

Degree	Type	Year
4313228 Social Policy, Employment and Welfare	OT	0

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Teachers

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Teaching groups languages

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Prerequisites

It is advisable to be able to read academic articles in English.

Objectives and Contextualisation

This module aims to achieve a double objective: to explain how the EU employment strategies are working and to what extent they influence the employment policies of the various member countries, particularly Spain. But the policies are only understandable if we look at the economic context and the different labour realities of the countries that make up the EU. For these reasons, the existence of different employment models and the effects of the economic context are taken into account; distinguishing the expansion period from recession period and emphasizing the different effects of the crisis, now receding until the pandemic, on the EU member countries in terms of employment.

Based on the above, the module raises a series of questions - presented in four thematic areas - to answer them with the theoretical and empirical elements that we can now have in a comparative perspective. In short, the following topics are addressed in these areas:

I) Data on the labour market in the EU member countries and its evolution (session 1). Characteristics of European employment models in the last 20 years. The European Employment Strategy, national employment policies and their changes (session 2).

II) Employment policies aimed at young people in the EU and their changes as a result of the crisis. Typology of European transition regimes between training and employment and their link with youth trajectories towards employment. Analysis of EU employment policies aimed at the young population (sessions 3 and 4).

III) Local employment policies and their relationship with the European Employment Strategy. The criteria for activation in the EU and the concretion of active employment policies in the territory to promote social cohesion (sessions 5 and 6).

IV) Active labour market policies. Training policies for adults. Jobseekers profiling (sessions 7 and 8).

The analysis carried out in the different thematic areas will allow students to better understand EU policies, especially capturing their application in Spain, while attending to the differences that continue to exist between EU member countries.

Competences

- Design, implement and evaluate social and labour policies affecting the relationship between work, employment and welfare.
- Recognise the main economic, political, social and cultural transformations of complex societies in order to analyse the fundamental challenges they pose to equality and welfare.
- Use and manage bibliography and IT resources in the field of study.
- Work individually and in multidisciplinary, international teams.

Learning Outcomes

1. Analyse theoretically the relationship between work and welfare in complex societies.
2. Compile and interpret data and indicators to show the dynamics of the labour market: employment, unemployment, temporary employment and other atypical forms of employment.
3. Identify the main lines of research on employment policy in the European Union.
4. Identify the main problem areas in employment policies.
5. Recognise the main concepts, categories and theories used to approach the study of the labour market.
6. Use and manage bibliography and IT resources in the field of study.
7. Work individually and in multidisciplinary, international teams.

Content

Thematic area I: Models, strategy and national employment policies in the EU

Session 1. Introduction to the module.

Description of the content of the module and the specification of the assessment mechanisms that will be used. The importance of employment policies in the EU to tackle the effects of the crisis. Trends and data on employment in the EU in recent years, with special attention to the Spanish case.

Session 2. European Employment Strategy and national employment policies: from the period of expansion to the period of crisis and its exit.

Changes in employment are linked to the flexibility strategy and globalization. The European Commission develops a common strategy to face the problems of employment (unemployment and bad employment), but the policies in the countries move from supposed Social Democrats to Neoliberal approaches, based on criteria of global competitiveness (also intra-EU). The instruments are labour market reforms. But the latest crisis puts austerity (fighting deficit and inflation) above any policy. This leads to even more profound reforms in the labour market that add to the contractual flexibility the precariousness of wages, even so, there are still differences between countries.

Thematic area II: Youth employment policies

Session 3 and 4. Employment policies and youth population.

These sessions will discuss the particular relationship of the young population with employment. The socio-demographic characteristics that influence the different employment situations of the young population will be studied, as well as the great differences that exist between the different countries of the European Union.

The relationship of the young population with employment is marked by the process of labour insertion, which in turn depends largely on the training path developed. Thus, it is impossible to talk about the relationship between young people and employment without addressing the training-employment transition processes. In the current context, these transitions of young people to employment are not only marked by their educational level and their social origin, but also by the impact of the economic crisis. Although the economic recession has had diverse impacts on the labour insertion of young people throughout Europe, it is beyond doubt that the young population of working age has been the most affected by the current employment crisis.

Faced with the employment crisis among the young population, the European Commission has designed different policies. The most emblematic of all of them is the Youth Guarantee Program, which aims to break with the logic of the policies developed throughout the 20th century, once its low positive effect has been confirmed in a good number of countries. However, it is not clear that these objectives are being achieved, the reasons for this failure will also be addressed in the session.

Thematic area III. European employment strategies and local employment policies

Session 5. Activation, quality of employment and new forms of employment.

EU perspectives on employment: the need to increase skills and competences within the framework of the "knowledge society". New forms of employment, the quality of employment and the importance of "training throughout life". Activation as a guiding criterion for European employment policies and their implementation at the local level.

Session 6. The local level of employment policies.

The influence of the criteria from the European strategy on employment and economic promotion policies carried out at the local level. New trends in employment policies: beyond training and activation.

Thematic area IV. The design of active labour market policies

Session 7. Adult training policies

What is an adult training policy. Adult training programmes focused on sectors. Intervention design variables: duration, occupational specificity and practices. Designs with greater involvement of the agents: vouchers, economic incentives and hiring commitments.

Session 8. An example of an ALMP: the jobseekers profiling

Definition and types of profiling. Profiling within a data-driven decision-making process. How to develop a statistical profiling model. How to validate a statistical profiling model.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom workshops	10	0.4	2, 3, 4, 5, 6, 7

Follow-up and presentation of comparative analysis	4	0.16	1, 2, 4, 5, 6, 7
Theoretical lessons	18	0.72	1, 2, 3, 4, 5
Type: Supervised			
Follow-up sessions	6	0.24	1, 2, 3, 4, 5, 6, 7
Type: Autonomous			
Individual essay	50	2	1, 2, 3, 4, 5, 6, 7
Preparing comparative analysis	28	1.12	1, 2, 3, 4, 5, 6, 7
Reading compulsory texts for workshops	20	0.8	1, 3, 4, 5, 7

The sessions will combine:

- a) Theoretical presentations by the teaching staff
- b) Classroom workshops about papers discussions, practical cases and/or intervention proposals
- c) Follow-up and presentations of comparative analysis between two countries or employment policies, carried out by couples of students

At the same time, students will develop individual work where the knowledge acquired in the module will be applied.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Comparative analysis	30%	4	0.16	1, 2, 4, 5, 6, 7
Individual essay	50%	0	0	1, 2, 3, 4, 5, 6, 7
Participation in workshops	20%	10	0.4	3, 4, 5, 6, 7

The assessment is based on the following activities:

- 1) Active participation in the discussion seminars held in class, based on the materials proposed by the teaching staff (20%) (individual)
- 2) Presentation of a comparative analysis of two countries or employment policies (30%) (in pairs). There will be a follow-up session and a presentation session of the final work.

3) Individual work linked to one of the thematic areas of the module (50%). The work will be an essay with these following options: a review of the literature on a certain topic, the analysis of a specific employment policy or the analysis of a country/labour market (individual). There will be individual follow-up sessions. At least one follow-up tutorial with the tutor is required.

A score of at least 4 must be achieved for each evidence to calculate the final grade of the subject.

Plagiarism will be punished according to UAB regulations.

No reassessment activities are planned.

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Software

No specific software will be used.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon
