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## **A Snapshot of Social Economy Content in Canadian Senior Secondary Schools**

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*Annie McKittrick*  
*Janel Smith*  
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*Melissa Fong*

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This paper is a compilation of studies undertaken by CSERP that focus on the relationship between the Social Economy and education. These papers were completed by researchers at CSEHub on the high school curricula in B.C. (Cormode, Smith and McKitrick, 2008), Manitoba (Amyot, Smith and McKitrick, 2009), Nova Scotia (Amyot and McKitrick, 2009) as well as a paper that compares the results of these provincial case studies and provides a picture of education about the Social Economy in high schools across the country. A final paper considers the role of ‘transformative learning theory’ in teaching about the Social Economy (Smith and McKitrick, forthcoming). The Social Economy Centre in Toronto (Southern Ontario Node) has authored papers on the portrayal of the Social Economy in high school business textbooks (Schugurensky, 2007), and is working on a case study of Ontario high school curriculum (Fong and Schugurensky, 2009).

## **ABSTRACT**

This paper is a compilation of studies undertaken by CSERP that focus on the relationship between the Social Economy and education. These papers were completed by researchers at CSEHub on the high school curricula in B.C. (Cormode, Smith and McKitrick, 2008), Manitoba (Amyot, Smith and McKitrick, 2009), Nova Scotia (Amyot and McKitrick, 2009) and one by the Social Economy Centre in Toronto on the Ontario high school curriculum (Fong, McKitrick and Smith, 2009). A final paper considers the role of ‘transformative learning theory’ in teaching about the Social Economy (Smith and McKitrick, forthcoming). The Social Economy Centre in Toronto (Southern Ontario Node) has also authored a paper on the portrayal of the Social Economy in high school business textbooks (Schugurensky, 2007).

The paper calls attention to current “gaps” in knowledge regarding representation of the Social Economy in the Canadian secondary school system, and also indicates potential areas where the curriculum could be linked to the Social Economy. Utilizing the findings from the case studies and reviewing the literature on education practice; the paper suggests a number of ‘best practices’ and practical tools to improve the type of education that senior secondary students receive about the Social Economy.

In addition, this paper delves into explanatory variables, such as cultural and historical factors, that might account for the presence of the Social Economy in some curricula and not others. It calls attention to the need for public policy supports for the Social Economy, including education policy. This study has important implications for the kinds of Social Economy research that is conducted in the future as well as the types of tools that are developed to measure and assess the presence of the Social Economy in schools.

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## FOREWORD

Teaching about – or, too often more accurately, not teaching about – the Social Economy in English-Canadian secondary school systems demonstrates obvious paradoxes; in fact, at least four of them.

The first is that the Social Economy, however defined, is a major force in Canadian society. This paper documents this fact on several levels and shows the different ways in which it functions in four provinces, British Columbia, Manitoba, Ontario and Nova Scotia. And yet, as it also demonstrates, the attention it receives in the high school of those provinces is far less than it deserves. It is the paradox of educators and the people responsible for education looking but not seeing.

The second paradox is that, despite the values and ambitions they share, the organisations, movements, and individuals that make up the Social Economy sector do not always easily work together in promoting the concept of the Social Economy within the schools. The result is that the over-all strengths of community-based, value-driven approaches to economic and social development are not fully grasped as English-Canadians learn about their country. Though rooted in pronounced commitment to collaboration and co-operation, Social Economy practitioners and theorists do not demonstrate it adequately in promoting the expansion of understandings within the educational system. They do not seem to see it as a high priority. It is a paradox emanating from the tendency of people within the Social Economy to pursue individual and collective interests at the same time without realizing how much one depends on the other.

That leads to the third paradox. The Social Economy traditions have always proclaimed the importance of education in their work. In fact, historically, they have made significant contributions to educational activities – formal (as in the schools), non-formal (as within institutions) and informal (what occurs within families and society generally). And yet, as one looks at what this study reveals, the Social Economy traditions in English-Canada have not devoted the resources, financial and especially human, to deepening the examination of their sector within the school systems. It is a paradox emanating from a gulf between rhetoric and practice.

Finally, there is a paradox of choosing to not understand what is actually very familiar. Canadians, en masse or as represented by their politicians and other opinion makers, are constantly referring to, and trying to address, a wider range of social and economic issues. Despite what the Social Economy traditions have accomplished, they seldom consider them seriously as ways to resolve the many issues Canadians face. Some of the most obvious alternatives within the Social Economy are ignored, under-valued and under-supported. It is like a farmer wondering about how to deal with weeds but ignoring the possibilities offered by the hoe.

Paradoxes invite resolutions and this study offers some; we hope it will generate discussions about more.

We are indebted to the many people and organisations within the Canadian Social Economy Research Partnerships whose labours have given us the understandings and food for thought this paper affords. They have provided us with descriptions of what is being done, but even more obviously, what is not being done. The paradoxes that underlie what they have seen are challenges to us all – those of us who work within the Social Economy and all of us who are interested in what it can do to make Canada a better place.

Ian MacPherson

Co-director, Canadian Social Economy Hub

The Canadian Social Economy Research Partnerships

## INTRODUCTION

This paper examines *where* and *how* the Social Economy is portrayed in secondary schools across Canada, based upon the findings of a collection of case studies that assess Social Economy content in senior secondary (grades 10-12) school curricula in British Columbia (Cormode, Smith and McKittrick, 2008), Manitoba (Amyot, Smith and McKittrick, 2009), Ontario (Fong and Schugurensky, 2009), and Nova Scotia (Amyot and McKittrick, forthcoming). The paper considers similarities and differences in teaching about the Social Economy across provincial curricula and calls attention to current “gaps” regarding representation of the Social Economy in the Canadian secondary school system. Importantly, the paper indicates potential areas where the curriculum could be linked to the Social Economy. In doing so, this paper seeks to answer the questions: what is the state of education about the Social Economy that Canadian high school students receive, and how can Social Economy actors, governments and educators encourage better education about the Social Economy in the Canadian secondary school system?

The purpose of this set of studies is to develop a portrait of Social Economy education in Canada that will help researchers gain a better understanding of the extent to which senior secondary students are exposed to aspects of the Social Economy. This portrait will help researchers understand the knowledge of the Social Economy that secondary school graduates in Canada can be expected to possess. The study will also aid in the development of practical tools that are strategically directed at certain aspects of provincial curricula where it is determined that Social Economy content can most easily be integrated into the curriculum. Lastly, this portrait will be used to inform a discussion of ‘best practices’ that can aid in the delivery of education about the Social Economy.

Various attempts have been made to discover the degree to which the Social Economy is taught to students in secondary schools. These studies have principally been focused on the disciplines of business and economics. The most notable research was conducted by Davidson, Richmond, and Quarter (1996), and explored the presence of the Social Economy in business textbooks used by Ontario high schools. This research was followed-up by Schugurensky and McCollum (2007), who undertook a follow-up to the Davidson et al. (1996) study to determine if there had been any improvements in the coverage of the Social Economy in Ontario secondary school business texts. As McCollum and Shugurensky (2007) note, research into the relationship between the Social Economy and education is important because “the information provided to students in high school helps direct their career choices and their understanding of how the world works” (p. 1). This study expands on the aforementioned works by investigating the extent to which aspects of the Social Economy are present across a number of subject-areas.

The paper delves into explanatory variables, such as cultural and historical factors that might account for the presence of the Social Economy in some curricula, and not others. It also draws attention to the importance of education policy in creating a strong environment for the Social Economy. The study has important implications for the kinds of Social Economy research that is conducted in the future as well as the types of tools that are developed to measure and assess the presence of the Social Economy in schools.

This paper further provides a theoretical foundation for future phases of this study that explore how Social Economy material is taught and understood in the classroom. Future phases of the study could involve conducting focus group interviews with teachers in each of the provinces/territories that teach in the various disciplines explored in the curriculum study. A later proposed phase includes a survey of high school graduates as to their understanding of the Social Economy.

In this paper, we contend that the state of education about Social Economy in Canadian high schools is piecemeal and varies across the country. In spite of this, there are many innovative examples of education about the Social Economy in Canada, oftentimes at the local level, that provide insight into what a more comprehensive system of education about the Social Economy might look like. What is needed is a higher degree of collaboration and intentionality both within and outside of government.

## **The Social Economy in Canada**

There is continued debate in Canada about what is meant by the term Social Economy. For the purposes of this project researchers have understood the concept broadly, as a set of social and economic practices and organizational forms; linked by a normative commitment to improving the lives of people, the well-being of communities, and the health the environment (McMurtry, 2009). In practice, the Social Economy consists of a wide range of practices and organizational forms that contribute toward this normative vision of the Social Economy. The Canadian Social Economy Research Partnerships (CSERP) notes that the Social Economy is characterized by organisations that are “based on principles of community solidarity, that respond to new needs in social and health services, typically at the community or regional level...[and organisations that] provide goods and services to the wider community as part of a commitment to sustainable development (2007, p. 3). For the Canadian Community Economic Development Network (CCEDNet), the Social Economy is characterized by “association-based economic initiatives founded on values of: service to members of community rather than generating profits; autonomous management (not government or market controlled); democratic

decision-making; [the] primacy of persons and work over capital; [is] based on principles of participation, empowerment” (2005). These principles are echoed in the working definition of the Social Economy adopted by the Chantier de l’économie sociale, which includes as guiding principles: service to members collectively; autonomous management in relation to the state; democratic decision-making involving workers and users; division of surplus among persons and labour rather than awarding surpluses to capital; and basing their activities on principles of participation, taking control, and individual and collective responsibility (Chantier de l’économie sociale, 2008; Fairbairn, 2007).

### **The Provincial Case Studies**

Provincial case studies were undertaken in British Columbia, Manitoba, Ontario and Nova Scotia, where researchers conducted curriculum studies of learning outcomes set out by the Ministries of Education in each province. Learning outcomes were selected as the appropriate starting point to conduct an analysis because they provide a standard unit of analysis across the provinces under study, and they provide teachers in each province a starting place from which to develop their lessons and assessment tools. As such, learning outcomes provide an important entry point for Social Economy actors interested in creating curriculum change.

Based on a list of keyword indicators developed from a review of the literature on the Social Economy the curriculum was examined across relevant subject areas using discourse analysis methodology. The list of keyword indicators is reflective of Social Economy concepts, principles and values. Learning outcomes were coded to identify whether the Social Economy was directly referenced, indirectly referenced or potentially relevant.

The provincial case studies are intended for those interested in shifting public policy toward the Social Economy in the studied provinces. As such, researchers for each province developed recommendations for relevant government ministries, education stakeholders, Social Economy researchers and actors, and others interested in the Social Economy. Each of these case studies will be made available to interested parties in the respective provinces, and on the CSE Hub website.

Youth are playing an important role in the Social Economy and its future. As such, schools are important sites for this research as they are locations where youth learn about, and commit to specific beliefs, values and practices. Schools also provide important insight into the dominant norms of society. Smith and McKittrick (forthcoming) remind us that “schools are in fact contested sites for the production and reproduction of certain images, symbols, traditions and patterns of behavior that help to perpetuate social, political and economic

arrangements and processes” (p. 5). In much of the curriculum, the Social Economy and the values that support it are portrayed only as alternatives to an existing, dominant model of society. In a previous study, Schugurensky (2007) makes a similar point when he notes that business and economics textbooks in high schools and universities pay only marginal attention to the Social Economy, and particularly co-operatives, focusing instead on dominant, capitalist business models. Despite this, we find that there is also a counter current emphasizing values of interdependence, activist citizenship, community solidarity and co-operation in the curriculum. We hope to highlight these areas of tension where they exist.

In sum, we hope to set out a vision of how education can contribute to a more socially just and equitable society by encouraging greater acceptance of the values and principles of the Social Economy. However, to achieve this vision, some degree of curricular reform and updates to classroom practices are needed.

## **Methodology**

Social Economy research differs from traditional approaches to conducting research in that it actively encourages the participation of research participants in matters such as local governance, social justice initiatives, and the development and implementation of tools to serve communities. Patton (2002) writes that such research “seeks not just to study and understand society, but rather to critique it and change society...approaching research and evaluation as fundamentally and explicitly political, and as change-oriented forms of engagement” (p. 131). Accordingly, this paper attempts not only to describe and understand the representation of the Social Economy in curriculum documents, but also to make concrete recommendations that, if adopted, would improve the type of information that students receive in school. In this sense, this paper echoes an approach to education based on ‘transformative learning theory’. In a forthcoming paper, Smith and McKittrick argue that, “transformative learning theory calls upon educators, researchers, and practitioners to reflect upon their own practice and to think critically about opportunities and challenges that exist for students to become more active, critical and responsible citizens. This includes taking greater responsibility for their own lifelong learning, participating actively in their community and taking actions that consider the long term future of the economy, environmental and society” (forthcoming, p. 6). Fully understanding the extent and type of Social Economy representation in the curriculum is an important first step to creating this type of change in the learning environment.

Researchers used a discourse analysis methodology for these papers. According

to Paltridge (2006), discourse analysis is an effective method for analyzing curriculum as it considers the ways that language presents different views and understandings of the world. It examines how the use of language is influenced by relationships between participants, as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities are constructed through the use of discourses (p. 2).

Paltridge (2006) further explains that “this leads to a discussion of the *social constructionist* view of discourse; that is, the ways in which what we say as we speak contributes to the construction of certain views of the world, of people and, in turn, ourselves” (p. 2). Researchers for the B.C. study (Cormode et al., 2008) support this social view of discourse, noting, “it is vital to consider the social influence of the curriculum stipulated by the B.C. Ministry of Education, as it affects the development of attitudes, beliefs and actions of children in our society” (p. 17).

## **Method**

The research team established a list of keyword indicators by reviewing papers written by leading Social Economy researchers. Themes that emerged across the literature were noted, and a list of keyword indicators developed that are reflective of Social Economy concepts, principles and values (Davidson et al., 1996; Downing, 2004; Fairbairn, 2007a, 2007b; Fontan & Bussieres, 2007; Levesque, 2007; Lewis, 2006; Loxley & Simpson, 2008; MacPherson, 2007; McCollum & Schugurensky, 2007; Moulaert & Ailenei, 2005; Neamtan, 2002, 2005; Ninacs, 2002; Quarter, 2002; Quarter, Mook, & Richmond, 2003; Sousa, 2008; Vaillancourt, 2008).

Brown and Hicks (2007) used a comparable methodology when they interviewed co-operative stakeholders, and developed indicators by examining the interviews until the same themes continually re-emerged from the data (p. 6). Similarly, the pilot study research team continued reviewing Social Economy literature until the keyword indicator list became saturated with themes. The list of keyword indicators with corresponding authors is included in the appendices. Some of the keyword indicators reflect concrete examples, such as: legal structures like co-operatives, joint ventures with community organisations, non-profit owned businesses, non-profit subsidiaries, and socially responsible for-profits (Canadian CED Network, 2007). Others include a number of concepts such as those identified in the definition of the Social Economy adopted by the Chantier de l'économie sociale (Chantier de l'économie sociale, 2008; Fairbairn, 2007a). Guiding principles and values of the Social Economy were also included as keyword indicators as they are reflective of fundamental understandings of the Social Economy. These include:

consensus building, democratic decision-making, leadership and governance, and improving community conditions.<sup>1</sup>

Keyword indicators are intentionally broad so that researchers can identify curriculum content that is directly or indirectly present, and areas in which the curriculum could potentially be developed to include more Social Economy content. The inclusion of potential links to the curriculum is important, as one of the long-term goals of this project is to develop teaching resource packages that correspond to learning outcomes and can be used in classrooms to teach about the Social Economy.

**Table 1: Research Methodology Sequence**

Sequence	Task
Step 1	Review Social Economy literature
Step 2	Identify emerging themes that are indicative of the Social Economy and agree upon keyword indicators with research team
Step 3	Conduct preliminary review of Learning outcomes available from the Ministries of Education and create a separate working document to use for coding
Step 4	Code and highlight each Learning Outcome according to Social Economy keyword indicators as one of the following: direct, indirect or potential
Step 5	Identify specific keyword indicators that relate to each Learning Outcome
Step 6	Cross-reference coding of Learning outcomes with research team
Step 7	Create tables that tally keyword indicators and relate directly to each subject areas (see Appendices)
Step 8	Analyze results using discourse analysis
Step 9	Examine student enrollment in each course analyzed to determine potential exposure to Social Economy content

<sup>1</sup> One new indicator, 'social responsibility', was added after the pilot study to the original list of indicators, while other keyword indicators have been combined. 'Social responsibility' was added to reflect the priority given to this concept throughout the Manitoba curriculum. The indicators for 'fair trade' and 'ethical trade' have been combined, as have those for 'buy local strategies' and 'local marketing strategies'. In each instance the indicators were combined because the two terms were determined to have overwhelmingly similar definitions. Combining them thus avoids overstating the results that could occur from double counting indicators that point to the same concept.

In each province considered, learning outcomes were reviewed across a range of subject areas. Researchers focused this study on courses thought to have the greatest potential to discuss Social Economy issues; accordingly, courses in math and science have not been examined.

Learning outcomes were coded to identify whether the Social Economy was directly, indirectly, or potentially relevant. A direct reference was coded when the keyword indicators were directly quoted in the learning outcome using the same or very similar terminology. An indirect reference was coded when the keyword indicator was implied. Another example is when the reader would logically assume reference to the particular indicator in order to satisfy the learning outcome requirement. Potentially relevant referred to learning outcomes that could easily incorporate Social Economy concepts or content in the curriculum. Where a potential reference to the Social Economy has been identified, all keyword indicators that could be discussed in this reference have been listed. This has been done so that interested educators can easily see areas where they could teach about the Social Economy. The keywords indicators have been tallied according to course, and included in the appendices.

## **Data Analysis**

Researchers first used the information from the keyword indicator tallies to suggest areas where Social Economy content could be improved in each province, and then compared a limited sample of courses across provinces to better understand the similarities and differences in teaching about the Social Economy. According to the Council of Ministers of Education, Canada (CMEC) “there are significant differences in curriculum, assessment, and accountability policies among the jurisdictions that express the geography, history, language, culture, and corresponding specialized needs of the populations served” (n.d.). At the regional level, some efforts at curriculum standardization have taken place; however, these have been focused in the areas of science, math and literacy. Thus, researchers reviewed the courses analyzed in each of the studied provinces, and identified courses that are similar across the provinces for closer inspection. Three courses in each province were identified, and are considered in the later part of this paper. Courses were identified in: Business Education, Social Studies, and Career Education. Because the number of learning outcomes differed in each course and across provinces, the frequency of indicators is considered per learning outcome in each course ( $\#$  of times indicator is present /  $\#$  of learning outcomes per course = frequency). This provides a more accurate cross-provincial reference point for comparison. Researchers also chose not to weight the frequency of indicators according to their distribution between direct, indirect and potential indicators. This is because this paper aims not only to document the current state of the curriculum, but importantly – to



provide insight into areas where Social Economy content could be developed. In other words, potential indicators are just as important, if not more so, than those that are directly or indirectly present.

Researchers found it difficult to draw meaningful insights across such a large number of indicators (41 in total). To address this and to present the data in a way that may be more meaningful to researchers and Social Economy actors, the researchers went back to the original list of Social Economy indicators and grouped them according to categories drawn from the literature: overarching strategies, forms of organization/specific initiatives, partnership examples, international and, references to Social Economy values. These categories are reflective of the relative importance given to these areas in the literature on the Social Economy. For example, discussing values is a very important distinguishing feature of the Social Economy, and accordingly, the indicators list used contains numerous examples of Social Economy values. In the analysis, we compared the absolute number of references to indicators in each category, and considered the frequency of references that were adjusted to compensate for the unequal distribution of indicators over categories.

**Overarching Strategies:** articulates a broader vision than specific initiatives, and may cover many types of initiatives at a time (e.g. CED can include co-ops, CSA, social enterprises etc), and includes a set of values and principles. These are best taught using several examples of local initiatives that together represent a broader strategy.

**Forms of organization/specific initiatives:** these initiatives are often part of a larger overarching strategy; they are often focused on a specific issue, set of activities, or business forms. These can be taught by using specific local examples.

**Partnership:** these are civil society and policy connections. These are well taught through community service learning, sustained civil society partnerships and by modeling real life community problems.

**International:** these are connections to the Social Economy movement, globally.

**Values:** these are examples of some of the values that are integral to the Social Economy. These values run throughout overarching strategies, specific initiatives, partnerships, and international examples. These can be taught through specific references to Social Economy concepts, or can be modeled in the classroom environment.

Researchers then used these categories to compare indicator counts across provinces and within each course. This analysis highlights conceptual clusters that Social Economy actors can use to create curricular change. It will also

be of use to researchers and actors in the four provinces considered because it provides insight as to what are the strongest areas of focus *within* each province. Lastly, this analysis may also be used to help researchers and actors identify types of strategies that are useful in teaching about specific aspects of the Social Economy. For example, researchers found that while the curriculum is weak overall in its portrayal of Social Economy concepts; there are ample opportunities for educators to model Social Economy values in the classroom.

Researchers then engaged a third approach to deepen our analysis by considering how existing policy statements support student connections with community. Specifically, we considered provincial policy statements on community service-learning, attempts to make connections to community issues, and support to sustained school-community partnerships. This analysis is important because it suggests best practices that should be considered across provinces.

### **Limitations of the Methodology**

As with any research, the project set out here is limited in terms of time, resources, and method. Limited resources have meant that this methodology only considers the examples of four provinces, and thus can only be considered a starting point for future research in this area. Notably, resource constraints have meant that Québec has not been included in the provincial case studies. Given the unique culture and the prominence of the Social Economy in Québec – this should be addressed in future research.

Another consideration is that the provincial case studies have been conducted over two-years by a number of different researchers who have joined or left the project at various times. Many critical methodologists have argued that the idea of an objective researcher as little more than a data-collecting instrument is a falsehood (Kirby and McKenna, 1989; Oakley, 1982; Brooks & Hesse-Biber, 2007). Each researcher brought to this project a particular background, set of perspectives, and ideas that have undoubtedly shaped their approach to data coding. Because these projects have been conducted at different times, there has been little opportunity to cross reference data coding styles between provincial case studies.

Perhaps the most significant limitation of the research stems from its inability to assess the difference between the “curriculum as intended, and the curriculum as practiced” (Sears & Hughes, p. 18). While, the “official curriculum does reflect public understanding and political will, and help to shape the resources available for implemented curriculum”, teachers and actual classroom practice play a fundamentally important role in education (Bickmore, 2006, p. 360). Mundy et al. (2007) note for example, that while on-paper efforts to introduce global citizenship education in Manitoba were exciting, in reality its effect was

limited as many educators expressed frustration at the lack of support for the new curriculum. Limited opportunities for training, professional development, information sharing and classroom resources can hamper efforts at curriculum reform.

A last limitation comes from outcomes-based learning itself. It has been noted that outcomes-based learning leaves little room for discussion of values and attitudes not easily incorporated into outcomes lists (Lawson cited in Davies, 2006). As Wien and Dudley-Marling (1998) note “outcomes, in lists of great numbers, undercut efforts to be culturally sensitive, for, whether intentionally or not, they coerce teachers into emphasizing the dominant culture of power” (p. 413).

All of this points to the importance of the proposed future phases of this study that explore teachers’ views on the relevance of the Social Economy, and to analyze how Social Economy material is actually being taught in the classroom.

## **BRITISH COLUMBIA<sup>2</sup>**

### **The Social Economy in B.C.: A History up to 2006<sup>3</sup>**

Like the other regions of Canada, British Columbia presents a unique environment that is a product of the specific cultural, political, economic and geographic elements that together have conferred on this province a character that is both distinct, yet clearly reflective of the broad changes that are reshaping the social and economic landscape of the country. The Social Economy of the province is naturally a product of this unique development. And, for a population of 4 million situated in an extremely diverse geographic and social landscape, the Social Economy of the region is extensive. An overview of the main organizational forms within the Social Economy as it has conventionally been understood will give some sense of its scale and potential. This includes co-operatives and credit unions, mutuals, non-profits, volunteer and charitable organisations, social service organisations, foundations, social enterprises, and trade unions.

There are to begin with, some 23,487 non-profit organisations that are incorporated under the B.C. Societies Act. An additional 593 operate in B.C. although incorporated in another province. There are 9,918 charitable organisations, 566 private foundations, and 485 public foundations. In the co-operative sector there are 594 registered of which 274 are housing co-

<sup>2</sup> B.C. case study undertaken by Cormode, Smith and McKittrick (2008)

<sup>3</sup> This section is excerpted from the article *Defining the Social Economy - The B.C. Context* by John Restakis (2006), written for the B.C. Co-operative Association and is used with permission.

operatives. This is in addition to 54 credit unions with hundreds of branches serving communities throughout B.C.

The aggregate economic value of these organisations is enormous. The co-operative sector alone accounts for over \$28 billion in assets of which \$26 billion is attributable to credit unions. One in every three residents is a member of a credit union making B.C.'s credit union system the second most powerful after the Desjardins movement in Québec. B.C. is also home to some of the largest co-operatives and credit unions in Canada including Vancity, Coast Capital Savings and Envision Credit Union. The largest consumer co-operative in the country – Mountain Equipment Co-op – was founded in B.C. and now has more than 2 million members nationwide. Membership among non-financial co-operatives is now approaching 2 million people in this province.

The economic impact of the non-profit and volunteer sector in B.C. is equally formidable. B.C. non-profits generate \$11 billion in revenue and employ 147,000 people, or 7 percent of the workforce. This compares to \$16 billion reported by B.C.'s manufacturing sector, which employs 167,000. Most non-profit agencies (82 percent) in B.C. serve local and/or regional needs, operating at a grass roots level where they are able to galvanize communities through volunteerism and fundraising. The majority of these smaller volunteer agencies have average revenues of less than \$250,000 annually, yet they count for more than 65 percent of the province's volunteer capacity. A small group of larger agencies (18 percent) accounts for 92 percent of sector revenue, 90 percent of paid staff and 35 percent of volunteers.

B.C.'s non-profits also reported the use of 1.5 million volunteers who in turn contribute an estimated 114.3 million hours of work to these organisations. Of these, 60 percent help small and medium sized organisations, a figure substantially higher than the national average of 48 percent for the rest of Canada. Furthermore, 60 percent of B.C.'s non-profits operate entirely through the contributed effort of volunteers.

This high level of activity and involvement of Social Economy organisations in B.C.'s social fabric is also reflected in the province's labour movement. B.C.'s trade unions represent more than 32 percent of the working population giving B.C. the second highest unionized population in the country after Québec.

Other elements have also combined to give the Social Economy in B.C. a uniquely west coast flavour. The first of these is the strong presence of environmental groups, which have had a substantial impact on how Social Economy organisations conceive of the sector as a whole. Greenpeace was founded in this province, and the activities of numerous other environmental groups like EcoTrust Canada and the Environmental Youth Alliance have lent a distinct environmental dimension to the Social Economy in B.C. This is clearly

reflected in the fact that while only 4 percent of the province's non-profits are directly active in the environment sector, they account for 19 percent of the volunteers.

In addition, the rise of CED in the province, bolstered by formal courses of study in both CED and sustainable development at Simon Fraser University, Langara College, and Royal Roads University have had the effect of orienting many leaders within the Social Economy toward an economic and community development focus for the sector. Other university programs include courses in co-operative studies at the University of Victoria, and CED courses offered by The Nicola Valley Institute for Technology, which serves the aboriginal community.

### **Recent Developments, 2006-present**

The B.C. Social Economy Roundtable (B.C.SER) was formed in July 2004 following a meeting of 30 leaders, allies and funders active in the Social Economy in British Columbia. Its mission is to create an enabling environment for the Social Economy in British Columbia. The B.C.SER is comprised of a mix of networks, organisations, association, funders, and enterprises that make up the various components of the Social Economy in B.C.

The Roundtable was particularly active in promoting procurement policies that support Social Economy organisations by lobbying for access to capital and financing for social enterprises, and in mapping the breadth of the Social Economy across B.C. However, as of 2009, it is no longer active, a casualty of the lack of support for the concept of the Social Economy in Canada, particularly in B.C. The Enterprising Nonprofit Program (ENP) is currently one of the most important structures in B.C. that gives support to Social Economy organisations. The ENP is a unique collaboration of funders who provide support for social enterprise development through the provision of development grants, marketing opportunities, access to capital, and public policy advocacy (Enterprising Nonprofits Program, n.d.). The ENP obtained funding from Western Economic Diversification Canada in 2008. According to Russ Hiebert (Member of Parliament- Conservative) government support was provided "to ensure the non-profit sector can become more entrepreneurial and capitalize on this growing sector of the provincial economy" (Western Economic Diversification, 2008). ENP also provides leadership across Canada in areas of procurement, access to capital, and business plan development for social enterprises.

In 2007, the B.C. government and the non-profit sector formed the Government/Non-Profit Initiative (GNPI) "to strengthen the way the partners work together to support stronger communities and better outcomes for all

British Columbians” (Vancouver Foundation, n.d.). The Vancouver Foundation manages the GNPI under an agreement with the provincial government. A call for proposals was recently released to enhance Human Resource Capacity and to support emerging leaders. It should be noted that in B.C., provincial funds to the community sector have not generally been directed at community development and community economic development initiatives, focusing rather on service delivery models. This is reflected in the challenges faced by many organizations in B.C., many of whom have lost their funding over the last few years. This situation has been further aggravated by the recent economic downturn, the result of which has been the further retrenchment of government funding to community organisations. Further, as the provincial government works to entrench a ‘fee for service’ model with the community sector, the ability of many organisations to engage in advocacy or movement building activities is hampered. However, CCEDNet, the B.C. Co-operative Association, and the ENP program continue to form the core organisations in B.C. involved in the development of the Social Economy.

