

**COURSE DATA****Data Subject**

<b>Code</b>	42757
<b>Name</b>	Public policy and environment of social economy
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
2204 - Master's Degree in Social Economics (Cooperatives and Non-Profit Organisations)	Faculty of Economics	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2204 - Master's Degree in Social Economics (Cooperatives and Non-Profit Organisations)	2 - Public policy and environment of social economy	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CHAVES AVILA, RAFAEL	110 - Applied Economics
GALLEGO BONO, JUAN RAMON	110 - Applied Economics
SAVALL MORERA, TERESA	110 - Applied Economics

**SUMMARY**

In this matter, the main elements of the environment that condition and, to a large extent, determine the activity of companies and entities of the Social Economy are addressed, such as the public policies of governments, the dynamics of the sectors of economic activity in Those who carry out their work in the Social Economy and its relationship with economic policies, innovation systems and the internationalization of economies. The content of this subject is made up of 5 parts. The first block, which integrates three parts, is of a theoretical-practical nature. Its objective is to provide the student with the conceptual and theoretical elements necessary to understand the logic of public policies (their elaboration process, their typologies, their objectives, instruments and their evaluation) as well as their impact on the Social Economy, both explicitly directed policies to the promotion of the Social Economy and its great families, such as general or sectoral public policies



that take this social sector into account. The presence of the Social Economy in public budgets and the forms of relationship with the administration, such as subsidies, agreements and contracts, are also addressed.

The second block integrates the fourth and fifth parts. The fourth part aims to study the role of the social economy in two of the main public policies: local development and business development. The fifth part is dedicated to the environments that facilitate the balanced and self-sustained development of Social Economy companies, such as innovation systems.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There aren't

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2127 - Master's Degree in Social Economics. Cooperatives and Non-Profit Organisations

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Comprender el funcionamiento de las entidades y empresas que conforman la Economía Social
- Saber analizar las políticas públicas relacionadas con las empresas y entidades de la Ec. Social.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Know how to work in multidisciplinary teams reproducing real contexts and contributing and coordinating their own knowledge with that of other branches and participants.
- Participate in, lead and coordinate debates and discussions, be able to summarize them and extract the most relevant conclusions accepted by the majority.



- Use different presentation formats (oral, written, slide presentations, boards, etc.) to communicate knowledge, proposals and positions.
- Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.
- Ser capaces de buscar, ordenar, analizar y sintetizar la información, seleccionando aquella que resulta pertinente para la toma de decisiones.
- Saber trabajar en equipo con eficacia y eficiencia.
- Ser capaces de tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora.
- Have a proactive attitude towards possible changes that may occur in their professional and/or investigative work.
- Be able to integrate new technologies in their professional and/or research work.
- Know how to write and prepare presentations to present and defend them later.
- Ser capaces de analizar de forma crítica tanto su trabajo como el de su compañeros.
- Be able to integrate into teams, both as managers or coordinators and for specific and limited functions and in support of the team or of others.
- Conocer el proceso de la innovación social y de su papel en el funcionamiento de las empresas de la Economía Social.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

Capacity for analysis, synthesis and evaluation.

Know and use the main sources of information on policies, measures and budget lines aimed at the social economy in Valencia, Spain and the European Union. Management of the scientific literature and information offered in the mass media.

Knowing the nature of public policies and support structures that affect the social economy.

To acquire adequate knowledge of the field of action of both specific policies and Social Economy of Sectoral Policies, such as local development policies and business

Acquiring knowledge about the functionality of systems innovation and the role they play in the Social Economy

## **DESCRIPTION OF CONTENTS**

### **1. Public Administrations, Public Policies and the Social Economy**

- 1.1. The public policy process. Diagnosis, objectives, instruments and evaluation.
- 1.2. Political incidence, agenda and political window.
- 1.3. The Social Economy in public policies
- 1.4. Policy makers: political views and discourses on the Social Economy.

**2. Policies to promote the Social Economy**

- 2.1. Justifications for the promotion of the Social Economy.
- 2.2. Policy typologies: soft and hard policies.
- 2.3. Private structures to support the Social Economy.

**3. Promotion policies in practice. Framework**

- 3.1. Public development organizations. Bodies of social dialogue.
- 3.2. Social clauses. Budget policy.
- 3.3. The Social Economy in Budgets.
- 3.4. Subsidies, collaboration agreements and contracts with the Public Administrations.
- 3.5. The evaluation of public policies of Social Economy.
- 3.6. The plans to promote the social economy: the Fent Cooperatives plan and the new generation of policies to promote the social economy in Spain

**4. The Social Economy and local and business development policies**

- 4.1. The Social Economy within the framework of local development policy.
- 4.2. The Social Economy within the framework of business development policy.

