formal local politics in Turkey in comparison with to other countries. Establishing a historical analytical linkage between women’s participation in social and political mobility at national, state, and local levels of politics will provide meaningful insights into aspects of women’s movements in political life.

Model of teaching experiences Please add a new table for each member of the staff mentioned in the table above (if appropriate).	
Name:	Meltem INCE YENILMEZ
Role:	<input type="checkbox"/> Chair holder <input checked="" type="checkbox"/> Module leader <input type="checkbox"/> Academic coordinator <input type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:	Labor Economics 2017-2018 To introduces students to the key concept and topic of labor economics such as labor mobility, labor demand & supply, human capital and the wage structure.
Title of the teaching course: Year: Summary of content:	Economics of Gender 2017-2018 This course is an upper level reading course on the economics of gender. We will seek answers to questions such as: Why are men paid more than women? Why do men and women work in different occupations? Are there physiological differences between men and women, which explain differences in behaviour? Much of our time will be devoted to the working lives of employed women, with emphasis on the particular challenges that women face in the labour force. However, we will also look at family life and the importance of nonmarket work, and consider the effects of government policy on the life experiences of women. Finally, we will take a quick look at the experiences of women in other countries.
Title of the teaching course: Year: Summary of content:	Feminist Economics 2017-2018 This course is designed to provide students with an introduction to key directions in contemporary feminist thought. Feminist theories concern not only the understanding of gender relationships, but also the prescriptions for change that politically and intellectually engaged feminists have recommended for these relationships.

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KEY STAFF MEMBER (Chair holder, academic coordinator, other key staff member – to be specified)			
Title		First name	
Surname		<i>Mandatory</i>	<input type="checkbox"/> Male <input type="checkbox"/> Female
Department			
Position/Grade/Category			
PhD Title	<input type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Address			
Postcode		City	
Country			
Telephone 1	++ /	Telephone 2	++ /
Fax	++ /	Website	
Email			

Model of publication list	
Please add a new table for each member of staff mentioned in the table above (if appropriate). For academic publications, please give complete references (title, publishing house, city, year and pages, ISBN if any)	
Name:	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Academic coordinator <input type="checkbox"/> Module leader <input type="checkbox"/> Member of the teaching staff
Title of publication 1: Year: Abstract (Limit: 5 lines):	
Title of publication 2: Year: Abstract:	
Title of publication 3: Year: Abstract:	
Title of publication 4: Year: Abstract:	
Title of publication 5: Year: Abstract:	
Title of publication 6: Year: Abstract:	

Model of teaching experiences	
Please add a new table for each member of the staff mentioned in the table above (if appropriate).	
Name:	
Role:	<input type="checkbox"/> Chair holder <input type="checkbox"/> Module leader

Title of the proposal / Acronym

	<input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Member of the teaching staff
Title of the teaching course: Year: Summary of content:		
Title of the teaching course: Year: Summary of content:		
Title of the teaching course: Year: Summary of content:		

PART F - Design and implementation of the proposal

F.1. Work Programme

Please describe how the work programme was conceived in terms of the activities proposed, including reference to the appropriate phases for preparation, implementation, evaluation, follow-up and dissemination. Explain how consistency between project objectives, activities and the proposed budget will be achieved (Recommended 6000 characters).

The basic stages include:
Preparation activities:
Implementation Activities:

- a) Regular Course:
- b) Seminar Exercises:
- c) Researches and Publications:
 - Researches
 - Publications
- d) Evaluation Activity:

F.2. Work plan and specific activities

Please enter the different activities you intend to carry out. *There are up to four specific types of activity (teaching, deliverables, research and events) that can be selected. Please use one table per specific activity and add as many tables as required (by copying and pasting the template table). Each specific activity must be numbered.*

For **Jean Monnet Chairs** please identify and detail the activities that are proposed in addition to the obligatory 90 teaching hours by completing the appropriate table(s). At least one additional activity per academic year is required (see Section D.2.).

For **Jean Monnet Chairs** and **Modules**, for which flat-rate funding based on unit costs (teaching hours) is applicable, please note that only the hours presented under F.2.1. Teaching will be taken into account in the calculation of the grant. Hours presented under F.2.4. Events will not be included as part of the flat-rate calculation in the case of a successful application.

