

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Inter-Departmental		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	A2-Y	SEMESTER	A
COURSE TITLE	<i>Labour market and employment policies</i>		
INDEPENDENT TEACHING ACTIVITIES <i>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</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background and skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5994		

(2) LEARNING OUTCOMES

Learning outcomes <i>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.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Postgraduate students are expected to gain a solid understanding of the various aspects, dimensions, characteristics, and parameters of employment policies, both in Greece and internationally. This includes an examination of major trends and transformations in the labor market. Furthermore, they should comprehend how these changes have impacted the European employment strategy. Moreover, students are encouraged to explore novel concepts, methodological tools, and fresh examples in the realm of labor market policy design. They should critically assess these policies in the context of European integration and related public policies. A fundamental objective is to enable students to apply social and political theories to the analysis of specific policies. They should be capable of scrutinizing issues related to policy transfer, decision-making processes, policy design, and implementation, as well as reform initiatives, on both a supranational and national

level. Additionally, they should be able to compare the European situation with that of other contexts (e.g., OECD countries outside the EU, China, European countries outside the EU, etc.).

Through self-directed study (as they explore thematic fields on their own), students will develop research and analytical skills relevant to the policies under study. Lastly, they should further familiarize themselves with the analysis of public policy (public policy analysis) and comparative public policy, and acquire skills to apply both in the field of labor policies.

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?

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Decision-making
 Working independently
 Team work
 Working in an interdisciplinary environment
 Production of new research ideas
 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

The subject of the course encompasses the relationship between the labor market and employment policies and their connection to the complex framework of public policies. The course commences with essential theoretical prerequisites and conceptual clarifications. It then shifts its focus towards the major trends and transformations in the labor market, occurring at international, European, national, and regional levels, particularly in the context of the successive crises of the past fifteen years (2008-2023).

Additionally, it investigates the emerging mega-trends and the impacts of the Fourth Industrial Revolution and, consequently, the advent of the digital economy. Emphasis is placed on issues such as new (including flexible) forms of employment, employment insecurity, and its correlation with social vulnerability, various forms of

unemployment (long-term, youth, NEETs, etc.), labor market slack, as well as so-called "future jobs and skills."

Given these considerations, the course proceeds to critically review the evolution of employment policies (with a focus on active policies) and, consequently, the related regulatory framework, both at the European and national levels. Within this framework, the evolution of the European Employment Strategy is examined, considering both early and later adoption, transformations in employment policies in Greece (especially over the last fifteen years), and the relationship between employment policies and other significant public policies (macroeconomic, social, and educational).

Invited Speakers:

🔗 **Prof. Nikos Zahariadis**, Mertie Buckman Chair and Professor of Political Science & International Studies at the Rhodes College & Advisory Board Member at the Center for European and Transatlantic Studies of the Virginia Tech, USA.

🔗 **Prof. Manos Spyridakis**, Professor of Social Anthropology of Industrial-Employment Relations & Head of the Department of Sociology of the University of Athens

🔗 **Dr Florian Spohr**, Academic Staff Member at the Department of Political Science and Political Sociology of the Institute for Social Sciences, University of Stuttgart, Germany.

🔗 **Theodora Koutentaki**, Lawyer (MSc, MPhil University of Oxford). YEP at the European Committee of the Regions. Regional Counselor of Youth and Entrepreneurship of the Region of Crete.

🔗 **Dr Stelios Tzagkarakis**, Adjunct Lecturer of Social Policy at the Hellenic Open University & Policy Analyst at the National Documentation Centre (EKT).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance learning (a combination of synchronous and asynchronous)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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</i>	Activity	Semester workload
	Lectures	39
	Study and analysis of bibliography	51
	Essay writing	60
	Course total	150
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is conducted as follows: Postgraduate students are required to work on a specific text provided to them and summarize their main positions, highlighting the advantages and weaknesses they perceive. The extent of these critical reviews should not exceed 750 words, and students have four weeks to upload the relevant file to the course's website on e-learn. This critical review contributes to 20% of the grade. The remaining 80% consists of a more detailed assignment undertaken by students in consultation with the instructors, specifically the final assignment. These assignments are presented orally and supported by postgraduate students at the end of the course. The clearly defined assessment criteria are explicitly described in the course syllabus (which is provided to the students and is also available on the e-Learn platform for the course). They are thoroughly explained by the instructors at the beginning of the semester (in the first lecture), and any necessary explanations are provided during the semester.	