### **British Columbia Kindergarten to Grade 12 Education System**

As of 2007/2008 there were 2010 primary and secondary schools in B.C., of which 1655 are public and 355 are independent. Public schools operate under the supervision of an administrative officer and are administered by a district school board. Independent schools operate under “an authority that provides an educational program...[and] must hold a valid Certificate of Group Classification issued by the Inspector of Independent Schools,” (British Columbia Ministry of Education, 2008c).

The projected number of students for the 2007/08 school year is 547,840 full time students. The focus of this study has been on grades 10-12, and there are approximately 166,000 students in these grades. The 33,865 teachers in B.C. use the integrated resource packages (IRPs) that have been developed through the Ministry of Education. The IRPs include the prescribed learning outcomes (PLOs) that guide the curriculum for each subject (British Columbia Ministry of Education, 2008a).

Integrated resource packages (IRPs) provide teachers with a curriculum overview, prescribed learning outcomes, classroom assessment, student achievement (including specific achievement indicators), learning resources (text, audio/visual and web-based), and a glossary of terms (British Columbia Ministry of Education, 2005).

Prescribed learning outcomes (PLOs) are “content standards for the provincial education system; they are the prescribed curriculum. They set out the required attitudes, skills and knowledge – what students are expected to know and be

able to do – by the end of the course” (British Columbia Ministry of Education, 2005, p. 21). Teachers and schools are required to ensure that each of the PLOs is addressed; however, there is some flexibility that allows teachers to deliver the curriculum in various manners.

The PLOs provide teachers across the province with guidance and a starting place from which to develop all of their lessons and assessment tools. For this reason, the researchers chose to commence their investigation by primarily examining the PLOs for Social Economy content as they provide a static framework upon which every teacher bases their teachings and assessment. Materials already exist that link directly to the Social Economy and through this research. It is our desire that we can make these resource materials more accessible to teachers (and consequently students) and gain a better understanding of how the Social Economy links to the curriculum.

## Results and Analysis

The complete keyword indicator results are displayed in Appendix B. These results also demonstrate areas where Social Economy content could potentially be developed and implemented. Table 2 below lists the number of direct, indirect and potential keyword indicators that were identified in the PLOs for each of the courses identified.

**Table 2: B.C.-Summary of Keyword Indicators by Subject**

SUBJECT	D	I	P	TOTAL
Social Studies 10	0	0	20	20
Civic Studies 11	6	3	35	44
Social Studies 11	3	1	32	36
B.C. First Nations 12	0	0	18	18
Social Justice	0	2	13	15
Planning 10	0	0	7	7
Career & Personal Planning 10	1	0	5	6
Career & Personal Planning 11 & 12	0	1	12	13
Applied Skills 11	0	0	7	7
Business 10	0	0	5	5
Marketing 11	0	3	19	22
Marketing 12	0	0	16	16
Business 12 Economics	2	4	36	42
Entrepreneurship 12	1	8	21	30
Home Economics 10	0	4	15	19

SUBJECT	D	I	P	TOTAL
Home Economics 11	0	2	16	18
Home Economics 12	1	8	37	46
Technology Education 10	0	1	4	5
Automotive Technology 11	0	5	1	6
Automotive Technology 12	0	0	1	1
Drafting and Design 11	0	1	6	7
Drafting and Design 12	0	5	2	7
Electronics 11	0	0	2	2
Electronics 12	0	0	5	5
Industrial Design 11	0	2	3	5
Industrial Design 12	0	10	5	5

The PLO terminology examined is generally not reflective of the indicators identified in current Social Economy dialogue and discourses; however, there are strong potential links between the curriculum and aspects of Social Economy concepts.

Social Economy content is most prevalent in the Applied Skills and Social Studies subject areas. Applied Skills includes the following courses: Applied Skills 11; Business Skills 10, 11 and 12; Marketing 11 and 12; Entrepreneurship 12; and, Home Economics 10, 11 and 12. Some of the themes that emerged were: corporate responsibility, ethical trade and purchasing, fair trade, responsible/ethical consumerism, Social Economy and the triple bottom line. However, there were few direct or indirect references in these courses.

Technology Education 10, 11 and 12 were analyzed separately from the other Applied Skills courses. The following Technology Education courses were evaluated: Automotive Technology, Electronics, Industrial Design, and Drafting and Design. Technology Education 10, 11 and 12 share references to “triple bottom line” and environmental and economic sustainability. While no direct indicators were noted, there are a number of indirect and potential indicators. For example, the indicators for ethical trade, fair trade and responsible/ethical consumerism were also identified numerous times. Many of the PLOs in this area cited the need for social, economic and environmental considerations in designing technology (automotive, electronic, industrial design) and also the need for social and ethical consideration in planning and implementing technology.

The Career and Personal Planning required courses for graduation have recently changed. Until 2004, Career and Personal Planning was offered in grade 11 and 12, but was changed to include a Portfolio Graduation Assessment



requirement for all students. This was later abandoned. As of now (2007-2008), the required courses are Planning 10 and a Graduation Transition Program. This study looked at Planning 10 (the new course), and Career and Personal Planning 11 and 12, as there are still students who are transitioning to the new graduation requirements.

Career and Personal Planning courses (11 and 12) had very little direct, indirect or potential reference to the Social Economy. It is interesting that the concepts of the Social Economy are not part of the discussions that help students define their career choices. Planning 10, the new mandatory course that, coupled with the Graduation Transition Program, forms the post-secondary school student preparation is also devoid of direct or indirect Social Economy keyword indicators. There are a number of potential indicators present, and as this is a mandatory course, it would be worthwhile to explore these indicators more fully.

The Social Studies PLOs displayed several indicators, including: Aboriginal economic development; advocacy and agency; improving community conditions; and social movements. There was diverse representation of areas to develop Social Economy content in the curriculum as 32 of the 44 keyword indicators (mostly as potential) were identified in the coding of the Social Studies curricula PLOs. The Civics 11 course had the most direct keyword indicators, followed by Social Studies 11.

The following indicators are absent from the Social Studies curriculum: volunteerism, social enterprise, social entrepreneurship, social accounting, organic farming, marketing co-operatives, local producers and locally produced goods, local marketing strategies, credit unions, corporate responsibility, community supported agriculture, and “buy local” strategies.

A new Social Justice 12 IRP is currently being piloted and modified. The PLOs focus is on understanding human rights, equity, ethics and diversity with the understanding that everyone’s perspective is influenced by their own belief systems. Another purpose of the course is for students to promote social justice and be able to identify and act on social injustices. The Social Justice PLOs included indirect indicators for social movements and advocacy and agency.

In this new curriculum there are potential links to: accountable and transparent governance, co-construction of policy with government, ethical purchasing and trade, improving community conditions, positive and active citizenship, responsible/ethical consumerism, role of women in economic empowerment, and the solidarity economy. There were no direct indicators, two indirect and 13 potential indicators. This new curriculum could be strengthened to further explore social and economic justice issues and to include strong links to the Social Economy.

Business Education courses trend fairly high in terms of indicator counts. Business 12 and Entrepreneurship 12 are each within the top five of courses analysed for total references to keyword indicators. However, the keywords found to be present refer to a fairly limited collection of concepts that relate to corporate social responsibility, fair/ethical trade, and social entrepreneurship. Little attention is paid to the innovative organizational structures and forms that are present in the Social Economy. Further, Business 10 has a very low frequency of Social Economy indicators. This is a potential area that should be addressed because this course provides the foundation for discussion in future classes, and because if students potentially interested in the field are not exposed to this content in grade 10, they will be less likely to continue on to the upper level business courses where Social Economy content is more present.

Table 3 displays whether courses are mandatory or elective. Data was collected from the B.C. Ministry of Education to determine student enrollment in grades 10-12, and to find out how many students enrolled in the courses that are the focus of this study. This information can be found in Table 4. These details enable the researchers to focus their research, and suggest areas for including Social Economy content in the subject areas that reach the most students, and have the largest impact.

**Table 3 (B.C.): B.C.- Course Selection Requirement**

Core Required Courses:

<b>Course:</b>	<b>Mandatory or Elective:</b>
Planning 10	Mandatory
Applied Skills 10, 11 or 12	Mandatory
Social Studies 10	Mandatory
Social Studies 11 or 12	Mandatory

Other Course Selections:

<b>Course:</b>	<b>Mandatory or Elective:</b>
Applied Skills 11	Mandatory to take Applied Skills 10, 11, or 12 or a Fine Arts
Business Education 10, 11, 12	Elective but can be used as Mandatory Applied Skills Requirement
Home Economics 10, 11, and 12	Elective but can be used as Mandatory Applied Skills Requirement
Technology Education 10	Elective but can be used as Mandatory Applied Skills Requirement
Technology Education 11, 12 – Automotive	Elective but can be used as Mandatory Applied Skills Requirement
Technology Education 11, 12 – Drafting and Design	Elective but can be used as Mandatory Applied Skills Requirement
Technology Education 11, 12 – Electronics	Elective but can be used as Mandatory Applied Skills Requirement
Technology Education 11, 12 – Industrial Design	Elective but can be used as Mandatory Applied Skills Requirement
Career and Personal Planning 10, 11, 12	Replaced by Planning 10, which is Mandatory
Social Studies 10 and 11	Social Studies 10 is Mandatory, plus either a Social Studies 11 or a Social Studies 12
Civic Studies 11	Elective but counts as a Mandatory Social Studies 11 Requirement
B.C. First Nations Studies 12	Elective but counts as a Mandatory Social Studies course
Law 12	Elective
Entrepreneurship 12	Elective
Marketing 11, 12	Elective
Social Justice 12 (in pilot stage)	Elective

Table 4 was developed from information provided by the Ministry of Education and displays the number of students enrolled in each course over the past three school years.

**Table 4 (B.C.): B.C. Student Enrollment by Course, 2006-2007**

Course	Enrollment*
Applied Skills 11	666
Business Education 10: General	247
Home Economics 10: Foods	1,606
Home Economics 10: General	198
Home Economics 10: Family Studies	7
Home Economics 10: Textiles	368
Technology Education 10: General	333
Career and Personal Planning 11	247**
Career and Personal Planning 12	402**
Social Studies 10	9,245
Social Studies 11	45,398
Civic Studies 11	576

\*Public and Independent Schools in British Columbia combined

\*\* Student enrollment in Career and Personal Planning dramatically dropped in 2006/2007 when it was replaced with Planning 10, which is mandatory.

The required school exit exams have changed over the last few years. In the past, students took provincial exams in Grade 11 and 12 with only a Language Arts course such as English 12 or Communication 12 required. Currently, the following exams are required for students to graduate: Language Arts 10, Science 10, Mathematics 10, Social Studies 11/12, and a Language Arts 12.

Graduation Transitions was introduced September 1, 2007 to replace the Graduation portfolio previously in place. It includes the following areas: Personal Health, 80 hours of physical activity; Career and Life, a graduation transition plan; and Community Connections, 30 hours of work experience or community service (British Columbia Ministry of Education, 2007).

Social Economy content should be enhanced in the current Graduation Transitions program. The objectives of the Graduation Transitions Program are to prepare students for a successful transition to life after secondary school. In order to meet this goal, Graduation Transitions encourages students to exhibit attributes of a B.C. graduate described in the following table:

**Table 5 (B.C.): Attributes of a B.C. Graduate****In their intellectual development, graduates should achieve:**

- competency in reading, writing, mathematics, Social Studies and science, including the ability to use these skills in problem-solving and decision making
- the ability to use and understand information technologies
- the ability to communicate effectively with a range of audiences; this includes the ability to access, synthesize and present information; it also includes:
  - knowledge of both a first and second language
  - an understanding and appreciation of artistic and aesthetic expression
- the ability to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- an understanding of the importance of a lifelong commitment to continuous learning

*In their human and social development, graduates should achieve:*

- *the knowledge and skills required to be socially responsible citizens who act in caring and principled ways, respecting the diversity of all people and the rights of others to hold different ideas and beliefs*
- *the knowledge and understanding they need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy*
- *the attitudes, knowledge and positive habits they need to be healthy individuals, responsible for their physical and emotional well-being*
- *the attitudes and competencies they need to be community contributors who take the initiative to improve their own and others' quality of life*

**In their career development, graduates should achieve:**

- the confidence and competencies they need to be self-directed individuals who display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society
- knowledge and understanding of the range of career choices available to them, the prospects for success in those careers, and the actions required to pursue specific career paths

- experience in planning for, and working towards, career and life goals
- the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers

(Graduation Transition Program, Ministry of Education 2007)

In the above table, the attributes that link directly to Social Economy values and concepts are in *italic*. The link between these attributes and the career choices that students make should be developed in the Graduation Transition Program. This program encourages students to explore the world around them and think about where their life and career might take them. There are six focus areas for career exploration that encourage students to consider potential career and post-secondary paths. These areas help to connect them to their coming course work, and to document learning and research relating to their career path in their Graduation Portfolio. As students explore areas of career interest the opportunities for highlighting the contributions and values of the Social Economy is significant. Students could explore the difference between, for example, using their entrepreneurial skills in a for profit business versus a Social Economy organization; working in a bank versus a credit union; or learn about the contribution of civil society to the community. It would not be very difficult to revise the Graduation Transitions Program Guide to include a section that outlines the benefits of working in the Social Economy as compared to the private and government sectors.

The Graduation Transitions Program should encourage the development of service learning courses that include a reflective component to allow students to process the experiences they have had as volunteers in different settings. The opportunity for reflection, possibly through journal writing, would advance the students' discovery of careers that suit them best.

The concept of the Social Economy supports the British Columbia government's objectives for graduating students that were identified in the Graduation Portfolio program. Upon completing the graduation program, it is hoped that students would be "academically competent, able to compete in the real world, socially responsible citizens who are lifelong learners," (British Columbia Ministry of Education, 2006, p. 3).

## Conclusion

While conducting this research, the "gaps or potential areas" for inclusion were often easier to identify than the actual Social Economy content in the curricula. This was due to the relative absence of direct Social Economy content across

the subject areas examined. Absences in some cases were striking. For example, the historical role of co-operatives in the development of the Prairies and the Maritimes are not reflected in the curriculum. References to the current role of co-operatives (including credit unions) is also missing. However, there are some clear areas of resonance between course material taught to students and concepts important to the Social Economy. The Graduation Transitions Program and the new Social Justice curriculum, in particular, are two areas that suggest great potential.

#### **Improving the Social Economy content in B.C. courses**

- **Social Justice 12:** Incorporate discussions of economic justice and social movements to create an ethical economy.
- **Planning 10:** Incorporate Social Economy concepts into discussions about students' future career choices.
- **Social Studies:** Incorporate discussion of the historical importance of co-operatives and peoples movements into discussion of Canadian history.
- **Civic Studies 11 and Social Studies 11:** Currently have many links to the Social Economy; however, they are elective courses and do not have the same exposure to the student body. Further research may be directed towards exploring the number of students who take these courses and then continue on to pursue work/courses in these areas at the post secondary level.
- **Graduation Transitions Program:** Incorporate discussion of Social Economy into student career and education plans.

## **MANITOBA<sup>4</sup>**

### **The Social Economy in Manitoba**

The Social Economy is an emergent concept in Canada (especially in English-speaking Canada) and the definitions vary considerably. The terminology has been more prevalent in Québec and francophone Canada, where it is an important component of community capacity building, economic development, and the work of social movement. Despite this, Manitoba can easily be said to have a long and vibrant Social Economy tradition dating back to the turn of

<sup>4</sup> Manitoba case study undertaken by Amyot, Smith and McKittrick (2009)

the century.

Manitoba's agricultural tradition and Winnipeg's vibrant ethnic and Aboriginal communities have undoubtedly contributed to the development of the Social Economy in Manitoba. Agricultural co-operatives and the Worker's Benevolent Society (run by the Ukranian community) created at the turn of the century laid the foundation for new Social Economy initiatives such as the Nyam, Nyam Catering Worker Cooperative Ltd. run by Sudanese Lost Girls, and Ogijiita Pimatiswin Kinamatwin (OPK) an Aboriginal run organization that employs youth who are ex-gang members or ex-inmates to do housing renovations (Winnipeg Social Purchasing Portal, n.d.; Deane, 2006). These examples are exemplars of the many contemporary Social Economy initiatives in Manitoba that work to address key trends in the province: a rapidly growing Aboriginal population, a recent influx of newcomers, and in Winnipeg, a deteriorating inner city.

Manitobans recently commemorated the 90th anniversary of the Winnipeg General Strike, a defining moment in the city's past and a reminder of the long history of working class activism in the province. The history of the strike continues to inform Social Economy traditions in the province, and features in the minds of many Manitobans.

Prior to the 1960s, much Social Economy activity in the province was focused on agricultural sectors. In 1958, the focus of government policy turned to Manitoba's northern and Aboriginal communities. The province established a Community Development Services branch to oversee community development initiatives in these areas (Fernandez, 2006). According to Loewen (2004) "the program [of the Community Development Services Branch] described 'community development' not only as a social and economic process, but more importantly, as a process of engaging and empowering the identified groups" (p. 26). Later, in 1971, the government created the Community Economic Development Fund (CEDF) to provide assistance to organisations promoting economic development in Northern Manitoba (Fernandez, 2006). The CEDF continues to exist to today. The focus on northern and local development continued throughout the 1970s when considerable effort was put into the development of a Northern Plan focused on local economic development (ibid). While these efforts demonstrate an abiding commitment on the part of government towards the Social Economy, the consensus among practitioners and community members is that the approach was badly organised, ad-hoc and top-down. As Loxley (2007) notes "successful co-operatives continue to be a feature of northern community economic development but are not, these days, force-fed by government." (p. 28). Around the same time many Community Development Corporations and Community Futures Development Corporations began to appear (urban and rural development



agencies, respectively), 95 such entities continue to exist in Manitoba today.

Manitoba is currently home to over 350 co-operatives with a combined membership of over 290, 000. These co-operatives are largely grouped into the four areas of housing, consumer, utility and marketing. National cooperatives, such as the Co-operators also have a strong presence in Manitoba (Loxley & Simpson, 2007). Farming co-ops, community supported agriculture and grassroots-activism also play an important role in countering the industrialization of agriculture in Manitoba. Groups such as Hogwatch Manitoba, the Harvest Moon Society and the Landless Farmers Collective are all working to maintain the feasibility of small-scale farming and rural communities in Manitoba.

Throughout the 1990s, community development suffered from government cutbacks and an ideological move to the right. According to Loewen (2004), these were “tough times” for the Social Economy community. He continues, “the core values of community development that had been integrated into programming in the 1960s were virtually eliminated. Despite this lack of government support, many community based organisations found ways to incorporate CED principles in their programming and continued to advocate supportive policies” (ibid, p. 27).

One such group that formed during this time was CHO!CES: a Coalition for Social Justice – a group made up of academics, labour and community activists. CHO!CES was instrumental in supporting public debate and dialogue about government policy in the province and in contributing to the development of institutions supportive of the Social Economy. Among the campaigns of CHO!CES was a successful effort to elect a more progressive board to the Assiniboine Credit Union (ACU) – the largest credit union in Manitoba. Since these efforts were undertaken, ACU has moved in a more socially conscious direction, becoming a major proponent of inner city redevelopment and a major supporter of Social Economy initiatives. According to Loxley and Simpson (2007), “its [ACU’s] importance in underpinning and promoting the CED movement in the city cannot be overemphasized” (p. 24).

Many of the same activists involved with CHO!CES continue to play an important role in the Social Economy in Manitoba. For example, several of the academics and community activists involved with CHO!CES in the 1990s later formed the Manitoba Research Alliances on CED in the New Economy in 2002, and the more recent research alliance on Transforming Inner City and Aboriginal Communities. These alliances have been instrumental in working with the provincial government to adopt policies supportive of the Social Economy. Several other past members of CHO!SES have gone on to work in supportive roles in the government itself.

A second important event that has helped to shape the Social Economy in Manitoba was the 1999 election of an NDP government that has proven supportive of the Social Economy. Shortly after their election, the provincial government created the Community and Economic Development Committee of Cabinet (CEDC). The CEDC is a central agency within government responsible for overseeing the province's economic development initiatives, including both Social Economy initiatives and more traditionally focused economic development. An interdepartmental working group, chaired by the Program Officer responsible for CED initiatives was also created. This working group developed a CED policy lens – a tool to assist government departments in evaluating government policy for their CED potential. The resultant CED policy framework and lens were approved by cabinet. While the creation of the CEDC and the adoption of a CED lens in government is undoubtedly a positive indication of the government's interest in the Social Economy, there are limitations to these approaches, especially as they relate to the development of stronger Social Economy content in secondary school curricula (Sheldrick, 2006). Notably, the Minister of Education, Citizenship and Youth is not a member of the CEDC (however, a Ministry staff person does sit on the interdepartmental working group). MacKinnon (2006) also notes that the awareness of the CED framework and lens varies greatly across government departments and that these tools could be better implemented in the areas of “industrial development, infrastructure development, *education*, health and child-care services, environmental programming and procurement” (p. 28, italics added). Lastly and more generally, as a policy vehicle the CEDC, as it is currently configured, had limited potential to foster an ongoing dialogue between government and Social Economy actors in the province, as it made up entirely of government officials (Sheldrick, 2006).

While these factors potentially limit the impact of the CEDC and CED lens as tools to re-shape education policy in the province, the fact remains that these initiatives are powerful indicators of the Manitoba government's interest in the Social Economy. Accordingly, the CEDC and the CED interdepartmental working group should be engaged as potential allies who can help to improve the Social Economy content in the province's curriculum.

Manitoba is home to a strong policy environment, supportive government, and vibrant community of Social Economy actors that together support a thriving Social Economy in the province. Throughout the rest of this section we examine the extent to which these characteristics are reflected in what Manitoba's secondary students are taught.

## Manitoba Kindergarten to Grade 12 Education System

As of 2006, there were 687 public primary and secondary schools in Manitoba. (Government of Manitoba, n.d.). In 2006, 60,729 students were enrolled in Manitoba's public secondary schools (grades 9-12). Of these students 15, 337 were enrolled in grade 10; 14,672 were enrolled in grade 11 and 15; 751 were enrolled in grade 12 (ibid).

There are 13,734 educators in Manitoba, of which 85.1 percent are teachers. The rest make up educational support staff, including guidance counselors and educational assistants (Government of Manitoba, n.d.). Overall funding to Manitoba's public school system and the average student-teacher ratio have remained relatively consistent over the past-five years (ibid). Of the over \$1,602,771,932 spent on public schools in Manitoba, \$14, 715, 843 was spent on Community Education and Services in 2006/2007 (Government of Manitoba, 2008b).

There are three main types of curriculum documents distributed to educators in Manitoba. These are: *Curriculum Frameworks of Outcomes*, "a subject-specific document which identifies student learning outcomes for what students are expected to know and be able to do as they relate to the knowledge and skills of a particular subject area;" *Foundation for Implementation* documents that "provide teachers with information on how to structure teaching, learning, and assessing relative to the student learning outcomes and principles identified in curriculum frameworks;" and *Teacher Support Documents* (Government of Manitoba, 2008a). This paper primarily analyzes the *Curriculum Frameworks of Outcomes*, as they contain the Specific Learning Outcomes (SLOs). According to the Department of Education, Citizenship and Youth, Specific Learning outcomes "identify the component knowledge and skills that contribute to a general student learning outcome. Specific student learning outcomes identify a range of contexts and the variety of dimensions of learning within the general outcomes" (Government of Manitoba, n.d.).

In instances where *Curriculum Framework of Outcomes* documents have not yet been developed, the subject area document that best explains learning goals and outcomes has been analyzed. *Education for a Sustainable Future: a Resource for Curriculum Developers, Teachers and Administrators* (2000) and *Aboriginal Perspectives: a Resource for Curriculum Developers, Teachers and Administrators* (2003a) have also informed our analysis. These documents provide insight into some of the values that guide the Manitoba curriculum, and complement our analysis as they contribute to a fuller picture of education in Manitoba's secondary schools. Education in both of these areas is supported by a departmental working group that has helped to develop these documents.

### **Locally-Developed Curricula**

Schools in Manitoba may also offer School Initiated Courses (SICs) and Student Initiated Projects (SIPs). SICs and SIPs have been part of Manitoba's educational system since 1975, and are an opportunity for schools to offer locally developed course content (Government of Manitoba, 2003b). SICs and SIPs are subject to approval by the local school division and are registered annually. Additionally, students may receive course credit for "contribution[s] to their community by volunteering for worthwhile causes or organisations" through a Community Service Student-Initiated Project (CSSIP) (ibid, p. 2). Students may take up to 11 credits in SICs, 3 credits in SIPs and 1 CCSIP credit in their senior years. SICs and SIPs may not be used to meet compulsory graduation requirements, but may be used to meet optional graduation requirements (ibid, p. 9). Unlike in B.C., a participation in a CSSIP or other community service project is not a graduation requirement.

The 61 SICs registered in 2008-2009 include courses in: co-op education, community studies, modern life and issues, native studies, Social Studies and social sciences. The 41 SIPs registered in 2008-2009 include projects in the areas of: business/entrepreneurship, community service, community studies, environmental studies, cultural studies, modern life and issues, multicultural studies, Social Studies, social sciences.

These courses are an important opportunity to strengthen the Social Economy content as they provide an opportunity for Social Economy actors to engage a supportive educator in developing teaching material. Social Economy organisations should be encouraged to partner with local schools to develop courses and projects that reflect the community's needs. This process may prove easier than working through a process of province-wide changes to the secondary school curriculum, a process that can be lengthy. As such, developing SICs, SIPs, and CCSIPs may represent an important interim step to increasing Social Economy content in the Manitoba curriculum.

### **The Curriculum Development Process**

Curricula in Manitoba is developed through a three-step process: curriculum is first developed by Curriculum Development Teams, then reviewed by panels made up of educational partners including representatives from governmental departments/branches, representatives from business, industry, labour, manufacturing, and communications, professional organisations (e.g., Manitoba Association of School Trustees), and finally field tested before being put into widespread use (Government of Manitoba, 2008). Wherever possible, Social Economy organisations should be included throughout this process.

The working definition of 'educational partners' represented throughout the curriculum development process should be further explicated to include Social Economy representatives.

Manitoba is party to the Western and Northern Canadian Protocol in Basic Education, an intra-provincial agreement that plays a role in the character of the curriculum. While Manitoba continues to develop its own curriculum, all provinces are moving toward adopting regional or national standards and curricula in specific subjects. Knowledge of the interprovincial organisations and agreements that guide the curriculum development process is important if we are to effectively lobby to increase the Social Economy content in the Manitoba curriculum and other provinces. It is recommended that the researchers pay careful attention to these agreements as they shape curriculum development in other provinces as well.

## **Results and Analysis**

Canadian citizens require new ways of thinking to creatively address and resolve complex social, environmental, and economic issues that affect the quality of life on this planet. Education can facilitate this change. However, in order to do so, students will require a new set of knowledge, skills, and values; they will also need to demonstrate life practices that reflect an understanding of the interdependence of human health and well-being, the environment, and the economy. (Government of Manitoba, 2000, p. 11)

While the opening quote demonstrates a strong commitment to teaching about issues related to the Social Economy, the representation of Social Economy indicators in the curriculum could be strengthened, especially in several key areas. The level of direct reference to Social Economy indicators in the specific learning outcomes (SLOs) examined is relatively low overall. However, a significant number of indirect and potential references to Social Economy indicators are present throughout the curriculum, suggesting areas where Social Economy content could be further developed. On average, the Manitoba curriculum contains a higher incidence of Social Economy indicators than was found in the B.C. curriculum. Direct and indirect references to Social Economy indicators are most prevalent in areas that relate to Social Economy values (e.g. consensus building, social responsibility), economic and environmental sustainability, trade unions and working conditions. The prevalence of these indicators builds on Manitoba's labour tradition and reflects the Department of Education's commitment to education for sustainable development.

Table 2 below lists the number of direct, indirect and potential keyword indicators that were identified in the Learning outcomes for each of the courses

identified.

**Table 2 (Mb): Manitoba- Summary of Keyword Indicators by Subject**

<b>SUBJECT</b>	<b>D</b>	<b>I</b>	<b>P</b>	<b>TOTAL</b>
Career Development 10	3	2	84	89
Career Development 11	5	5	32	42
Career Development 12	2	12	14	28
Economics 301	0	0	154	154
English Language Arts 10	0	0	6	6
English Language Arts 11: Comprehensive Focus	0	0	6	6
English Language Arts 11: Literary Focus	0	0	2	2
English Language Arts 11: Transactional Focus	0	0	5	5
English Language Arts 12: Comprehensive Focus	0	0	5	5
English Language Arts 12: Literary Focus	0	0	4	4
English Language Arts 12: Transactional Focus	0	0	6	6
Physical Education/ Health Education 10	0	0	174	174
Physical Education/ Health Education 11	0	0	46	46
Physical Education/ Health Education 12	0	0	58	58
Law 302	0	0	12	12
Management 302	3	7	40	50
Marketing Practicum	0	0	16	16
Promotions 202	1	0	28	29
Relations in Business	8	5	35	48
Visions and Ventures 11: An Entrepreneurship Practicum	2	11	79	92
Social Studies 10: Geographic Issues of the 21st Century	22	45	124	191
Social Studies 11: Agriculture: A Cornerstone Industry	0	0	10	10

SUBJECT	D	I	P	TOTAL
Social Studies 11	4	13	7	24
Social Studies 12: World Geography	0	7	16	23
Social Studies 12: Western Civilization	0	3	6	9
Social Studies 12: World Issues	0	15	33	48

### English Language Stream

Five Social Studies courses were analyzed for their Social Economy content: Social Studies 10: Geographic Issues in the 21st Century, Senior 3 (Gr. 11) Canada – A Social and Political History (1988), Senior 3 (Gr. 11) Agriculture: A Cornerstone Industry (1991), Senior 4 (Gr. 12) World Issues, Senior 4 (Gr. 12): Western Civilization – Historical Review of its Development, Senior 4 (Gr. 12): World Geography – A Human Perspective.

Of all of the courses analyzed Social Studies 10: Geographic Issues in the 21st Century included the most direct, indirect, and potential references to the Social Economy. These references are primarily in the areas of: food security, co-operatives, consensus building, economic and environmental sustainability, and social responsibility. Many of the direct and indirect references to Social Economy indicators are in areas of the curriculum that focus on the ethical implications of individual and societal choices about production and consumption. However, some gaps in the representation of the Social Economy are worth mentioning. Given the focus on connections between land use and human interactions, a stronger focus in the areas of CED, improving community conditions, rural development and Aboriginal economic development could easily be developed. Also notable is that in the unit on industry and trade there are no references to either working conditions or trade unions.

Social Studies 11: Agriculture – A Cornerstone Industry teaches students about the importance of agriculture, the connection between agricultural practices and policy, economics and social systems, and the ethical and environmental impacts of the industry. However, this unit does not contain any direct or indirect reference to Social Economy indicators and very few potential indicators. This is despite logical connections to indicators including: rural development, economic and environmental sustainability, organic farming, community supported agriculture, ‘buy local’ strategies, food security, cooperatives, or fair/ethical trade. Teaching about these indicators should be incorporated into this course and could be connected to case studies on topics such as the Wheat Pool, rural revitalization, and family farming. Lastly, this course has opportunity for a student directed project. Project topics relating to

the role of the Social Economy in agriculture could be developed.

The remaining Senior 3 Social Studies course, Canada – A Social and Political History, had relatively few references to Social Economy indicators overall. However, in areas where indicators are present, there is a strong concentration of direct and indirect references. Notable is the strong analysis of discrimination faced by Aboriginal peoples, the importance of active and engaged citizenship, and discussion of the role of working class movements in response to industrialization.

The Senior 4 (gr. 12) Social Studies curriculum includes three optional courses that are organised around unit topics and focusing questions. Social Studies Senior 4 -World Issues contains a high level of references to the Social Economy (in fact, it is among the top five courses for Social Economy content across all subject areas). This course focuses on issues of global interdependence, the relationships between international organisations and nations, and the promotion of global cooperation. Indicators in this course are most prevalent in the areas of: civil society, social movements, collective responsibility, food security, environmental and economic sustainability, and ethical trade. Social Studies Senior 4: Western Civilization and Social Studies Senior 4: Geography-A Human Perspective contains fewer direct references to Social Economy indicators. However indicators were found to be potentially present in the areas of economic and environmental sustainability, Aboriginal economic development and those Social Economy indicators relating to food production and food security.

The overall high incidence of Social Economy indicators throughout the Social Studies curriculum can be partially attributed to the curriculum's focus on "active citizenship" as the subject's core concept. According to the Government of Manitoba "Social Studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through Social Studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic society" (Government of Manitoba, 2006, p. 11). The Groupe de travail sur l'économie sociale notes that "basing itself on the involvement of members of the community [the Social Economy] contributes to the democratization of society and to a more active citizenship" (cited in Shragge on p. 14). Thus, teaching about the Social Economy can be an effective way to 'make real' the Province's citizenship education goals.

Social Studies educators are encouraged to adopt teaching strategies that are anti-racist, and that support social change and social justice. Teachers are encouraged to adopt a 'social action' approach to teaching in which "students make decisions on important social issues and take actions to help solve them" (Banks cited in Government of Manitoba, 2006 p. 28). With this in mind,



a vision of the Social Studies classroom is articulated as follows: “schools in general, and the Social Studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada – a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future” (Government of Manitoba, 2006, p.25). And further as, “schools, and Social Studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole” (Government of Manitoba, 2006, p. 25). These values mirror Social Economy indicators including: collective and social responsibility, positive and active citizenship and advocacy and agency. These values should ultimately form the basis for all teaching, across subject areas.

The following English Language Arts (ELA) courses were analyzed: Senior 2 (gr. 10) ELA, Senior 3 (gr. 11) ELA: Comprehensive Focus, Senior 3 (gr. 11) ELA: Literary Focus, Senior 3 (gr. 11) ELA: Transactional Focus, Senior 4 (gr. 12) ELA: Comprehensive Focus, Senior 4 (gr. 12) ELA: Literary Focus, Senior 4 (gr. 12) ELA: Transactional Focus. Social Economy indicators are noticeably absent from the ELA curriculum; no direct or indirect references to Social Economy indicators were found in these courses. However, the focus on the importance of creating common understandings through communication throughout these courses lends itself to teaching about Social Economy values. This area of the curriculum could easily be further developed through the use of teaching materials that employ Social Economy examples to teach about these values.

Career Development courses were analyzed for Senior 2, 3 and 4 (grades 10, 11 and 12). The Career Development courses contain a notable incidence of direct, indirect and potential references to Social Economy indicators. In grades 10 and 11 in particular, there is a number of potential references to Social Economy indicators. In fact, the Career Development courses rank among the top of all subject areas analyzed for Social Economy content. It is important to note that while the Career Development cluster of courses contain a high level of Social Economy content, these courses are electives and are only offered based on local needs and resources. Three themes are notable (and occasionally contradictory) throughout the Career Development curriculum, these are: a strong representation of indicators related to working conditions and trade unions; a focus on volunteerism; and perhaps conversely, a thematic strand that emphasizes self reliance, labour force instability, and in this context, the need for resiliency and life-long learning.

The strength of trade union and working condition indicators suggest an important alliance for Social Economy actors with the labour movement in

Manitoba. This is indicative of not only the strong tradition of the labour movement in Manitoba, but also the depth of the Social Economy sector within the province. As an indicator, between 1981-2007 unionization rates declined across the country. However, they did so at a much lower rate in Manitoba than in the rest of the country (Manitoba experienced a 5.3 percent decline compared to a national average of 21 percent) (Chaboyer, 2008, p. 1). In fact, since 1998 Manitoba has experienced a slight gain in unionization rates (ibid, 2008, p. 1). The influence of organised labour on public policy has been noted by Sheldrick who states that in Manitoba both business and labour have “traditionally been very involved in the development of policy” and that the Ministry of Labour and Immigration is thought to have a “history of consultation and involvement of members of the community in the policy process” (2007, p. 14). The Labour movement also supports the Manitoba Labour Education Centre – an organization that seeks to “provide educational services for both organized and unorganized working people which would analyse society and the role of working people within it” (Connexions Information Sharing Service, 2008). The MLEC has provided resources to other educational initiatives in the province, helping to establish the Labour Studies program at the University of Manitoba, for example (ibid). Importantly, the Manitoba Teachers’ Society, the Universities of Winnipeg, Brandon and Manitoba, and the Provincial Department of Education are all participating members in the governance of the MLEC. This all suggests that the MLEC may be an important partner in supporting stronger Social Economy content in the curriculum.

The Career Development curriculum also contains several references to volunteerism. Volunteerism is variously discussed as a ‘work alternative,’ a way of experiencing different roles, a personal development strategy, and an integral part of career planning. The strongest emphasis on volunteerism occurs in grades 11 and 12 when students have the opportunity to participate in a Career and Community Experience (a work placement). Social Economy organisations and actors could play a vital role in supporting student work placements and in educating about the Social Economy as a future career choice. A list of Social Economy organisations that can take students for work placements should be developed for educators.

Lastly, Career Development courses have a strong emphasis on self-reliance, labour force instability, and in this context, the need for resiliency and life-long learning. While in and of themselves, these concepts do not contradict Social Economy outcomes, they tend to obscure the ways that the Social Economy can be an effective challenge to the individualism and instability that is created by the current economic system.

Physical/Health Education courses were analyzed for Senior 2, 3 and 4 (grades 10,11 and 12), and many potential references were found to be present. Sports

education has been widely recognized as a tool to teach values of teamwork and working together. For example, organisations such as Right to Play have used this approach to model these values in an international setting. It is not surprising then, that the majority of indicators present were found in the areas of advocacy and agency, collective responsibility, consensus building, democratic decision making, improving community conditions, leadership and governance, positive and active citizenship, social responsibility, and volunteerism. The potential to teach about Social Economy values through sports education is an area that should be further explored by Social Economy researchers. The focus on nutrition and healthy life choices throughout the physical education/health education courses also provides educators with opportunities to discuss issues relating to food security and community conditions.

### **Technology Education Stream**

Within the Technology Education stream seven courses were analyzed: Senior 3 (gr. 11): Visions and Ventures an Entrepreneurship Practicum (1997), Economics 301 (gr. 11) (1982), Law 302 (gr. 11) (1982), Retailing 202 (gr. 10) (1982), Relations in Business 202 (gr. 10) (1982), Promotions (gr. 11) (1982), Management 302 (gr. 11) (1982), and the Marketing Practicum (gr. 11) (1982). While all of the courses within this educational stream have significant potential to incorporate Social Economy concepts into the curriculum, the sheer age of many of the courses presents a limitation.

The Senior 3: Visions and Ventures – An Entrepreneurship Practicum does not include any direct references to the Social Economy, and only two indirect references to Social Economy indicators. The two indirect references are to economic and environmental sustainability, and to different legal structures that include Social Economy enterprises. Despite the absence of indicators, this course does present potential opportunities to discuss Social Economy issues. For example, in the unit entitled ‘Organizing a Business Venture’ students are required to learn about, and create a formal business plan. Teaching in this area could easily incorporate Social Economy indicators such as the “triple bottom line,” social enterprises, and social entrepreneurship. There is a wealth of Social Economy activists in Manitoba who could easily contribute to education in this area. The Canadian Community Economic Development Network (CCEDNet) and SEED Winnipeg are just two examples of Social Economy organisations that have ample experience in developing and supporting business ventures that integrate a Social Economy perspective.

While the rationale for Economics 301 notes the importance of an economic education to achieve both “citizenship and business goals,” the curriculum contains no direct or indirect reference to Social Economy indicators. The

Economics 301 curriculum does; however, contain numerous potential references where Social Economy content could be developed. In particular, there are potential references to: CED, social enterprises, trade unions, co-operatives, the economic empowerment of women, economic and environmental sustainability, social accounts, the “triple bottom line,” ethical consumerism, and trade. For example, the international Social Economy could be discussed in the unit on the international economy, while the importance of CED and rural development could be discussed in the unit on the economy of Manitoba.

Law 302 contains only one indirect, no direct, and very few potential references to Social Economy indicators. Potential references are found in the units on employment and property law, and could easily discuss trade unions, working conditions, and co-operatives. The law curriculum in general has very little focus on business or non-profit law, and as a result does not discuss different legal structures that would include Social Economy enterprises, including co-operatives and non-profit organisations.

The following courses comprise the Marketing cluster of the Technology Education stream: Promotions 202, Relations in Business 202, Management 202, and Marketing Practicum. There are several potential references to Social Economy indicators in Promotions 202, most notably to: social marketing, fair/ethical trade, and local marketing strategies. Relations in Business 202 contains four direct, three indirect, and several potential references to Social Economy indicators. Direct and indirect references are to working conditions and trade unions, while additional potential references are to indicators such as consensus building and democratic decision-making. Management 302 contains one direct and five indirect references to Social Economy indicators. The Social Economy indicators referenced are to leadership and governance and democratic decision-making. The last course in the marketing cluster is a Marketing Practicum. This course contains no direct or indirect Social Economy indicators, but does offer the opportunity to teach about the Social Economy as this course can be offered through a business feasibility seminar, or a co-operative work placement. Again, a list of Social Economy organisations that can, and are willing to, host practicum students should be developed and distributed to educators.

Table 4 displays whether courses examined are mandatory or elective. Data was collected from the Manitoba Ministry of Education, Citizenship and Youth to determine student by course enrollment in grades 10-12. This information can be found in Table 5. Taken together, this information enables researchers to focus further research and make recommendations for the inclusion of Social Economy content in the subject areas with the highest enrollments.

**Table 3 (Mb): Manitoba- Course Selection Requirement**

Course	Mandatory or Elective
Language Arts (English) 10, 11 & 12	Mandatory
Social Studies 10, 11	Mandatory (In gr. 11 choice between 3 Social Studies course options)
Social Studies 12	Elective
Physical/Health Education 10, 11 & 12*	Mandatory
Technology Education (including vocational education, home economics, business and marketing, industrial arts)	Elective – see Technology Education program as alternate to English program
Career Education	Elective

\*Manitoba Education, Citizenship and Youth recently made changes to graduation requirements, mandating an additional credit in Physical/Health Education required for graduation in the years 2009/10 and beyond.

**Table 4 (Mb): Manitoba- Student Enrollment by Course, 2006-2007**

Course	Enrollment
Physical Education/Health Education 10	21,961
English Language Arts (ELA) 10	18,311
Geographic Issues of the 21st Century 10	17,450
Canadian History 11	15,621
ELA: Comprehensive Focus 12	10,216
ELA: Comprehensive Focus 11	9,809
ELA: Literary Focus 11	4,360
ELA: Literary Focus 12	3,708
Social Studies: World Issues 12	3,442
ELA: Transactional Focus 12	3,283
Law 12	3,089
ELA: Transactional Focus 11	2,801
History: Western Civilization 12	1,608
Physical Education/Health Education 11	895
Life/Work Planning 10	852
Geography: World Human 12	736
Promotions 11	698

Course	Enrollment
Physical Education/Health Education 12	510
Visions and Ventures 11: Entrepreneurship	446
Management 12	387
Life/Work Transitions 12	379
Economics 12	349
Life/Work Building 11	339
Relations in Business 11	336
Marketing Practicum 12	280
Agriculture: A Cornerstone Industry 11	213

### **Supplemental curriculum materials**

A number of principles are integrated throughout the curriculum across all subject areas. These are: aboriginal perspectives, gender fairness, age appropriate portrayals, human diversity, anti-racist/anti-bias education and sustainable development. Attention to these elements is important because of their strong potential connection to Social Economy perspectives, and also because they are exemplars of a potential strategy that may be used to update the existing curriculum to include a stronger focus on the Social Economy. Two of these principles, and their connection to the Social Economy are discussed in detail below.

