

22-23

MÁSTER UNIVERSITARIO EN UNIÓN
EUROPEA

GUÍA DE ESTUDIO PÚBLICA



SOCIAL ENTERPRISE ECOSYSTEM IN EUROPE

CÓDIGO 2660010-

UNED

22-23

SOCIAL ENTERPRISE ECOSYSTEM IN
EUROPE

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Nombre de la asignatura	SOCIAL ENTERPRISE ECOSYSTEM IN EUROPE
Código	2660010-
Curso académico	2022/2023
Título en que se imparte	MÁSTER UNIVERSITARIO EN UNIÓN EUROPEA
Tipo	CONTENIDOS
Nº ETCS	5
Horas	125.0
Periodo	SEMESTRE 2
Idiomas en que se imparte	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

The purpose of this course is to expose students to relevant knowledge, insight and skills necessary to know and understand the ecosystem where the social economy and social enterprises thrive in Europe. To achieve this goal this course will survey its origin and evolution as a national reality in the major countries of the European Union from a social, economic and political perspective. For this vision to be thorough and complete, we will study the perspective adopted by the European Commission as reflected in its institutional tools and channels (regulations, experts group, mapping, etc.) which take into account the different national realities of social enterprises in Member States and exchange of feedback between these and the Commission. In addition, the presence of the social economy and social enterprises in other European institutions, such as the European Parliament and the European Economic and Social Committee, will also be included.

The EU-centred perspective on social enterprise will be counterbalanced with more bottom-up experiences that have also helped shape the ecosystem across the 28 Member States. Be it networks of support of social economy organizations, communities of interest of social entrepreneurs and supporters, research initiatives or the collective action of citizens, different ways of supporting the development of social enterprises exist. Indeed, it is the combination and interaction of these two dynamics (top-down and bottom-up) that contribute to explain how the social enterprise ecosystem has evolved across different geographic regions in Europe.

The Social Business Initiative was the first pan-European plan conceived by the European Commission to support an inclusive and dynamic ecosystem for social enterprises in Europe: "The single market needs new, inclusive growth, focused on employment for all, underpinning the growing desire of Europeans for their work, consumption, savings and investments to be more closely attuned to and aligned with 'ethical' and 'social' principles.

In order to promote a 'highly competitive social market economy', the Commission has placed the social economy and social innovation at the heart of its concerns, in terms of both territorial cohesion and the search for new solutions to societal problems, in particular the fight against poverty and exclusion, under the Europe 2020 strategy, the flagship initiative 'The Innovation Union', the European Platform against Poverty and Social Exclusion and the 'Single Market Act' (SMA).

The public consultation for the SMA revealed high levels of interest in the capacity of social enterprises and the social economy in general to provide innovative responses to the current economic, social and, in some cases, environmental challenges by developing sustainable,

largely non-exportable jobs, social inclusion, improvement of local social services, territorial cohesion, etc.

A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involve employees, consumers and stakeholders affected by its commercial activities.

The Commission uses the term 'social enterprise' to cover the following types of business:

- those for which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation,
- those where profits are mainly reinvested with a view to achieving this social objective,
- and where the method of organisation or ownership system reflects their mission, using democratic or participatory principles or focusing on social justice.”[1]

[1] Communication on the Social Business Initiative. Creating a favourable climate for social enterprises, key stakeholders in the social economy and innovation.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR ESTA ASIGNATURA

Most of the documents that constitute the resources and bibliography of this course are written in English plus written and oral exchanges with the instructors will take place in this language. Therefore, fluency in this language is mandatory. It is equally relevant in this course that students have basic computer skills, since such skills are needed to follow the course. Students need to access learning materials and other information through digital systems.

EQUIPO DOCENTE

Nombre y Apellidos
Correo Electrónico
Teléfono
Facultad
Departamento

MARTA SOLORIZANO GARCIA (Coordinador de asignatura)
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HORARIO DE ATENCIÓN AL ESTUDIANTE

Although communication between students and the teaching staff will take place preferably on-line, an extra resource for tutorials and guidance will be provided by the traditional system of academic service practiced by UNED. In this regard, Prof. Solórzano García will be on duty on Tuesdays from 10:00 to 14:00.

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

COMPETENCIAS BÁSICAS Y GENERALES:

CG04 - Gestión de los procesos de comunicación e información. Expresión y comunicación eficaces a través de distintos medios y con distinto tipo de interlocutores a través de un uso eficaz de las herramientas y recursos de la Sociedad del Conocimiento (competencia en el uso de las TIC; en la búsqueda de información relevante; en la gestión y organización de la información; en la recolección de datos, el manejo de bases de datos y su presentación).