(5) ATTACHED BIBLIOGRAPHY

Indicative – suggested literature

1. International literature

- Azmat, G., Manning, A. & Van Reenen, J. (2012). "Privatization and the decline of the labour's share, International evidence from network industries". *Economica*, 79: 470–492.
- Babos, P., Lubyova, M., Studená, I. (2015), Lifelong Learning is a growing factor in employability. Policy Brief. Friedrichshafen: LLLightinEurope Research Consortium.
- Borrás, S. & Radaelli, C.M. (2010) Recalibrating the Open Method of Coordination: Towards Diverse and More Effective Usages. Report no 7. Stockholm: Swedish Institute for European Policy Studies (SIEPS). Available online at: www.sieps.se/sites/default/files/2010_7.pdf
- Bulmer, S. (1997), New institutionalism, the single market and EU governance of the E.U., in ARENA Working Papers, no 97/25.
- Campbell, M. (2012), Skills for Prosperity? A Review of OECD and Partner Country Skill Strategies, published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>.
- Castles, F. G., Leibfried, S., Lewis, J., Obinger, H., Pierson, C. (2012). The Oxford Handbook of the Welfare State. Oxford: Oxford University Press.
- CEDEFOP (2024). Skills Forecast. Available at: <https://www.cedefop.europa.eu/en/tools/skills-forecast>
- Chadha, D., & Toner, J. (2017). "Focusing in on employability: using content analysis to explore the employability discourse in UK and USA universities". *International Journal of Educational Technology in Higher Education*, 14(1): 1-26.
- Chiang, T-H., Papadakis, N., Drakaki, M. (2023), "The Changes in Human Capital Discourse from Expansion to Employability in the Case of Higher Education Institutes in China, within the international context", in On Lee W.O., Brown P., Lin Goodwin, A., Green A. (eds), *International Handbook on Education Development in Asia- Pacific (IHEDAP)*. Singapore: Springer, pp. 2233–2250. DOI: https://doi.org/10.1007/978-981-19-6887-7_97 Available online (abstract & references) at: https://link.springer.com/referenceworkentry/10.1007/978-981-19-6887-7_97
- Criscuolo C., Gal P., Freund L. (2024). "Human capital at work: Five facts about the role of skills for firm productivity, growth, and wage inequality", OECD Productivity Working Papers, No. 36. Paris: OECD Publishing. <https://doi.org/10.1787/486c0289-en>.
- Copeland, P. (2012), Conclusion. The Lisbon Strategy. Evaluating success and understanding failure, in P. Copeland & D. Papadimitriou (eds), *The EU's Lisbon Strategy. Evaluating success and understanding failure*. Palgrave- Macmillan, pp. 229- 237.
- Dale, R (2010) Constructing Universities' Responses to Europe's Lisbon Agenda: the Roles of the European Commission in Creating the Europe of Knowledge published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>.
- de la Porte, C., Pochet, P., Room, G. J. (2001), Social benchmarking, policy making and new governance in the EU, in *Journal of European Social Policy*, 11 (4), pp. 291-307
- Drakaki M., Tzagkarakis St., Papadakis N., Basta M., Chiang T.-H. (2022), "Inequalities, Vulnerability and Precarity among Youth in Greece: The case of Neets", in *Urbanities-Journal of Urban Ethnography*, vol. 12, Suppl. 5, Special Issue: Greek Crisis and Inequalities: Anthropological Views (ed. by M. Spyridakis), January 2022, pp. 114-130. Available at: <https://www.anthrojournal-urbanities.com/wp-content/uploads/2022/01/Vol.12-Suppl.-5-Jan.2022.pdf>
- Eurofound (2020). Labour market change: Trends and policy approaches towards flexibilization. Challenges and prospects in the EU series. Luxembourg: Publications Office of the European Union. DOI: 10.2806/70018.
- European Commission (2017), Reflection Paper on the Social Dimension of Europe. European Commission COM(2017) 206 of 26 April 2017
- European Commission (2020a), Employment and social analysis. Available online at: <https://ec.europa.eu/social/main.jsp?catId=113&langId=en>
- European Commission (2020b), Questions and Answers on the EU budget for recovery: Recovery and Resilience Facility. Brussels: E.C., 28 May 2020. Available online at: https://ec.europa.eu/commission/presscorner/detail/en/QANDA_20_949
- European Commission (2020c). European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience. Available at: <https://employment-social-affairs.ec.europa.eu/policies->

[and-activities/skills-and-qualifications/european-skills-agenda_en](#)

- European Commission (2021). Education and Training Monitor 2021. Luxembourg: Publications Office of the European Union.
- Ertl, H. & Phillips, D. (eds- 2004), Implementing European Union Education & Training Policy. Kluwer Academic Publishers.
- Green, A. (2012), Skills for Competitiveness. Country Report for United Kingdom. Paris: OECD.
- Green, A. (2017), The Crisis for Young People. Generational Inequalities in Education, Work, Housing and Welfare. London: Palgrave Macmillan.
- Green, A., Janmaat, J. G. and Han, C. (2009), Regimes of Social Cohesion. London: Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES. Available online at: <http://www.llakes.org.uk>.
- Green, F. and Henseke, G. (2014), The Changing Graduate Labour Market: Analysis Using a New Indicator of Graduate Jobs, published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>.
- Halasz, G. (2013), European Union: the strive for smart, sustainable and inclusive growth, in Y. Wang, (ed.), Education policy reform trends in G20 members. Berlin, Heidelberg: Springer, pp. 267- 286.
- James, L. (2011) Economic development and skills policy, published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>.
- James, L., Guile, D., and Unwin, L. (2011) From learning for the knowledge-based economy to learning for growth: re-examining clusters, innovation and qualifications, published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: <http://www.llakes.org>.
- ILO (2021). Global framework on core skills for life and work in the 21st century. Turin: International Labour Organisation
- Kalleberg, A. L., & Vallas, St. P. (2017). Probing Precarious Work: Theory, Research, and Politics, in A. L. Kalleberg, & St. P. Vallas (eds.), Precarious Work (Research in the Sociology of Work). (Volume 31). Emerald Publishing Limited, pp. 1-30.
- Karakioulafi, C. (2022) «The Covid-19 pandemic as a catalyst of art workers mobilisation and unionisation: the case of Greek actors», Revista Española de Sociología 31(4), 2.12,
- Kessler, S. (2019). Giggled: The Gig Economy, the End of the Job and the Future of Work. New York: Random House Business.
- Krugman, P. (1994), Competitiveness: A dangerous Obsession, in Foreign Affairs, 73 (2).
- Liu-Farrer G., Yeoh B., Baas M., (2024), The question of skill in cross-border labour mobilities. Routledge.
- Lodovici, M. S., & Semenza, R. (eds.) (2012). Precarious work and high-skilled youth in Europe. (Vol. 937). Milan: FrancoAngeli.
- Lundvall, B. A., & Lorenz, E. (2012), From the Lisbon strategy to Europe 2020, in N. Morel, B. Palier & J. Palme (eds), Towards a Social Investment Welfare State: Ideas, Policies and Challenges. Bristol: The Policy Press, pp. 333-352.
- Manolchev C, Saundry R, Lewis D (2018) Breaking up the 'precariat': Personalisation, differentiation and deindividuation in precarious work groups. EID 0143831X1881462:1-24. <https://doi.org/10.1177/0143831X18814625>.
- Marr B. (2022). Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World. Wiley.
- Matsaganis, M. (2013). The Greek Crisis: Social Impact and Policy Responses. Berlin: Friedrich-Ebert-Stiftung
- Magalhães A. & Stoer St. (2003), Performance, Citizenship and the Knowledge Society: A new mandate for European education policy, in Globalisation, Societies and Education, Volume 1, Issue 1, 2003.
- McKay, S., Jefferys, St., Paraksevpoulou, A., Keles, J. (2012). Study on Precarious work and social rights (Carried out for the European Commission), Final Report. (VT/2010/084), Working Lives Research Institute, Faculty of Social Sciences and Humanities, London Metropolitan University. Available at: https://www.researchgate.net/publication/342833651_Study_on_Precarious_work_and_social_rights.
- MacKay, D. I., Boddy, D., Brack, J., Diack, J. A., & Jones, N. (2024). Labour markets under different employment conditions. Taylor & Francis.
- McKinsey Global Institute (2021). The future of work after COVID-19. The postpandemic economy. February 2021
- Melidis M., Tzagkarakis S.-I., Papadakis N. (2024), "Assessing Greece's Social Vulnerability Patterns in Times of Perma-Crisis (2008-2022)", in Frontiers in Political Science- Special Issue "Public

Policies in the Era of Permacrisis”, Volume 6- 2024, pp. 01-13. DOI: <https://doi.org/10.3389/fpos.2024.1480799>.

- Oyeler, M., Olowookere, K., Oyeler, T., Opute, J., & Ajibade Adisa, T. (2023). The Conceptualisation of Employee Voice in Permacrisis: A UK Perspective. In *Employee Voice in the Global North: Insights from Europe, North America and Australia* Cham: Springer Nature Switzerland, pp. 9-34.

- Papadakis N. (2019), “The Changing Labour Market and the Demand for Creativity-related Competences: The EU Key Competences Framework and the European State of Play concerning Creativity Development”, in *Journal of Education & Social Policy*, Vol. 6 No. 4, December 2019, pp. 101-112. DOI: <http://dx.doi.org/10.30845/jesp.v6n4p13>. Available at: <http://www.jespnet.com/journal/index/2604>

- Papadakis N. (2022), “EU policy on education and training in the EU2020 Framework. Its main components and the Europe state of play: Social indicators, Employment, Education, Training and Lifelong Learning”, in D. Anagnostopoulou & D. Skiadas (eds), *Higher Education and Research in the European Union. Mobility Schemes, Social Rights and Youth Policies*. Cham, Switzerland: Springer, pp. 213-230. DOI: https://doi.org/10.1007/978-3-030-85690-8_12 (Abstract & References) available at: https://link.springer.com/chapter/10.1007/978-3-030-85690-8_12