### **Aboriginal Perspectives**

According to the Government of Manitoba, people of Aboriginal decent account for 11.7 percent of Manitoba's total population, the highest concentration of Aboriginal people of any province (Government of Manitoba, 2003b). The Government of Manitoba has also noted "school environments inclusive of Aboriginal knowledge and perspectives will improve student success and completion rates, increase employability skills and reduce transiency" (ibid). Thus, particular attention to Aboriginal perspectives on the Social Economy is needed to ensure the continued relevance of the sector and of education more generally.

The document, *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators* describes an Aboriginal perspective on teaching and education as a Circle of Courage, a model of learning that emphasizes connections between the student, community and learning (Government of Manitoba, 2003b). The Circle of Courage is rooted in four concepts: independence, mastery, belonging and generosity.

This educational model is similar to the understanding of Aboriginal community development that Silver et al. describe: “Aboriginal community development directly challenges Western models of development. It starts with decolonization; recognizes and builds on people’s skills and empowers them; honours Aboriginal traditions, values and cultures; rebuilds a sense of community among Aboriginal peoples; goes beyond economic needs; and generates organisations and mechanisms for democratic participation.” (2006, p. 145). This definition of Aboriginal community development in turn shares much in common with a vision of the Social Economy. There is an obvious resonance between the incorporation of Aboriginal perspectives throughout the Manitoba curriculum, and values that underlie Social Economy perspectives.

Aboriginal-led economic development initiatives play an important role in the Social Economy in Manitoba. Aboriginal-run learning centres, co-operatives, community grocery stores, friendship centres, and community development organisations are numerous in Manitoba. In fact, the CED policy framework adopted by the Government of Manitoba is based on the eleven principles of community development first outlined by Neechi Foods Co-operative, an Aboriginal-owned community grocery store based in Winnipeg’s inner city. Clearly Aboriginal-led economic development is an important part of the Social Economy, and the economy of Manitoba. Examples of these initiatives should be incorporated into the curriculum.

## **Sustainable Development**

Developed in 2000 as part of Manitoba’s commitment to the United Nations Decade of Education for Sustainable Development (2005-2014), Education for a Sustainable Future is “intended to assist Manitoba curriculum developers and educators to integrate sustainability concepts into new and existing curricula. It is interdisciplinary in approach, and provides direction for the integration of sustainability knowledge, skills, values, and life practices within the curriculum, the classroom, and the community” (Government of Manitoba, 2000, p. 3).

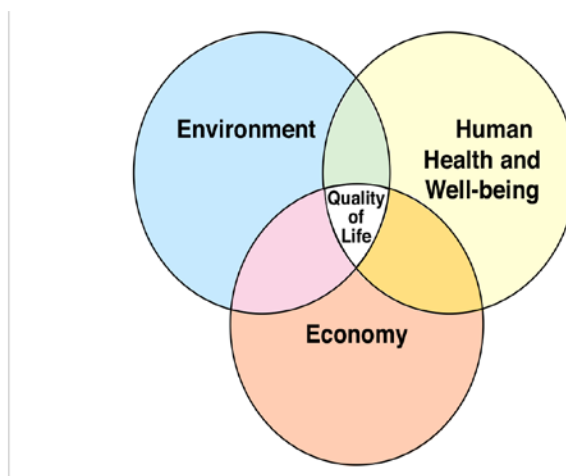
There are many concepts throughout Education for a Sustainable Future that closely mirror Social Economy concepts (Government of Manitoba, 2000). Some of these statements are listed below. The goal of teaching about sustainability is articulated as “students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the worlds and will contribute to social, environmental, and economic well-being, and an equitable quality of life for all, now and in the future.” As well,

The aim of sustainability is to make equitable decisions and to conduct activities so that human health and well-being, the environment, and the economy can be improved and maintained

for future generations. Sustainability is a complex idea. It requires understanding, not just of social, environmental, and economic issues, but of their ongoing interrelationship and interdependence. The process of sustainable decision-making involves a critical examination of our priorities, habits, beliefs and values. (Government of Manitoba, 2000, p. 4-5).

Clearly, this vision for the future echoes many elements of the Social Economy, including active and engaged citizenship, economic and environmental sustainability, 'triple bottom line', social responsibility, and collective responsibility. The figure below, which closely mirrors the concept of a 'triple bottom line' prevalent in Social Economy discourse, graphically illustrates the vision of sustainability articulated throughout the Manitoba curriculum.

**Figure 1: Sustainable Development**



**Sustainable human health and well-being** is characterized by people coexisting harmoniously within local, national, and global communities, and with nature. A sustainable society is one that is physically, psychologically, spiritually, and socially healthy. The well-being of individuals, families, and communities is of prime importance.

**A sustainable environment** is one in which the life-sustaining processes and natural resources of the Earth are conserved and regenerated.

**A sustainable economy** is one that provides equitable access to resources and opportunities. It is characterized by development decisions, policies, and practices that respect cultural realities and differences, and do not exhaust the Earth's resources. A sustainable economy is evident when decisions, policies, and practices are carried out so as to minimize their impact on the Earth's resources and to maximize the regeneration of the natural environment.

(Government of Manitoba, 2000, p. 6)



## Conclusion

The curriculum in Manitoba, and particularly those elements of the curriculum developed in recent years supports many values and concepts that lend themselves to teaching about the Social Economy. In turn, teaching about the Social Economy can help to strengthen and ‘make real’ many of the concepts, such as active citizenship, sustainability and anti-bias education that are featured in the curriculum.

Manitoba has the strong curricular foundation and a healthy concentration of Social Economy activists, educators and researchers to become an educational leader in this area. In these challenging economic times, Manitoba has fared better than many. This is in no small part because of the diverse skills, knowledge and education of Manitobans themselves. The senior high curriculum represents an important site where we can build upon these characteristics by ensuring that students are exposed to a more fulsome range of experiences that depict the Social Economy as the real, vibrant and diverse sector that it is.

## Improving the Social Economy content in Manitoba courses

- **Social Studies 10: Geographic Issues in the 21st Century:** given the focus on connections between land use and human interactions, a stronger focus in the areas of CED, improving community conditions, rural development and Aboriginal economic development should be incorporated. Could also incorporate discussions of working conditions and trade unions into the unit on industry and trade.
- **Social Studies 11: Agriculture – a Cornerstone Industry:** incorporate discussion of Social Economy concepts for rural development, economic and environmental sustainability, organic farming, community supported agriculture, ‘buy local’ strategies, food security, co-operatives, or fair/ethical trade. Use case studies on topics such as the Wheat Pool, rural revitalization and family farming. Utilize the opportunity for student directed projects to explore the role of the Social Economy in agriculture to be developed.
- **Social Studies (and all):** use Social Economy examples and concepts to animate the province’s citizenship education goals
- **Career Development 11 and 12:** incorporate time with Social Economy organisations into student Career and Community Experience units.
- **Physical Education/Health Education:** incorporate discussion of food security and improving community conditions into units on nutrition.
- **Economics 301 (1982), Law 302 (1982), Retailing 202 (1982),**

**Relations in Business 202 (1982), Promotions (1982), Management 302 (1982) and the Marketing Practicum (1982):** should all be reviewed and updated to better incorporate Social Economy perspectives.

- **Senior 3: Visions and Ventures – An Entrepreneurship Practicum:** incorporate indicators such as the “triple bottom line,” social enterprises and social entrepreneurship into the course. Work with CCEDNet and SEED Winnipeg to do so.
- **Economics 301:** incorporate discussion of CED, social enterprises, trade unions, co-operatives, the economic empowerment of women, economic and environmental sustainability, social accounts, the “triple bottom line,” ethical consumerism and trade.
- **Law 302:** incorporate discussion of trade unions, working conditions, and co-operatives into units on employment and property law. Include unit on non-profit and business law that contains discussion of Social Economy models.
- **Aboriginal Perspectives:** use examples of Aboriginal-led economic development in the Social Economy to highlight learning outcomes contained in Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators.
- **Education for Sustainable Development:** use examples from the Social Economy to animate the concept of sustainability

## ONTARIO<sup>5</sup>

### The Social Economy in Ontario

Tracing the history of the Social Economy in Ontario is not as clear as in some other places such as Nova Scotia where the Antigonish Movement was clearly formative. While there is a long history of community economic development and social and workers’ movements in the province, it is undeniable that the Social Economy is buttressed by provincial powers that have determined if, when, and how to give its support. Since the 1970s the Government of Ontario has helped to shape the nature and capacity of the Social Economy.

The conversation on the Social Economy begins with the tenuous relationship with the Government of Ontario, and what Elson, Gouldsbrough & Jones (2009) refer to as ‘dancing in the dark’. The role of public policy has been essential to either supporting or reducing capacity of Social Economy enterprises in Ontario since the 1950s, and during the rise of the mixed

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<sup>5</sup> Ontario case study undertaken by Fong, Smith and McKittrick (2009)

welfare state in Ontario (*ibid*). From the 1950s to the 1970s the Government of Ontario provided grants and subsidies to charitable organisations and municipal institutions to delivery and expand the availability of health and social services (*ibid* p. 13). During the 1980s two important social enterprises were established in Ontario: the Trillium Foundation and the Canadian Alternative Investment Cooperative (CAIC). Beginning in the mid 1990s Ontario underwent the ‘Common Sense Revolution,’ rolled out by the Mike Harris Conservative government. The neoliberal policy orientation of the Common Sense Revolution reduced capacity for social support, and increased privatization amongst social service organisations. This is demonstrated by the 1997 Social Assistance Reform Act that reduced social services provided by the government and introduced Workfare programs. The late 1990s saw the Government of Ontario announce the Local Services Realignment (LSR) which was intended to bring about fundamental changes to provincial and municipal roles and responsibilities. It was also intended to have local governments run emergency, social and community health, as well as transportation and utilities (Local Services Realignment: A users guide 1999). The justification of the LSR was to give local governments more control and provide accountability to tax payers (*ibid*), but the Realignment was criticized as neoliberal downloading of responsibilities to municipalities who had less resources to administer, and pay for high case loads (Maxwell 2009, pp. 11-12).

The reaction to the roll back of the welfare state stimulated grassroots movements to generate new social enterprise loan funds, including the Toronto Enterprise Fund, the Ottawa Community Loan Fund in 2000 (Elson et al., 2009), and the Pillar Nonprofit Network, (an organization that supports nonprofit, charity and volunteer-based organisations) (Pillar Nonprofit Network: Our History n.d.). These social enterprise loan funds assisted Social Economy entrepreneurship and helped overcome the common problem of siloed funding for nonprofit organisations (see, for example: Eakin 2001 and Elson 2008).

The “patchwork” of enterprise programs and policies that have been generated in recent years signal the growing importance of people and organisations seeking to fulfill social goals (Elson et al., 2009). Social Economy organisations that combine aspects of credit union community funding, co-operative structures and non-profit and charity incorporation have established important partnerships with the Government of Ontario to support and incorporate the Social Economy in expanding the normative frameworks of private and public sectors. Brock & Bulpitt (2007) have called this process a “cautious encouragement,” where Social Economy organisations that promote social objectives, social ownership and social participation, have been valued for their social goals, but are only careful to fully embed them into policy processes. The Government of Ontario has been inconsistent with supporting organisations in the Social Economy, often supporting and wanting to collaborate on common social good goals

but has remained quiet in financial support and legislation that would require Social Economy values and activities such as corporate responsibility, employee involvement in volunteer activities and volunteerism (ibid p. 20).

Ontario currently has a flourishing hub of academic activity within the Social Economy. The Ontario Institute for Studies in Education at the University of Toronto hosts the Social Economy Centre. This centre (SEC) bridges university and community organisations, particularly non-profits and co-operatives. It also engages Social Economy actors in popular education and accredited workshops. The SEC has over 30 projects that assess the impact, map, and help develop policy for Social Economy organisations. Results from a 2007 research report measure and assess cooperatives and credit unions in Ontario – facts include: there are over 1300 co-operatives, credit unions and *caisse populaires* incorporated and operating in Ontario. The co-operative sector in Ontario represents \$30 billion in assets; Ontario co-ops employ and provide benefits to 15, 500 people; 1.4 million Ontarians (over 10 percent of the population) are members of a co-operative, credit union or *caisse populaire*; and over 49, 000 individuals support the volunteer base for co-ops (Guy, Hall, Lasby & Ontario Co-operative Association, 2008). Almost half of the co-operative activity is within housing, with significant activity also occurring in childcare and financial sectors (ibid).

The SEC mainly represents Social Economy activity in Southern Ontario, which has a strong density of Social Economy activity in Ontario (Elson et al., 2009). Northern Ontario is represented by a regional node, which also represents Manitoba and Saskatchewan. This division reflects the specific social and economic needs of Southern and Northern regions. Social Economy research focussed on Northern Ontario is concentrated in the Community Economic and Social Development Department at Algoma University College in Sault St. Marie, Ontario. Some of the projects that this department undertakes are in the areas of: economic development, women and economic development, economic development for Indigenous communities, and community-supported agriculture.

The expansion of the Social Economy will be dependent on the ability to develop strategic partnerships with government and current non-profit networks and organisations. The Southern Ontario node and the Northern Ontario, Manitoba and Saskatchewan node are developing innovative research to expose the importance of the Social Economy that will help increase partnerships and determine public policy with the Government of Ontario.

## **Ontario Kindergarten to Grade 12 Education System:**

In Ontario, there are two separate school boards that are both publicly funded: the Public School Board, and the Roman Catholic School Board. Ontario's school boards are administered by 72 district school boards which are divided as follows: 31 English Public, 29 English Catholic, 4 French Public, and 8 French Catholic (Ontario Ministry of Education, 2008).

In the 2005-2006<sup>6</sup> school year, there were a total of 884 secondary schools (630 public and 254 Roman Catholic) (Ontario Schools, 2008, p. 4). In the 2005-2006 school year, there were 1,411,011 students enrolled in elementary school (493 670 Public and 213 863 Roman Catholic) and 707 533 students enrolled in secondary school (493 670 Public and 213 863 Roman Catholic) (ibid, p. 6). Of the secondary students, 168 017 were enrolled in grade 10 (115 893 Public and 52 124 Roman Catholic); 163 165 were enrolled in grade 11 (113 726 Public and 49 439 Roman Catholic); and 202 377 students in grade 12 (14 549 Public and 58 828 Roman Catholic) (ibid, p. 8). In the 2005-2006 school year there were 125 647 full-time equivalent educators (84 964 Public and 40 682 Roman Catholic) (ibid, p. 3). Of the total educators, 73 702 were elementary teachers, 37 187 were secondary teachers, and the rest account for administration, or department heads (ibid, p. 9).

School Board revenue (excluding revenue from reserves in the 2005-06 school year) was \$17.78 billion (Quick Facts: Ontario Schools 2005-06, p. 15). School board expenditures exceeded the revenue in the same year – excluding expenditures to reserves – which was \$17.79 billion (ibid). For 2008-09, the government's total investment in education is \$19.06 billion (Ontario Ministry of Education, 2008).