**5. The Social Economy and Innovation Systems**

- 5.1. The territorial systems of production. Districts and clusters
- 5.2. The innovation systems of the social economy. Cases

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	20,00	100
Classroom practices	10,00	100
Development of group work	5,00	0
Development of individual work	8,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparing lectures	9,00	0
Preparation of practical classes and problem	5,00	0
<b>TOTAL</b>	<b>75,00</b>	



## TEACHING METHODOLOGY

The subject has a theoretical and practical content. Regarding the theoretical, the teacher's explanations (from lectures) should be supplemented, at least to the study of the literature indicated as basic. In terms of practical content, the basis for monitoring the course will be based on the job.

## EVALUATION

The final grade of the material is obtained by performing a final review and implementation of activities and work. The written test will consist of multiple choice part and some short questions to develop.

## REFERENCES

### Basic

- SPEAR, R. (2000): Organismos de Apoyo, Cap. III en Chaves et al (Dir): Economía Social y Empleo en la Unión Europea, CIRIEC-España, Valencia, pp.83-133.
- GALLEG0, J.R. (2016): Desarrollo económico y diagnóstico territorial en regiones desarrolladas y en regiones en desarrollo en Noguera, J. (Ed): La visión territorial y sostenible del desarrollo local. Una perspectiva multidisciplinar, Servei de Publicacions de la Universitat de València, Valencia, pp.163-200.
- Biblioteca de ciencias sociales de la UV "Guía de recursos bibliográficos sobre economía social" <https://cibisoc.blogs.uv.es/recursos-tematicos/economia-social/>
- CHAVES,R., GALLEG0,J.R. y SAVALL,T. (2020): "Políticas públicas y entorno de la economía social", en: Chaves,R., Fajardo,G. y Monzón. (dir) (2020): Manual de economía social, editorial Tirant lo blanc, Valencia, pp. 43-65.
- CHAVES, R. (director) (2020): La nueva generación de políticas públicas de fomento de la economía social en España. Tirant lo Blanch, 2020

### Additional

- GALLEG0, J.R. (2008): "Economía Social y dinámica innovadora en los sistemas territoriales de producción y de innovación. Especial referencia a los sistemas agroalimentarios", CIRIEC-España, Revista de Economía Pública, Social y Cooperativa núm. 60, pp. 27-40.
- CIRIEC/Monzón,J.L. y Chaves,R. (2017): Evolución reciente de la economía social en Europa, CESE, Bruselas.  
<https://www.eesc.europa.eu/en/our-work/publications-other-work/publications/recent-evolutions-social-economy-study>





- Chaves,R. y Monzón,J.L. (2018): Casos de buenas prácticas de política pública de promoción de la economía social en Europa (Best cases of public policies regarding the social economy in Europe after the economic crisis), CESE, Bruselas.
- Chaves,R., Herrero,M. y Monzón,J.L. (2017): La economía social ante los conceptos emergentes en Europa, CIRIEC-España, Valencia.  
<http://ciriec.es/novedades-bibliograficas/la-economia-social-valenciana-ante-los-conceptos-emergentes-relacionados-en-europa/>
- CATALA,B., CHAVES,R. MERINO,F., SANTACRUZ,P., SAVALL,T., VAÑO,M.J. (2020): Guía de políticas de economía social y cooperativa para la administración local de la Comunitat Valencia, IUDESCOOP-CIRIEC, Valencia. <https://www.uv.es/uvweb/instituto-universitario-economia-social-cooperativa-IUDESCOOP/es/cidec/publicaciones/iudescoop-1285895774383.html>
- CATALA,B. (2020): Las políticas públicas de economía social desplegadas por los ayuntamientos de la Comunitat Valenciana, CIRIEC-España, Valencia. <http://ciriec.es/novedades-bibliograficas/las-politicas-publicas-de-economia-social-desplegadas-por-los-ayuntamientos-de-la-comunitat-valenciana/>

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

The course will be carried out face-to-face, unless sanitary circumstances prevent it. In this case, the teaching and evaluation will be adapted to the guidelines prepared by the University to ensure non-face-to-face teaching.

### **1. Contents**

The contents initially collected in the teaching guide are maintained.

### **2. Volume of work and temporary planning of teaching**

The weight of the different activities that add the hours of dedication in ECTS credits marked in the original teaching guide is maintained. Furthermore, the sessions will take place on the same dates and with the same duration.

### **3. Teaching methodology**

The class is taught by BBC synchronous videoconference. To support the classes, additional material is uploaded to the virtual classroom such as fragments of books, scientific articles, etc. Activities are also proposed by virtual classroom such as conducting case studies, questionnaires, etc. The tutoring is also done by the BBC.



#### **4. Evaluation**

Regarding the final evaluation test, it will be based on an exam containing test questions and theoretical-practical development questions. The exam will work as follows: a questionnaire task will be uploaded to the virtual classroom at the scheduled time for the exam to start. Measures will be taken to individualize the questionnaire: generate different test-type questions in the question bank, configure the appearance of the questions and answers randomly, etc.

#### **5. Bibliography**

Much of the bibliography is available through the university's VPN. For the part of the bibliography not available, it is replaced by scientific articles available online, and the teachers prepare their own materials.