- Papadakis N. (2022), “The changing Labour Market and the role of the micro-credentials in LLL and VET (Vocational Education & Training)”, in the Ubachs, George, Meuleman, Stefan, & Antonaci, Alessandra (2022). *Digital Reset: European Universities Transforming for a Changing World. Proceedings of the Innovating Higher Education Conference 2022 (I-HE2022)*. Zenodo. pp. 418-431. <https://doi.org/10.5281/zenodo.7330857>,

- Papadakis, N. in cooperation with M. Drakaki, A. Papargyris, V. Dafermos, M. Basta, P. Theodorikakos, P. Pandis, A. Kyridis (2017), “Painted from life....” A disengaged youth? Young people and NEETs in a devastated country. Published by the UCL- IoE/ Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES). London: UCL- IoE/ LLAKES Research Centre (Research papers Series no 59).

- Papadakis N., Amanaki E., Drakaki M., Saridaki S. (2020), “Employment/ Unemployment, Education and Poverty in the Greek Youth, within the EU context”, in *International Journal of Educational Research*, VSI: Poverty and education, no 99, 2020, 101503, pp. 1- 15. DOI <https://doi.org/10.1016/j.ijer.2019.101503> Available at: <https://www.sciencedirect.com/science/article/pii/S0883035518316422>

- Papadakis, N. & Drakaki, M.(2016), From the cradle to the grave? European Policy on LLL, Reskilling and employability within the EU2020, in Y. Espina (ed), *Images of Europe. Past, Present, Future (ISSEI 2014 Conference Proceedings)*. Porto: Universidade Catolica Editora, pp. 171- 185.

- Papadakis N. & Drakaki M. (2021), “Prometheus bound? European initiatives and trends on Higher Education and their association with economic competitiveness, skills and employability”, in *Advances in Social Sciences Research Journal (ASSRJ)*. vol. 8, no. 12, Dec 2021, pp. 105–111. DOI: <https://doi.org/10.14738/assrj.812.11377> Available at: <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/11377>

- Papadakis N. & Drakaki M. (2025), “Megatrends, the new European Strategy on Sustainable Development and the future role of Education, Employment and Reskilling in social sustainability, in *Sustainable Development, Culture, Traditions (SDCT-Journal)*”, Volume 4a/2025, pp. 64-75. DOI: 10.26341/issn.2241-4010-2025-4a-6-K02141, Available at: <https://sdct-journal.com/index.php/2015-10-18-22-23-19/2025-volume-4-a/618-megatrends-the-new-european-strategy-on-sustainable-development-and-the-role-of-education-employment-and-reskilling-in-social-sustainability>

- Papadakis, N., Drakaki M., Kyridis A., Papargyris, A. (2022), “Youth in Greece, today: Remarks on the EU state of play in youth unemployment and NEETs - Key determinants of Greek young peoples’ life course”, in D. Anagnostopoulou & D. Skiadas (eds), *Higher Education and Research in the European Union, Mobility Schemes, Social Rights and Youth Policies*. Cham, Switzerland: Springer, pp. 327-342. (Abstract) available at: https://link.springer.com/chapter/10.1007/978-3-030-85690-8_18

- Papadakis, N., Drakaki, M., Kyridis, A., Papargyris A. (2017), “Between a frightening Present and a disjointed Future. Recession and social vulnerability in the case of Greek Neets: Socio-demographics, facets of the Crisis’ Impact and the revival of the intergenerational transmission of poverty”, in *Advances in Social Sciences Research Journal [ASSRJ]*, Volume 4, No 18, Sep 2017, pp. 8- 20. DOI: <https://doi.org/10.14738/assrj.418.3688>. Available at: <https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/3688>

- Papadakis N., Drakaki M., Saridaki S., Amanaki E., Dimari G.(2022), “Educational capital/ level and its association with precarious work and social vulnerability among Youth, in EU and