## **Educational Programming**

The latest Programming and Assessment Guide was released in 2000. This guide sets out the format for secondary level courses. Important features that it outlines include new curriculum expectations and achievement levels (p. 3). Additionally, the guide states that all new curriculum integrate material pertinent to violence prevention, antidiscrimination education, and Native education where relevant in the expectations for every course (ibid). In addition to curriculum expectations and achievement level guidelines, special considerations alternative to program planning are outlined, and include modifications for educationally exceptional students, English as a Second Language, and English Literacy Development (ibid). Additional considerations

<sup>6</sup> The 2005-2006 school year is the most recent year where the Ontario Ministry of Education has detailed statistics on enrollment, budget and staffing.

for educational programming include both career education, the opportunity to learn about educational and career opportunities available to students, and cooperative and workplace education, the opportunity for secondary students to apply what they learn in their courses through participation in planned learning activities outside the classroom (ibid p.10-11).

Career, Cooperative and Workplace education is pertinent to Social Economy Education because it may foster active participation and volunteerism within domains of students' interest. The Cooperative and Workplace educational experiences may be arranged in the community in three ways: 1) Job Shadowing, which includes observing and employee in the workplace, 2) Work Experience, where students take on a short-term placement that is undertaken as an in-school credit course, and 3) Cooperative education, where students can earn additional credits in a subject through a work placement in the community. In addition to this, there is also the Ontario Youth Apprenticeship Program (OYAP), which allows senior students (Grade 11 and 12) to earn credit towards their secondary school diploma while accumulating hours towards the completion of an apprenticeship through cooperative education.

Ontario's secondary school system is organized into different types of courses intended to "enable students to choose courses that are suited to their strengths, interests and goals (Program Planning and Assessment, 2000, p. 5). In grades 9 and 10, students may take academic, applied and open level courses.

Successful completion in grade 9 will allow the student to take the corresponding course type in grade 10. If the student should wish to change the type of course from grade 9 to grade 10, the principle must inform the student and their parents that he or she must complete additional coursework, which demonstrate the expectations have been met for the course type. This extra work to change course types is called "crossover material" (ibid, p.6).

Types of courses available to students in grade 11 and 12 include: university preparation, university/college preparation, college preparation, and workplace preparation (ibid, p.6). Open courses are also offered in Grades 11 and 12.

Students who change course types in grades 11 and 12 must take half-credit transfer courses similar to "crossover material." The transfer credit enables students to achieve the expectations not covered in one course type but required for entry into a different course type in the next grade. Transfer courses can be taken as a summer course, as an independent-study, or partial credit course within school hours (ibid, p.7).

## Course Structure and Curriculum Expectations

Subject areas each include several courses. Each course is divided into strands. Each strand has curriculum expectations. Curriculum expectations describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated (ibid, p.8). There are two sets of curriculum expectations that are listed for each strand in every course, this study considers the specific expectations in the curriculum.

- The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course.
- The specific expectations describe the expected knowledge and skills in greater detail
- The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students (ibid, p.8-9).

## Results and Analysis

Table 2 is a summary of the subject areas and distribution of direct, indirect and potential indicators. A total of 63 courses were coded for direct, indirect and potential Social Economy content in 6 subject areas. Business Studies, Canadian and World Studies and Native Studies have the most potential for Social Economy. Interdisciplinary courses also have a lot of latitude for Social Economy content, but because the curriculum documents do not delineate strands for these courses, they are less likely to have a high indicator count. Guidance and Career Education have low counts and show low indication of Social Economy content. However, because Guidance and Career Education are connected to secondary school requirements for volunteer hours, optional educational plans for career, and cooperative and workplace education – this subject area may be modified to incorporate more Social Economy learning. Social Sciences and Humanities courses have relatively low direct, indirect and potential indicators as compared to other subject areas.

**Table 2 (Ont): Ontario-Summary of Keyword Indicators by Subject Area**

SUBJECT AREA	D	I	P	TOTAL
Business Studies (18 courses)	17	37	237	291
Canadian and World Studies (8 courses)	3	37	85	125
Guidance and Career Education (2 courses)	0	4	1	5
Interdisciplinary* (12 courses)	0	1	28	29
Native Studies (9 courses)	0	43	63	106
Social Sciences and Humanities (14 courses)	3	14	36	53

Table three displays the direct, indirect and potential indicator count by course. See below for analysis of courses.

**Table 3 (Ont): Summary of Keyword Indicators by Course**

COURSE	D	I	P	TOTAL
Introduction to Business 9/10	4	7	27	38
Info and Communication Tech in Business 9/10			1	1
Financial Accounting Fundamentals 11			12	12
Accounting Essentials 11	1		12	13
Financial Accounting Principles 12	1		9	10
Accounting for a Small Business 12			5	5
Entrepreneurship: The Venture 11	2	2	35	39
Entrepreneurship: The Enterprising Person 11		3	27	30
Entrepreneurship: Venture Planning in an Electronic Age 12	3	2	22	27
Info and Communication Tech: The Digital Environment 11		1	2	3
Info and Communication Tech: Multimedia Solutions 12			3	3
Info and Communication Tech in the Workplace 12		1	1	2
International Business Fundamentals 12	1	6	28	35
International Business Essentials 12		3	11	14
Marketing: Goods, Services, Events 11	4	3	13	20
Marketing: Retail and Service 11		2	12	14
Business Leadership: Management Fundamentals 12	1	4	12	17
Business Leadership: Becoming a Manager 12		3	5	8
Canadian History Since World War I 10		3	2	5
Canadian History Since World War I 10		3	2	5



COURSE	D	I	P	TOTAL
Civics 10	1	11	15	27
The Individual and the Economy 11	1	6	21	28
Making Economic Choices 11	1	6	24	31
Analysing Current Economic Issues 12			7	7
Canada: History, Identity, and Culture 12		1	10	11
Canadian Politics and Citizenship 11		7	4	11
Career Studies 10		2	1	3
Designing Your Future 11			2	2
Information Mgmt for Successful Living 11			2	2
Building Financial Security 12			3	3
Issues in Human Rights 12			1	1
Utopian Societies: Visions and Realities 12			1	1
Information and Citizenship 12			1	1
Information Management and Community Leadership 12			2	2
Community Environmental Leadership 12			2	2
Hospitality Management 11			4	4
Local Field Studies and Community Links 11		1	6	7
Small Business Operations 11			4	4
Indigenous Peoples in the Information Age 12			1	1
Science and the Community 12			1	1
Aboriginal Peoples in Canada 10		3	12	15
English: Contemporary Aboriginal Voices 11			2	2
Current Aboriginal Issues in Canada 11		7	10	17
Aboriginal Beliefs, Values, and Aspirations in Contemporary Society 11		4	7	11
English: Contemporary Aboriginal Voices 11		2	3	5
Aboriginal Beliefs, Values, and Aspirations in Contemporary Society 11		4	5	9
English: Contemporary Aboriginal Voices 11		1	2	3
Aboriginal Governance: Emerging Directions 12		11	8	19
Issues of Indigenous Peoples in a Global Context 12		11	14	25
Individual and Family Living 9/10		1	7	8
Living and Working With Children 11			1	1
Managing Personal and Family Resources 11		1	4	5
Managing Personal Resources 11	1	2		3
Fashion and Creative Expression 11		2	1	3

COURSE	D	I	P	TOTAL
Living Spaces and Shelter 11			1	1
Parenting 11	1	1	2	4
Food and Nutrition Sciences 12	1		4	5
Individuals and Families in a Diverse Society 12			2	2
Issues in Human Growth and Development 12		1	2	3
Parenting and Human Development 12			4	4
The Fashion Industry 12		1	2	3
Intro to Anthro, Psych, and Sociology 11		5	3	8
Challenge and Change in Society 12			3	3

### Business Education (2006)

The courses with the most direct, indirect and potential indicators include Entrepreneurship: The Venture 11 (39 references); Introduction to Business 9/10 (38 references); International Business Fundamentals 12 (35 references); Entrepreneurship: The Enterprising Person 11 (30 references); and Entrepreneurship: Venture Planning in an Electronic Age 12 (27 Indicators).

Entrepreneurship: The Venture 11 has a wide range of indicators including: Aboriginal economic development, improving community conditions, positive and active citizenship, social entrepreneurship and volunteerism. It is, perhaps, most encouraging to see that the Social Economy has been relatively well represented in the strand, “The Benefits of a Venture Plan,” which includes indicators for CED. Also notable, is that direct indicators included social responsibility, and indirect indicators included triple bottom line, environmental and economic sustainability. These indicate that there is content to assist in teaching about the social, economic and environmental impacts of businesses.

Introduction to Business 9/10 had direct references to social responsibility, ethical/fair trade, cooperatives and credit unions. These represent the more popular used terms in the Social Economy, which have permeated everyday life. It is positive that an introductory business course uses direct language in popular themes of the Social Economy. Indirect references also include the references to trade unions and workers’ conditions, which are both included in the strands: Business Fundamentals and Functions of a Business. This is significant because it stresses the importance of working class movements and the responsibilities of the employer in business. While there were some potential indicators for CED and Aboriginal economic development, there were no references to women’s role in economic development. This is surprising, considering women’s changing economic roles are transforming the economy.

International Business Fundamentals 12 had a good representation of direct and indirect indicators clustered in the areas of ethical/ fair trade, ethical purchasing, trade unions and workers' conditions. Potential indicators included: corporate responsibility and international Social Economy. It was noted that legal structures need to include co-operatives, joint ventures with community organisations, non-profit owned businesses, non-profit subsidiaries, and socially responsible for-profits. It is also interesting to note that the strand, Factors Influencing Success in International Markets includes potential indicators such as: corporate responsibility, fair trade/ ethical trade, international Social Economy, legal structures, positive and active citizenship, and workers' conditions. It is strongly recommended that these indicators be used directly in the language of the curriculum.

Entrepreneurship: The Enterprising Person 11 has indirect references to trade unions, workers' conditions and social responsibility. The strand The Changing Nature of the Workplace in particular has reference to Indirect indicators including trade unions and workers' conditions. Potential indicators include collective responsibility, co-operatives, democratic decision making, collective responsibility, Social Economy, social enterprise, and social entrepreneurship. These findings demonstrate there is opportunity to teach about workplace democracy, an issue of importance in the Social Economy.

Entrepreneurship: Venture Planning in an Electronic Age 12 included direct references to co-operatives and social responsibility. The most important strand was The Venture Concept, which gave 4 direct and indirect indicators, and the potential for indicators related to CED, the Social Economy and social entrepreneurship.

Other notable comments in the 13 other Business Education courses considered include the potential indicators in Accounting courses (Financial Accounting Fundamentals 11, Accounting Essentials 11, Financial Accounting Principles 12) that teach concepts and practices of accountable and transparent governance, corporate responsibility, and social accounting. Also, one course with a moderate level of indicators is Marketing: Goods, Services, Events 11. Indicators include: social responsibility, non-profit, mutual or co-operative enterprises, corporate responsibility, positive and active citizenship, and co-operative enterprises. This course has a lot of latitude for incorporating Social Economy content because of the strands that teach fundamentals and trends in service sector employment, and exploring how goods and services are produced and exchanged. Further, the curriculum specifically looks at not-for-profit marketing, suggesting potential room to build in specific indicators for teaching social innovation in Social Economy enterprises and entrepreneurship. Also of interest, courses with involved electronic or digital environments rank low for Social Economy indicators.

### Canadian and World Studies (2005)

Social Economy indicators were overwhelmingly concentrated in 3 courses: Making Economic Choices 11 (31 references), The Individual and the Economy 11 (28 references), Civics 10 (27 references). Low reference scores were found in Canadian History courses, with 5 references in each course type. Canadian Politics and Citizenship 11 (11 references), Canada: History, Identity, Culture 12 (11 references) and Analysing Current Economic Issues 12 (7 references) were all in the mid-range of indicators.

Making Economic Choices 11 had a wide range of references across CED, ethical purchasing, ethical/fair trade, Social Economy enterprises, and workers' conditions. It is encouraging to see that under the strand Economic Decision Making, the indicators for ethical purchasing and ethical consumerism were represented. However, much more could be done to instill ideas of consensus building, CED, and the triple bottom line into the direct language of the curriculum. The strand, Economy Stakeholders has a great range of Social Economy potential, including reference to Aboriginal economic development, 'triple bottom line' and the role of women in economic empowerment. Expanding the term "stakeholder," to include more than merely short-term financially invested people in economics is important to promoting a democratic and inclusive understanding of Social Economy values.

The Individual and the Economy 11 had indirect references to non-profit, mutual, or co-operative enterprises, trade unions, workers' conditions, and volunteerism. This course may be a good gateway to linking the individual with the Social Economy. It has a great latitude to incorporate values of social citizenship and collective responsibility. It is also encouraging that one strand, Economic Institutions, has potential references to social movements and solidarity economy, indicating that economic institutions have the ability to change to meet the needs of the people. This course description also demonstrates great potential for Social Economy content. According to the Ministry of Education:

This course examines the changing Canadian economy and helps students develop an understanding of *their own role as economic agents*. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as *consumer, contributor*, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions (2005, p. 29, italics added).

The course description describes an individual's role as not only consumer, but

also as contributor and citizen. This can provide an opening to discuss Social Economy content and the role of improving community conditions.

Civics 10 had the most indirect references (11) within this subject area. References were found across a wide range of indicators including references to transparency in governance, positive and active citizenship, democratic decision-making, and social movements. This course has content that reflects values of improving community conditions and civic participation. The three strands: Informed Citizenship, Purposeful Citizenship, and Active Citizenship all demonstrate qualities of both being conscious and engaged within the social-political system.

The course that represented a lower than expected count was Canadian Politics and Citizenship 11, which had a total of 11 indirect and potential references. No direct references were made, which is surprising considering the course description:

This course explores the role of politics in people's lives and the importance of being an active citizen in a democratic society. Students will examine the ways in which individuals and groups participate in the political process, the ways in which they can influence political decision making and public policy, and the effectiveness of political systems and institutions in meeting societal needs (The Ontario Curriculum Grade 11 and 12: Canadian and World Studies 2005, p. 249).

There are 6 strands in this course, all of which could be better directed to Social Economy content, considering that the course description underlines active citizenship and democratic ideals as necessary to meet societal needs. Social Economy values are clearly held within the course description; however, Social Economy content, in terms of direct, indirect or potential indicators was not present in the learning outcomes. There were only 3 strands that had indirect or potential references to the Social Economy – the most notable being Citizenship, Democracy, and Participation. Inclusion of direct references to social movements is recommended to describe the ways in which Canadian politics have been transformed through social action and active citizenship.

