COURSE OUTLINE

(1) GENERAL

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Social Sciences</th>
</tr>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Sociology</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>342</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>6th</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Employment and Social Economy</td>
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</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE

Compulsory Elective/general background

general background, special background, specialised general knowledge, skills development

PREREQUISITE COURSES:
No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:

COURSE WEBSITE (URL)

(2) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The student will be able to understand the dynamics of the third sector of the economy, non-profits, and the role of cooperatives in agriculture but also industry, institutions, social rehabilitation drawing from Greece’s historical experience and Europe as well as other
OECD states.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | ...... |

- Working independently
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

**(3) SYLLABUS**

In today’s era of new social redeployment, the crisis of public political economy is no different from the crisis of market economy. New forms of co-operative, nonprofit economy are quite different from previous forms of action. Social economy is inextricably linked with the development of civil society and is dynamically developed in areas where the state and its economy as well as the “profit” private economy do not enter due to limited profitability or limited access due to communication isolation, market size (a regional problem that is also social, but it is also expressed in the space and place) etc.

Such space are mainly space where mainly inflexible developmental social needs - such as the development of consumer credit, local cultural activities, education and health services, especially entrepreneurial actions for young people - are a major sector for corporate economy, social economy. On the one hand, basic services are the basis of social capital that must come from both public and, on the other hand, private non-profit social enterprises and sociocultural and economic can be products of cooperative non-profit capital.

This approach helps us to understand the relationship (from a diachronic point of view, of course) between new cooperative economy and later forms of labour and social development. The development of the topic begins with the problems of local communities and families due to “underdevelopment” and isolation, which are basic features of livelihood employment. “Agricultural and social cooperatives” are a major expression of such situations. Their role is presented historically, so we can see them through time (diachronically) to the modern forms of “governance” of the regions with Local Partnership Organizations at a local level. The new framework of Social Economy is an important factor that marks the complete liberalization of solidarity economy in which new forms of organization of production and labour are essential.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<table>
<thead>
<tr>
<th>DELIVERY</th>
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<tbody>
<tr>
<td>Face-to-face</td>
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</table>
**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students

- Use of computer and projector for the lecture and additional presentation of audiovisual material

**TEACHING METHODS**

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>39 hours</td>
</tr>
<tr>
<td>Research for Essay</td>
<td>40 hours</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>48 hours</td>
</tr>
<tr>
<td>Evaluation</td>
<td>5 hours</td>
</tr>
<tr>
<td>Final Exam</td>
<td>48 hours</td>
</tr>
<tr>
<td>Course total</td>
<td>180 hours</td>
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</tbody>
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**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Students’ assessment is based (a) on their active participation in the module by attending and formulating the topic for discussion, presenting of texts on the importance and forms of working life during the seminars in the Laboratory of Labour. Sociology; and (b) on written examinations. Labour as a science of modern society is a basic theoretical and practical concept that needs to be explored in order for our students to understand basic components of our European identity. The module is organized by lectures, study and presentation of texts written in Greek and in English and with selected translations of texts from English into Greek. There are scheduled visits to Lesvos Workers’ Centre, and local research on old and new occupations on the island of Lesvos is carried out.

The assessment of the module will be made of students’ presence and active participation in the classes, the presentation of papers, the study and translation of texts and written examinations at the end of the semester. A final assignment (25%) and examinations (75%) will be the method of assessing students’ progress.
(5) ATTACHED BIBLIOGRAPHY

a) Coursebooks (up to 3 works):


b) Complementary Bibliography (up to 10 works):


Bode, I. and Evers, A. (2000) From institutional fixing to entrepreneurial mobility?.


De la Porte, Caroline, Philippe Pochet, and Graham Room. (2001)."Social Benchmarking,


Directorate Generale V (1997b) Results of the first call for proposals (V/048/97) concerning implementation of the “third system and employment” pilot scheme.

Directorate Generale V (1997c) Results of the second call for proposals (V/048/97) concerning implementation of the “third system and employment” pilot scheme.


Economic and Social Committee (1997) Opinion on the Co-operation with charitable associations as economic and social partners in the field of social welfare (own-initiative), CES 1398/97, Economic and Social Committee of the European Communities, Brussels.


Economic and Social Committee (1999) Opinion on The role and contribution of civil society organisations in building Europe (own-initiative), CES 851/99, Economic and Social Committee of the European Communities, Brussels.


Economic and Social Committee (2001) Private not-for-profit social services in the context of services of general interest in Europe, Own-initiative opinion, CES 1120/2001, Brussels.


Third Sector / Social Economy


Evers, A. (2000) Will sector matter? Welfare dynamics, the third sector and social quality, in


c) Notes
• «Προώθηση Νέων Συνεργατικών Μορφών Εργασίας και Τοπική Ανάπτυξη της Απασχόλησης σε συνθήκες Παγκοσμιοποίησης. (κεφ. 5 στο Τσοπάνογλου, Γ. Κράτος, Κοινωνία Πολιτών και Εργασία, Gutenberg, 2004.

• Εθνικό Θεματικό Δίκτυο για την Κοινωνική Οικονομία – Υπουργείο Εργασίας

• Εθνικό Θεματικό Δίκτυο για την Κοινωνική Οικονομία – Υπουργείο Εργασίας Οδηγός Ιδρυσης & Λειτουργίας Κοινωνικών Επιχειρήσεων.

• Καθημερινή Ειδικές Εκδόσεις The Economist, Ιανουάριος 2008, Τεύχος 47, σελ. 75-114.