- Greece”, in International Journal of Educational Research, Special Issue: "Cultural reproduction, cultural resource and reading", vol 112., pp.1-14, DOI: <https://doi.org/10.1016/j.ijer.2021.101921>. Available at: <https://www.sciencedirect.com/science/article/pii/S0883035521001907?dgcid=author>
- Papadakis N., Drakaki M., Saridaki S., Dafermos V. (2021), «“The degree of despair”. The disjointed labour market, the impact of the pandemic, the expansion of precarious work among youth and its effects on young people's life trajectories, life chances and political mentalities- public trust. The case of Greece», in The European Quarterly of Political Attitudes and Mentalities (EQPAM), Vol 10, no 2, April 2021, pp. 26-53. Available at: <https://www.eqpam.unibuc.ro/papadakis-et-al>
 - Papadakis N. & Tzagkarakis St. (2025), “Welfare State, Social Policy and Social Sustainability, within the context of the PermaCrisis, in Frontiers in Political Science”, Volume 6-2024, pp. 01-09. DOI: <https://doi.org/10.3389/fpos.2024.1451406>. Available at: <https://www.frontiersin.org/journals/political-science/articles/10.3389/fpos.2024.1451406/full>
 - Policy Observatory for Lifelong Learning and Employability/ POLE (2003), Final Report. Executive Summary. Brussels: POLE, MENON & Education and Culture.
 - Rifkin, J. (2003) Rethinking the Future of Employment in the E.U., Presentation in the European Conference on “The future of work. Key challenges for the European Employment Strategy”, Athens, 13- 14 February 2003.
 - Rubery, J., Grimshaw, D., Keizer, A., & Johnson, M. (2018). Challenges and contradictions in the ‘normalising’ of precarious work. *Work, Employment and Society*, 32 (3), pp. 509-527.
 - Saavala, T., Vass, V., Faltyn, T., Van Woensel, Papadakis, N., Svecnik Birkvad E. and Psifidou E. (2010) Assessment of Key Competences. Brussels: E.C./ DG EAC
 - Sen, A. (2010), *The idea of justice*. London: Penguin book
 - Silva, J. M. (2013), *Coming Up Short: Working-class Adulthood in an Age of Uncertainty*. Oxford: Oxford University Press.
 - Standing, G. (2014). *The precariat: the new dangerous class*. London/UK, New York/N.Y.: Bloomsbury.
 - Stiglitz J. (2002), *Globalization and Its Discontents*. New York: Norton.
 - Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education and Training*, 59(4), pp. 338-352. Available at: <https://doi.org/10.1108/ET-05-2016-0090>.
 - Trif, A., & Koukiadaki, A. (2017). Precarious Work in Greece and Romania: Mind the Reduced Gap between Standard and Non-standard Employment. Paper presented in IREC 2017 entitled: «Between Core and Peripheries». Warsaw, 8-9 September 2017. Available at: https://www.researchgate.net/publication/320685765_Precarious_Work_in_Greece_and_Romania_Mind_the_Reduced_Gap_between_Standard_and_Non-standard_Employment_IREC_2017.
 - Turbin, J. (2001), Policy borrowing: lessons from European attempts to transfer training practices, in *International Journal of Training and Development*, no. 5, pp. 96-111.
 - Yorke, M. (2006). *Employability in higher education: What it is – What it is not*. Learning and Employability Series One. York: Higher Education Academy.
 - Veiga, A. & Amaral, A. (2009), Policy Implementation Tools and European Governance, in [A. Amaral, G. Neave, Ch. Musselin, P. Maassen](#) (eds), *European Integration and the Governance of Higher Education and Research (Higher Education Dynamics Book-series Vol. 26)*. Dordrecht, Heidelberg, London, New York: Springer, pp. 133- 157.
 - Vergis E., Papadakis N., Taroudakis M. (2023), “Labour market dynamics and socio-economic vulnerability: The Covid-19 impact and policy challenges in the Region of Crete, Greece”, in *Open Journal of Social Sciences*, Vol. 11, no 6, June 2023, pp. 349-375. DOI: [10.4236/jss.2023.116023](https://doi.org/10.4236/jss.2023.116023). Available at: <https://www.scirp.org/journal/paperinformation.aspx?paperid=125900>
 - Vergis E, Triliva S., Genius M., Taroudakis M., Papadakis N. (2025), “A Mixed-Methods Approach to Understanding Dual Insecurity: Examining Crete's Labor Market”, in *Quality & Quantity*, July 2025, pp. 1-26. DOI: <https://doi.org/10.1007/s11135-025-02249-w> Available at: <https://link.springer.com/article/10.1007/s11135-025-02249-w>
 - West, J. (2012), *The Evolution of European Union Policies on Vocational Education and Training*. London: Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES). Available online at: <http://www.llakes.org/wp-content/uploads/2012/04/34.-West-final.pdf>
 - Wilkinson, R. & Pickett, K. (2018), *The Inner Level: How More Equal Societies Reduce Stress, Restore Sanity and Improve Everyone's Well-Being*. London: Penguin.
 - Wilkens/Eurofound (2018). *Overview of new forms of employment – 2018 update*. Luxembourg: Publications Office of the European Union.
 - World Economic Forum (2020). *The Future of Jobs*. World Economic Forum Report 2020.

2. In Greek

- Γαβρόγλου Σ. & Κώστιος Β. (2021), Δεξιότητες: Μύθοι και πραγματικότητα. Αθήνα: ΕΙΕΑΔ (Οκτώβριος 2021)
- ΓΣΕΕ (2020), «Έρευνα: Δείκτες ΓΣΕΕ», Σεπτέμβριος 2020. Αθήνα: ΓΣΕΕ. Διαθέσιμο στο: https://gsee.gr/wp-content/uploads/2020/10/4783_DIKTESSEP2020.pdf
- Γούλας Χ. & Φωτόπουλος Ν. (επιμ.- 2021), Επαγγελματική Κατάρτιση και Απασχόληση. Αθήνα: ΚΑΝΕΠ/ ΓΣΕΕ
- ΕΙΕΑΔ (2020). Μηχανισμός Διάγνωσης Αναγκών της Αγοράς Εργασίας. Ετήσια Έκθεση 2020. Αθήνα: Εθνικό Ινστιτούτο Εργασίας και Ανθρώπινου Δυναμικού – Υπουργείο Εργασίας, Κοινωνικής Ασφάλισης και Κοινωνικής Αλληλεγγύης. Διαθέσιμο στο: <https://lmd.eiead.gr/%CE%B5%CF%84%CE%AE%CF%83%CE%B9%CE%B1-%CE%AD%CE%BA%CE%B8%CE%B5%CF%83%CE%B7-2020>
- Esping-Andersen, G. (2014). Οι τρεις κόσμοι του καπιταλισμού της ευημερίας, Αθήνα: Τόπος.
- Δρακάκη, Μ. (2018). «Η Ευρωπαϊκή Πολιτική για τη Διά Βίου Μάθηση, την Επαγγελματική Εκπαίδευση και Κατάρτιση και την Απασχολησιμότητα, στο πλέγμα των Δημόσιων Πολιτικών, στο πλαίσιο της Στρατηγικής "Ευρώπη 2020"». Αδημοσίευτη Διδακτορική Διατριβή. Ρέθυμνο: Τμήμα Πολιτικής Επιστήμης Πανεπιστημίου Κρήτης.
- Δρακάκη, Ε. (2025), Επιχειρηματικότητα, Πανεπιστήμιο και περιφερειακή ανάπτυξη. Μία προσέγγιση ανάλυσης δεξιοτήτων. Αθήνα: εκδ. Παπαζήση.
- INE ΓΣΕΕ (2024). Ετήσια Έκθεση 2024. Η ελληνική οικονομία και η απασχόληση. Αθήνα: INE/ΓΣΕΕ. Διαθέσιμο στο: https://www.inegsee.gr/wp-content/uploads/2024/08/ETHSIA_EKTHESH_2024_e-book-.pdf
- IOBE (Ιδρυμα Οικονομικών και Βιομηχανικών Ερευνών), Εκπαίδευση και αγορά εργασίας στην Ελλάδα: Επιπτώσεις της κρίσης και προκλήσεις. Αθήνα: IOBE, Ιούλιο 2018.
- Καμινιώτη, Ο. (2020). COVID-19: Επιπτώσεις στην οικονομία στην αγορά εργασία και στην κοινωνία. Στο ΕΙΕΑΔ, Εργασία και Απασχόληση στην Ελλάδα. Ετήσια Έκθεση 2020. Αθήνα: ΕΙΕΑΔ, σσ. 23- 42.
- Καρακιουλάφη, Χ. (2023), Οι εργάτες της τέχνης. Το επάγγελμα του ηθοποιού στην Ελλάδα σε καιρούς κρίσης. Αθήνα, Παπαζήση
- Καρακιουλάφη, Χ., Σπυριδάκης, Μ., Γιαννακοπούλου, Ε., Καραλής, Δ., Σώρος, Γ. (2014). Ανεργία και εργασιακή επισφάλεια. Διαστάσεις και επιπτώσεις σε καιρό κρίσης. Μελέτη 31, Παρατηρητήριο Οικονομικών και Κοινωνικών Εξελίξεων, Αθήνα: INE-ΓΣΕΕ.
- Κώστιος, Β. (2020). Η Αγορά Εργασίας στην Εποχή της Πανδημίας COVID-19. Αθήνα: ΕΙΕΑΔ.
- Λάβδας, Κ. (2004), Συμφέροντα και πολιτική. Οργάνωση συμφερόντων και πρότυπα διακυβέρνησης. Αθήνα: Παπαζήση.
- Λαλιώτη, Β. (2020). Η Εργασία στον Καιρό του Κορωνοϊού: Μία Απόπειρα Σκιαγράφησης των Σχετικών με τον Κόσμο της Εργασίας Μέτρων & της Συζήτησης για την Επόμενη Μέρα. Αθήνα: ΕΙΕΑΔ. Διαθέσιμο στο: <https://lmd.eiead.gr/%CE%95%CE%B9%CE%B4%CE%B9%CE%BA%CE%AD%CF%82-%CE%9C%CE%B5%CE%BB%CE%AD%CF%84%CE%B5%CF%82>
- Λαλιώτη Μ. (2025). «Δεξιότητες και στρατηγικές δεξιοτήτων: Το υπερεθνικό πλαίσιο και η ελληνική περίπτωση». Στο: Μ. Σπυριδάκης, Χ. Καρακιουλάφη, Μ. Χριστοδούλου, Μ. Δρακάκη, (επιμ.), Ήπιες δεξιότητες και μετασχηματισμοί της εργασίας. Αθήνα: εκδ. Πεδίο, σσ. 325-342.
- Murphy, M. (2005), Πετρέλαιο, ύφεση και η αναζήτηση της Ευρωπαϊκής Πρωτοπορίας, στο Δ. Γράβαρης & Ν. Παπαδάκης (επιμ.), Εκπαίδευση και εκπαιδευτική πολιτική μεταξύ Κράτους και Αγοράς. Αθήνα: Σαββάλας, σσ. 112-134.
- Παπαδάκης, Ν. (2005), Μεταξύ δυνητικότητας και αναγκαιότητας: Όψεις του πλαισίου των πολιτικών απασχόλησης στην Ελλάδα. Αθήνα: EQUALITY Consortium.
- Παπαδάκης, Ν. (2006), Προς την «Κοινωνία των Δεξιοτήτων»; Τα όρια της υπερεθνικότητας, το διακύβευμα της απασχολησιμότητας και οι πολιτικές κατάρτισης, Αθήνα: Σάκκουλα & Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου.
- Παπαδάκης, Ν. (2013), Οι Neets στην Ευρώπη: Συγκλίσεις, αποκλίσεις και οι ερμηνευτικά προσπελάσιμες όψεις του φαινομένου, στο Ν. Παπαδάκης (επιμ), Βαρόμετρο Απόντων: οι NEETs (Young People Not in Education, Employment or Training) στην Ελλάδα. Αθήνα: Σιδέρης, σσ. 15-75.
- Παπαδάκης, Ν. (2016α), Η ανέκκλητη ειμαρμένη. Ευρωπαϊκή Πολιτική Εκπαίδευσης και Κατάρτισης, Κοινωνική Ενσωμάτωση και Απασχόληση: Η εικοσαετία των μετασχηματισμών (1995-

2015). Αθήνα: Ι. Σιδέρης

- Παπαδάκης, Ν. (2018), Το Κοινωνικό Κόστος της Κρίσης, Ανισότητες, Ανεργία- Επισφάλεια και Ευρωσκεπτικισμός στην Ευρώπη σήμερα. Σημειώσεις για την κατάσταση των πραγμάτων και τις προκλήσεις για τη δημόσια πολιτική σε Ευρώπη και Ελλάδα, στα Τετράδια Πολιτικής Επιστήμης, no. 9, Δεκέμβριος 2018, σσ. 5- 24.
- Παπαδάκης Ν. (2022), «Νέα γενιά, Επισφαλής Εργασία και βιοτική τροχιά: η εξέλιξη του φαινομένου της επισφαλούς εργασίας, οι επιπτώσεις της πανδημίας και οι προκλήσεις για το πλέγμα των δημόσιων πολιτικών», στο ΙΝΕ/ΓΣΕΕ, Θεματικά Εργαστήρια. Newsletter, τευχ 3, Ιούνιος 2022, σσ. 1- 45. Διαθέσιμο στο: <https://www.inegsee.gr/ekdosi/thematika-ergastiria-inc-gsee-03-ilektroniko-enimerotiko-deltio-iounios-2022/>
- Παπαδάκης Ν. (2025), «Mega trends, μετασχηματισμοί στην αγορά εργασίας και σύγχρονες ανάγκες σε δεξιότητες: Σχέσεις και ανασχέσεις», στο Μ. Σπυριδάκης, Χ. Καρακιουλάφη, Μ. Χριστοδούλου, Μ. Δρακάκη, (επιμ.), Ήπιες δεξιότητες και μετασχηματισμοί της εργασίας. Αθήνα: εκδ. Πεδίο, σσ. 102-121.
- Παπαδάκης Ν., Δρακάκη Μ., Σαριδάκη Σ. (2021), «Ο βαθμός Απελπισίας». Αγορά Εργασίας, Επισφαλής Εργασία και Κοινωνική Ευπάθεια στη Νέα Γενιά στην Ελλάδα: Η κατάσταση των πραγμάτων (σε Ευρώπη και Ελλάδα), παράμετροι, τάσεις, μετασχηματισμοί, επιπτώσεις και προκλήσεις για τις πολιτικές απασχόλησης. Αθήνα: Ι. Σιδέρης
- Παπαδάκης Ν., Δρακάκη Μ., Σαριδάκη Σ. (2021), «Τροχιές, διαστάσεις και παράμετροι της επισφάλειας των νέων στην αγορά εργασίας, σε Ευρώπη και Ελλάδα», στο Β. Κράββα & Μ. Σπυριδάκης (επιμ.), «Τροχιές επισφάλειας. Εθνογραφικές προσεγγίσεις». Αθήνα: Gutenberg, σσ. 201-238
- Παπαδάκης, Ν., Κυρίδης, Α., Φωτόπουλος Ν. (επιμ.-2016), Νέα Γενιά και Neets στην Ελλάδα της Κρίσης. Οι επείγουσες διαστάσεις του προβλήματος: Έρευνα και Ολοκληρωμένη Παρέμβαση. Αθήνα: Ι. Σιδέρης
- Παπαδάκης Ν., Μαυρομούστακου Η., Μανασάκης Κ., Πραβίτα Μ-Η (2023), Η ελληνική δημόσια διοίκηση και το ανθρώπινο δυναμικό της. Έρευνα βάσης για την αποτύπωση της κατάστασης στην ελληνική Δημόσια Διοίκηση (2019) και δημιουργία μοντέλου για επικαιροποίηση ανά έτος της αρχικής έρευνας. Αθήνα: Κοινωνικό Πολύκεντρο της ΑΔΕΔΥ. Διαθέσιμο και ηλεκτρονικά στο: <https://kpolykentro.gr/2023/09/22/ekdosi-meletis-dim-dioikisi/>