F.2.1. Specific Activity: TEACHING

Title of the proposal / Acronym

Teaching Nr.				
Title	"Gender Politics and EU in the Time of Crisis" Elective Course			
Prof. in charge²				
Typology	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course		
Description	<p>This teaching activity includes a forty-eight hours elective course, which will be open to an interdisciplinary undergraduate and graduate student groups at Yasar University. The syllabus of the course is attached to the end of the form, but the draft schedule is indicated also below:</p> <p>Week 1 – Introduction to EU Integration process: The purpose of this session is to introduce students the historical, chronological development of and political activities held by European integration. Underlying the idea of the process of the cooperation between EU states with more conceptual themes will let students to get have more information about EU and their economic, political and social activities. Methodology: Lecture, discussion.</p> <p>Week 11 - Social and Employment Policies in Fighting Discrimination: The purpose of this session is to discuss social and employment policies to fight for discrimination. In order to provide an insight for the participants, an expert NGO in Izmir will be visited and students will be able to ask their own questions to the NGO representatives. Methodology: presentation, lecture, documentary.</p>			
Impact	The methodologies adopted in carrying out the teaching are likely to boost the information and interest of social science, engineering, public relations and laws students as an interdisciplinary course on the politics of gender and EU policies even in the period of crisis form a broad scope of disciplines given its multi-disciplinary nature.....			
N° of hours³	1st acad. year:	2nd acad. year:	3rd acad. year:	Total over 3 years:
	36	36	36	108 hours
N° of students	30	30	30	90 students
Discipline of audience⁴	This teaching activity is designed for traditional learner groups of higher education..... such as elective or must?			
Year/type of study	<input checked="" type="checkbox"/> 1 st cycle (Bachelor) <input checked="" type="checkbox"/> 2 nd cycle (Masters) <input checked="" type="checkbox"/> 3 rd cycle (Postgraduate)	<input checked="" type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school		
Nature⁵	<input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> Optional	<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing		
Timing⁶	<input checked="" type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input checked="" type="checkbox"/> 3 rd year	<input checked="" type="checkbox"/> 1 st semester <input type="checkbox"/> 2 nd semester		

F.2.2. Specific Activity: DELIVERABLES

Please keep in mind that if your project is selected you will be required to create and maintain a website for the action.

² Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities.

³ Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form.

⁴ e.g. Law, medicine, architecture etc.

⁵ Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application.

⁶ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

Title of the proposal / Acronym

Deliverable Nr.	
Title	
Typology	<input type="checkbox"/> Didactic materials <input type="checkbox"/> Learning tools <input type="checkbox"/> Virtual platform <input checked="" type="checkbox"/> Website <input type="checkbox"/> Database <input type="checkbox"/> CD-Rom/DVD <input type="checkbox"/> Books/Other academic publications <input type="checkbox"/> Paper-Brochure-Newsletter <input type="checkbox"/> Other (please specify):
Description	The objective of preparing a web site is to disseminate knowledge that will be produced by the module project.....
Impact	The website will disseminate and introduce module and additional activities at local and international level.....
Language	English
N° of copies	1
Estimated Date of publication	12/2018

F.2.3. Specific Activity: RESEARCH (if applicable)

Research Activity Nr.	
Person in charge	
Title	Gender Politics, Sports Performance and The Impact of Sports on Women's Health in EU
Description	The purpose of the research will be to overview the dimensions of gender (direct and indirect) effects and the diversified mechanisms that penetrated the EU as a whole in the economic meltdown. How the health of women in EU is influenced and what are the gender politics to be followed in their sports performance?
Methodology	Literature Review, data gathering from related statistic institutes, analysis and running of the data. Since women and men participate in different ways in socio-economic and political processes, and are differently affected by austerity, special attention will be paid to austerity policies and relevant gender implications while collecting the data.
Impact	The research path of the module will contribute to the existing literature of gender related-EU studies by providing national and international publications and reports regarding to the main themes of this project. It will be increase the academic value of the project by providing a base for the expected publications of the module.
Resulting publications	1 journal paper (as indicated in "publication" section)

F.2.4. Specific Activity: EVENTS

Event Nr.	
Title	Workshop for NGOs: The Impact of Economic Crisis on Gender Politics of EU