CG05 - Trabajo en equipo desarrollando distinto tipo de funciones o roles como Habilidad para coordinarse con el trabajo de otros; habilidad para negociar de forma Eficaz; habilidad para la mediación y resolución de conflictos; habilidad para coordinar grupos de trabajo o liderazgo (en el marco del aprendizaje)

CG06 - Compromiso ético y respeto por las buenas prácticas educativas y científicas en relación con el desarrollo del aprendizaje.

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

COMPETENCIAS ESPECÍFICAS:

CE01 - Trabajar en contextos multidisciplinares que son los propios del ámbito de la Unión Europea y resolver problemas en dicho ámbito.

CE02 - Dominar los instrumentos de regulación y ordenación de la Unión Europea en contextos profesionales y académicos.

CE03 - Identificar normas y documentos dentro del sistema jurídico-político resultante de la integración de los ordenamientos jurídicos de los Estados Miembros y de la Unión Europea

CE04 - Encontrar, analizar y aplicar la legislación emanada de las diferentes instituciones y

órganos de la Unión Europea, así como la de los Estados Miembros que se refiera o esté implicada en el sistema europeo.

CE14 - Analizar la economía de la Unión Europea interrelacionando todos sus aspectos

RESULTADOS DE APRENDIZAJE

At the end of the semester the student should have:

- Gathered deep knowledge about the origin, evolution and stakeholders of the European social economy
- Developed a critical approach about the European Commission and other EU institutions' legal framework for the social economy and its main entities: cooperatives, associations, foundations and social enterprises.
- Gained a solid understanding of the concept of social enterprise as well as of its relation to and differences with other related concepts.
- Gained a solid understanding and knowledge of the roots and evolution of social enterprise in Europe as well as existing trends and posible scenarios for future developments.
- Gained a solid understanding of European Commission institutional tools to develop and contribute to the emergence of national and European supportive ecosystems for social enterprise.
- Obtained frameworks and tools to effectively analyse and approach various aspects related to social enterprise including its legal form and its social impact assessment.

CONTENIDOS

1.European social economy and third sector: concept, origin, evolution and stakeholders

2.European Commission legal framework for social economy:

3.The concept of social enterprise and its place at the crossroads of markets, the public sector and civil society.

4.The origins of social enterprise in Europe.

5.The major evolutions experienced by social enterprises across Europe.

6.The key challenges social enterprises are facing in Europe.

7.Current trends and debates about social enterprise in Europe: legal forms, social impact assessment

8.The European Commission actions for building an European social entrepreneurship ecosystem

9.Other attempts at building conducive ecosystems for social enterprises: local public authorities, representative networks and citizen-led movements.

10.An overview of the social enterprise in Spain in comparison with its neighbouring countries.

METODOLOGÍA

Teaching and learning are to take place through well-tested methods of distance education as understood in open universities. Learning materials will be referred or provided by the teaching staff through on-line channels. Acquisition of knowledge will take place through:

- 1) Reading the basic learning materials;
- 2) Research, guided by the teaching staff through on-line tutorials and
- 3) Use of information in situations and cases presented by the teaching staff.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

No hay prueba presencial

CARACTERÍSTICAS DE LA PRUEBA PRESENCIAL Y/O LOS TRABAJOS

Requiere Presencialidad

No

Descripción

The final assignment will consist on a research work guided by the teaching staff through on-line tutorials and the use of information in situations and cases presented by the teaching staff.

Criterios de evaluación

Ponderación de la prueba presencial y/o los trabajos en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?

Si, PEC no presencial

Descripción

Criterios de evaluación

Ponderación de la PEC en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s?

No

Descripción

Criterios de evaluación

Ponderación en la nota final

Fecha aproximada de entrega

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

The final grade will be based on the grades obtained from the partial and final assignments

BIBLIOGRAFÍA BÁSICA

All of the required readings will be available on-line through the virtual learning platform, Alf.

BIBLIOGRAFÍA COMPLEMENTARIA

RECURSOS DE APOYO Y WEBGRAFÍA

The course will be conducted on-line through the virtual learning platform, Alf. On-line tutorials will be the basic form of interaction between students and the teaching staff. Access to learning materials, virtual libraries and forums, submission of essays, and communication between course actors will take place through the specific on-line channel designed and maintained for the course.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por

términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.