- Παπαδάκης Ν., Πετούση Β. Τζαγκαράκης Στ. (2023). Κοινωνικές και ανθρωπιστικές επιστήμες και αγορά εργασίας: η διεθνής εμπειρία και η περίπτωση της Ελλάδας. Ερευνητική μονογραφία. Ρέθυμνο: Πανεπιστήμιο Κρήτης- Ιδρυματικής Επιτροπή για την «Ανάδειξη του Ρόλου και της Σημασίας των Κοινωνικών και Ανθρωπιστικών Επιστημών».
- Παπαδεράκη. Α. (2020). Οι νέοι πτυχιούχοι στην αγορά εργασίας: Υποβάθμιση ή επισφάλεια;. Στο ΕΙΕΑΔ, Εργασία και Απασχόληση στην Ελλάδα. Ετήσια Έκθεση 2020. Αθήνα: ΕΙΕΑΔ, σσ. 128-135.
- Pickett, K. & Wilkinson, R. (2019), Το Κοινωνικό Αλφάδι. Αθήνα: εκδ. Α. ΠΑΠΑΣΩΤΗΡΙΟΥ
- Σπυριδάκης, Μ. (2018). Homo Precarius. Εμπειρίες Ευαλωτότητας στην Κρίση. Αθήνα: Πεδίο.
- Σπυριδάκης Μ, Καρακιουλάφη, Χ., Χριστοδούλου, Μ., Δρακάκη, Μ. (επιμ.-2025). Ήπιες δεξιότητες και μετασχηματισμοί της εργασίας. Θεωρητικές και εμπειρικές προσεγγίσεις. Αθήνα: εκδ. Πεδίο
- Σταμάτης, Κ. (2006), Αβέβαιη «κοινωνία της γνώσης». Αθήνα: Σαββάλας.
- Τσιώλης Γ. (2023), Επισφαλείς Βιογραφίες: Εργασιακές διαδρομές και ταυτότητες στον μετασχηματιζόμενο κόσμο της εργασίας. Αθήνα: Εκδόσεις Gutenberg
- Τζαγκαράκης Στ (2023). Κοινωνικό Κράτος στην Ελλάδα: Κριτικές και συγκριτικές διαστάσεις της κοινωνικής πολιτικής στην permacrisis εποχή. Αθήνα: εκδ. Τζιόλα,
- Τσινισιζέλης, Μ. & Χρυσόχόου, Δ. (2007), Πολιτική θεωρία της ευρωπαϊκής ενοποίησης, στο Μ. Τσινισιζέλης & Ν. Μαραβέγιας (επιμ.), Νέα Ε.Ε. Οργάνωση και Πολιτικές. Αθήνα: Θεμέλιο, σσ. 96- 163.
- Φωτόπουλος Ν. (2023). Εκπαίδευση και διά βίου μάθηση στην «κοινωνία των δεξιοτήτων» Εκπαιδευτικοί μηχανισμοί και καταμερισμός της εργασίας στη μετα-νεωτερικότητα: τάσεις και επαναπροσδιορισμοί. Αθήνα: Gutenberg & ΙΝΕ/ ΓΣΕΕ
- Χαρίσης, Α. (2020). Πριν και μετά την κρίση: Όψεις της εξέλιξης της ευελιξίας της εργασίας στην Ελλάδα. Στο ΕΙΕΑΔ, Εργασία και Απασχόληση στην Ελλάδα. Ετήσια Έκθεση 2020. Αθήνα: ΕΙΕΑΔ, σσ. 99-112.