Typology	<input type="checkbox"/> Conference <input type="checkbox"/> Webinar <input checked="" type="checkbox"/> Workshop <input type="checkbox"/> Roundtable debate	<input type="checkbox"/> Study visit <input type="checkbox"/> Promotional event <input type="checkbox"/> Other (please specify):
Description	In a bid to stretch the bandwidth of the beneficiaries of the module, there would be a workshop to cater for the media persons, NGOs, representatives of Public agencies.....	
Impact	There would be advancement of the information of the NGO representatives who are involved in matters bordering gender balance, discrimination and women empowerment, and would motivate them to ponder the issue outside the box.	
Host country	Turkey	
Duration	1 day- 5 hours	
N° of participants		
Target group	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> 1 st cycle (Bachelor) <input checked="" type="checkbox"/> 2 nd cycle (Masters) <input checked="" type="checkbox"/> Researchers and/or PhD students <input type="checkbox"/> Administrative and other non-teaching university staff	<input checked="" type="checkbox"/> Public administrators <input checked="" type="checkbox"/> Professional groups <input checked="" type="checkbox"/> Civil society representatives <input type="checkbox"/> General public
Timing⁷	<input type="checkbox"/> 1 st year <input checked="" type="checkbox"/> 2 nd year <input type="checkbox"/> 3 rd year	<input type="checkbox"/> 1 st semester <input type="checkbox"/> 2 nd semester

F.3. Methodology

Please define the working methodology proposed for achieving the proposal's objectives with special emphasis on the quality and detail of the planned teaching programme, research and/or debating activities and paying particular attention to pedagogical approach, multidisciplinary synergies and openness to civil society (Recommended 3000 characters).

A combination of several regular course and patterns, blended with workshops and seminars, research works and intensive course, with the aim to getting across to a broad scope of audience and target groups.

PART G - Impact, dissemination and exploitation

⁷ Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc..

G.1. Expected impact of the project

Please describe how the target groups will be reached and involved during the lifetime of the project and how the action will benefit the target groups within the host institution and at local, regional, national and or European level. How will the project contribute to stimulating knowledge on the European integration process and to enhancing the visibility of scientific resources and academic activities in this field? (Recommended 3000 characters).

G.2. Dissemination and exploitation strategy

How will the dissemination be organised and how will exploitation activities ensure optimal use of the results within the project's lifetime and after? How will exploitation activities ensure optimal use of the results in terms of teaching activities and/or research and debating outputs both within and outside the host institution? To what extent have open educational resources been used to reach a wider public? (Recommended 3000 characters).

Seminars would be hosted to buttress the exercises of dissemination.

G.3. Quality control and Monitoring

Please explain what mechanisms will be put in place for ensuring the quality of the project and how the evaluation of the outcomes of the teaching activities will be carried out (Recommended 3000 characters).

Assoc. Prof. Dr. Meltem INCE YENILMEZ will be responsible for ensuring timely and proper management of the module activities as the academic coordinator and leader of the module. Regular internal meetings will be organized each month by the module team in order to evaluate ongoing of the module activities.

PART H. Curriculum Vitae and full list of publications

The template provided must be completed by each key staff member⁸. Please use one table per key staff member and add as many tables as required (by copying and pasting the template table). You should ensure that the information provided here is coherent with the Excel Budget form.

Please note that as submission size limitations are very specific (maximum 5 MB for the application e-Form and all its attachments), you are asked **not to include photographs or graphics** in the model curriculum.

PERSON RESPONSIBLE FOR THE PROPOSED ACTIVITY (Chair holder or academic coordinator)			
Title		First name	
Surname			Mandatory <input type="checkbox"/> Male <input type="checkbox"/> Female
Department			
Position/Grade/Category			
PhD Title	<input type="checkbox"/> Yes <input type="checkbox"/> No	Accredited to supervise doctoral theses?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Address			
Postcode		City	
Country			
Telephone 1	++ /	Telephone 2	++ /
Fax	++ /	Website	
Email			

EDUCATIONAL BACKGROUND: Please detail all relevant studies
WORK EXPERIENCE: Please include all recent positions which have a direct bearing on European Union studies
PUBLICATIONS: Please detail all relevant publications
ADDITIONAL INFORMATION: Please include any other relevant information including awards, titles, honorary positions etc.

⁸ The assessment of the quality of the project team (award criterion) will be based on the information provided in this section. Please identify key staff/team members carefully and complete a template for each individual.