## **Guidance and Career Education (2006)**

The Guidance and Career Education subject area is intended to give students guidance in their individual educational plans (IEPs) and guide them into courses which will fulfill their chosen paths. Beyond exploration of course options, this subject area tended to stress developing personal skill sets to add-value in the career or workplace. Two courses were assessed to have Social

Economy references: Career Studies 10 and Designing Your Future 11. Within the two courses, Social Economy references were indirect or potential, and included: trade unions, workers' conditions and volunteerism. The Exploration of Opportunities strand could contain more Social Economy references. Students should learn about opportunities in third sector. The other courses in the subject area concentrated on developing personal management skills and job search skills.

The Guidance and Career Education subject area is also "well suited for inclusion in programs designed to provide pathways to apprenticeship or workplace destinations, including the Ontario Youth Apprenticeship Program (OYAP)" (The Ontario Curriculum Grades 11 and 12: Guidance and Career Education, 200, p.7). Apprenticeships and OYAP have the potential of incorporating Social Economy values and content. However, this is beyond the specific curriculum, and requires augmented IEPs with guidance counselors and the support of teachers to find apprenticeship placements within the Social Economy. Further, OYAP is a generally non-specific program that is structured on a student by student basis in counsel between the student, guidance counselor and teachers willing to support the student's program of study. To increase Social Economy content, OYAP would have to be restructured to explicitly require learning outcomes that pertain to the Social Economy and/or the entire team. This way, those involved in the IEP would need to intentionally agree upon an apprenticeship program that instills Social Economy values and learning outcomes. Apprenticeships in and of themselves have the capacity to incorporate general Social Economy values such as social responsibility, volunteerism, and through participation in the workforce, a consciousness of workers' conditions. However, these values and learning outcomes are not explicitly stated as a part of OYAP.

### **Interdisciplinary Studies (2002)**

Interdisciplinary Studies provides several specialized programs that give students an alternative to traditionally discrete subject matter, and still meet diploma requirements. The Interdisciplinary curriculum is not organized by strands and only contains a course description. No curriculum expectations are described. From the course description, twelve courses were assessed to have potential for Social Economy content. Due to the flexible nature of interdisciplinary courses, there is a great amount of latitude to incorporate Social Economy content if the student and teacher choose. The course with the strongest opportunity to teach about the Social Economy is Local Field Studies and Community Links 11. The course description makes direct reference to "ecological fieldwork" and has a focus on citizenship, leadership and community-based environmental projects. While there are no direct Social Economy references, there was

one indirect reference to environmental and economic sustainability, and 6 potential references which included: community supported agriculture, local producers and locally produced goods, organic farming, rural development, social responsibility, improving community conditions.

### **Native Studies (1999-2000)**

The four courses in this subject areas with the most potential to teach Social Economy content include: Issues of Indigenous Peoples in a Global Context 12 (25 references), Aboriginal Governance: Emerging Directions 12 (19 references), Current Aboriginal Issues in Canada 11 (17 references), and Aboriginal Peoples in Canada 10 (15 references). The four strands that are common to all Native Studies courses include: identity, relationships, sovereignty and challenges. The identity strand tends to refer to Aboriginal economic development, and, advocacy and agency most often. The relationships strand stresses improving community conditions and collective responsibility. The sovereignty and challenges strands often have references to Aboriginal economic development, advocacy and agency, improving community conditions and positive and active citizenship.

Aboriginal Peoples in Canada 10 had indirect and potential references that were common to all courses (Aboriginal economic development, accountable and transparent governance, advocacy and agency, positive and active citizenship and improving community conditions). Current Aboriginal Issues in Canada 11 included additional indirect references to collective responsibility, environmental sustainability and the 'triple bottom line'.

The grade 12 courses, Aboriginal Governance: Emerging Directions 12, and Issues of Indigenous Peoples in a Global Context, while having no direct references, made many indirect references to consensus building, collective responsibility, governance and leadership, and co-creation of policy with government in addition to the indicators that were common to the rest of the courses. These grade 12 university/college preparation courses demonstrate the most Social Economy content for the Native Studies subject area. The authors recommend that existing potential references be strengthened and referred to directly.

### **Social Studies and Humanities (1999-2000)<sup>7</sup>**

Courses in this subject area tended to have low counts for Social Economy references. Courses with the most references included: Individual and Family Living 9/10 (8 references), Introduction to Anthropology, Psychology, and Sociology 11 (8 references), Managing Personal and Family Resources 11(5 references), and Food and Nutrition Sciences 12 (5 references).

Individual and Family Living 9/10 had indirect and potential references to consensus building, positive and active citizenship, civic associations, and civil society. These references were under the strand Personal and Social Responsibilities. Although the strand contained the words social responsibility, no direct or indirect reference within the Specific Expectations were made to social responsibility. Potential references to ethical purchasing and responsible consumerism were made within the strand Social Challenges.

Introduction to Anthropology, Psychology, and Sociology 11 had indirect references to civil society, civic associations, collective responsibility, consensus building, and democratic decision-making. Potential references were also made to workers' conditions, accountable and transparent governance, and leadership and governance. There is some possibility to incorporate more Social Economy indicators, such as social movements and positive and active citizenship into the strand Social Structures and Institutions and Social Organization.

Managing Personal and Family Resources 11 is an interesting course because it makes direct reference to “responsible consumerism” but not in the context of the Social Economy. In context, “responsible consumerism” in the strand “personal and social responsibilities” refers to savvy shopping or “buyer beware” behavior. The reference to responsible consumerism is in the context of making the best decision and using “financial economic rationality” to choose the best product. An example of this includes: “plan for a specific major purchase (e.g., refrigerator, computer, entertainment system) using wise consumer techniques” (The Ontario Curriculum Grades 11 and 12: Social Sciences and Humanities, 2000, p. 25). Due to the context, “responsible consumerism” was not counted towards a direct reference. Authors suggest that curriculum be changed to incorporate a Social Economy definition of “responsible consumerism” as well as include content that reflects the triple bottom line.

Food and Nutrition Sciences 12 is also an interesting case because it is the only course assessed that can directly and purposefully address the issue of food security. The course contains one direct reference to food security, and potential references to community supported agriculture and environmental and economic sustainability. It would complement the course well to

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<sup>7</sup> This subject area is most similar to Technical/Vocational Education courses in other provinces.



incorporate direct content of issues in food security and community supported agriculture.

Also interesting to note is the course entitled The Fashion Industry 12. Indirect reference was made to workers' conditions and potential reference was made to trade unions, Social Economy and social entrepreneurship. It is surprising, however, that ethical purchasing and ethical/fair trade are not represented in the curriculum. The garment industry has a long history in issues of ethical purchasing and ethical/fair trade issues. These issues should be represented in a senior level course on the Fashion Industry. This content would be most appropriate within the strand, Fashion and Society or The Canadian Fashion Industry.

### **The Ontario Secondary School Diploma (OSSD)**

In order to earn the Ontario Secondary School Diploma (OSSD) a student must: earn 18 compulsory credits, and 12 optional credits, complete 40 hours of community involvement activities, and successfully complete the provincial secondary school literacy test (Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999, p.8).

**Table 4 (Ont): Ontario- Course Selection Requirement**

<b>Subject Area</b>	<b>Compulsory or Optional</b>	<b>Courses that meet Compulsory Credit</b>
Business Studies	Optional *Compulsory if chosen to replace the requirement for Arts, or Health and Physical Education (in addition the 1 credit required for the Arts and the 1 credit required for Health Education)	All (some courses require prerequisites)
Canadian and World Studies	1 credit in Canadian history compulsory, 1 credit in Canadian geography compulsory, .5 credit in civics compulsory	Canadian History in the Twentieth-Century 10, Canadian Geography 9, Civics 10
Guidance and Career Education	.5 credit compulsory	Career Studies 10
Interdisciplinary	Optional	

Subject Area	Compulsory or Optional	Courses that meet Compulsory Credit
Native Studies	Optional *Compulsory if chosen to replace English requirement, or a third language, or Social Sciences and the Humanities, or Canadian and World Studies credit (in addition to the 4 credit English requirement and the 2 Credits in Canadian History and Geography)	All (some courses require prerequisites)
Social Sciences and Humanities	Optional *Compulsory if chosen to replace with English or Canadian and world studies (in addition to the 4 credit requirement for English and the 2 Credits in Canadian Geography and History)	All (some courses require prerequisites)

\*Additional 12 Optional credits can include any course in any subject area

Business Studies, Native Studies and Social Sciences and Humanities courses may be optional or compulsory depending on the students' course selection. All courses from the curriculum fulfill these three subject areas; however, some courses may require prerequisites. The only three courses that are compulsory to earn an OSSD, regardless of students' course selection, are Canadian History in the Twentieth Century 10, Canadian Geography 9, Civics 10 and Career Studies 10. Out of these compulsory courses, Civics 10 and Career Studies 10 are the only courses that have any Social Economy content. Civics 10 demonstrated a capacity to integrate a lot of Social Economy content, whereas Career Studies 10 has very few direct, indirect or potential references to the Social Economy.

## Conclusion

The Ontario high school curriculum already has the capacity to support Social Economy content as demonstrated by the number of indirect and potential indicators found. However, there is a lack of direct content that pertains to teaching about the Social Economy. Subject areas in Business, Canadian and World Studies, and Native Studies already demonstrate high potential to incorporate Social Economy content. Subject areas that lend themselves well to teaching Social Economy values and content, such as Guidance and Career

Education, Interdisciplinary Studies, and Social Studies and Humanities had a moderate range of Social Economy indicators that were mostly found to be indirect or potential. The authors recommend that direct Social Economy language be utilized for learning outcomes to transform potential learning to more directed effort to teach Social Economy content. Further, there are many subject areas that have the capacity to teach Social Economy values apart from the subject areas assessed in the above report. Values such as active citizenship, social responsibility, collective responsibility and democratic decision making can be instilled not only in the learning outcomes but also within the suggested exercises and lesson plans in the teaching curriculum.

Ontario has a strong network of Social Economy actors and organisations that can support the Ministry of Education with transforming the new curriculum and learning materials for Ontario educators. This is a partnership that can be made to support not only the fostering of life-long learning within the Social Economy, but also life-wide learning to instill Social Economy values and learning across all aspects of informal, non-formal and formal education – and work for students who are in the formative years of their education.

### **Improving the Social Economy Content in Ontario Courses**

- **Guidance and Career Education:** modify to include more Social Economy content in educational plans and volunteer hours.
- **Introduction to Business 9/10:** update to include discussion of the role of women in economic empowerment.
- **International Business Fundamentals 12:** strengthen existing potential references to corporate responsibility, fair trade/ethical trade, international Social Economy, legal structures, positive and active citizenship, and workers' conditions in the course strand entitled Factors Influencing Success in International Markets."
- **Entrepreneurship: Venture Planning in an Electronic Age 12 (and others):** incorporate Social Economy content into technology-centred courses.
- **Making Economic Choices 11:** incorporate concepts of consensus building, CED, and the triple bottom line directly into the curriculum.
- **The Individual and the Economy 11:** the course description describes an individual's role as not only consumer, but also as contributor and citizen. This can provide an opening to discuss Social Economy content and the role of improving community conditions.

- **Canadian Politics and Citizenship 11:** include direct references to social movements is recommended to describe the ways in which Canadian politics have been transformed through social action and active citizenship.
- **Career Studies 10 and Designing Your Future 11:** incorporate discussion of career opportunities in the Social Economy into the strand, Exploration of Opportunities”.
- **Local Field Studies and Community Links 11:** discuss environmental and economic sustainability, community supported agriculture, local producers and locally produced goods, organic farming, rural development, social responsibility, improving community conditions
- **Individual and Family Living 9/10:** incorporate discussion of ethical purchasing and responsible consumerism to strand entitled Social Challenges
- **Introduction to Anthropology, Psychology, and Sociology 11:** incorporate Social Economy indicators for social movements and positive and active citizenship.
- **Managing Personal and Family Resources:** incorporate definition of “responsible consumerism” that reflects the meaning ascribed to this in the Social Economy. Incorporate discussion of triple bottom line.
- **Food and Nutrition Sciences 12:** incorporate discussion of food security and community supported agriculture.
- **The Fashion Industry 12:** incorporate indicators for ethical purchasing and ethical/fair trade issues into the strands, Fashion and Society or The Canadian Fashion Industry.
- **Canadian History in the 20th Century:** incorporate Social Economy content into this mandatory course.
- **Civics 10 and Career Studies 10:** strengthen existing Social Economy content in these mandatory courses.

## NOVA SCOTIA<sup>8</sup>

### The Social Economy in Nova Scotia

Nova Scotia has a long and vibrant Social Economy tradition that dates back to the miner run co-operative stores, and agricultural marketing co-operatives in the pre-WWI era (Sacouman, 1979) to the depression era Antigonish Movement. The latter was pioneered by two Catholic priests: Father Jimmy Tompkins, and Father Moses Coady who utilized group study of people's economic situations as a way to create social reform and a more just society. The Antigonish Movement started with "people's schools" that sought to open up resources from St. Francis Xavier University to impoverished miners, fishers and farmers in the area – and grew into a movement that combined adult education with economic development. The Antigonish Movement also led to the development of a host of co-operatives, the first credit unions in English speaking Canada, literacy outreach programs, and mutual aid enterprises throughout the province. In 1928, Dr. Coady established the university's Extension Department and was appointed its first Director. What these early examples share is a belief in the power of local citizens to respond to economic downturns and exploitation. This tradition of self-help and community-based development remains very much prevalent in Nova Scotia today. It has been exemplified in the modern day approach to Community Economic Development (CED) in the province. Two Nova Scotia organizations: Human Resources Development Agency, and New Dawn Enterprises are, "among the founders of the modern CED movement in Canada" (Neamtan and Downing, 2005, p. 39). New Dawn Enterprises Limited, was incorporated in 1976 and according to their documents is the oldest Community Development Corporation in Canada (New Dawn Ltd, 2006). New Dawn credits the legacy of the Antigonish Movement as the foundation for their work. As a result, we see many examples of community owned and controlled enterprises in New Dawn's work. Today, they employ over 175 people from the Cape Breton community and provide service to over 600 Cape Bretoners each day (ibid.). Among their current projects are a range of social services, supportive housing projects, education and training ventures, immigration services and many other examples of social enterprise. New Dawn is exemplary of the contemporary approach in Nova Scotia.

### The Co-operative Sector

The authors of a recent survey documenting the scope of the co-operative and credit union sector in Atlantic Canada identified 723 organisations of this type (472 co-operatives, 141 housing co-operatives, and 110 caisses populaires or credit unions), of which 339 are located in Nova Scotia (Theriault, Skibbens,

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<sup>8</sup> Nova Scotia case study undertaken by Amyot and McKittrick (2009)

& Brown, 2008). The 132 organisations (40.4 percent response rate) that responded from Nova Scotia reported a collective membership of 141 823 people, employing some 2,500 individuals (ibid). The main areas of activity for co-operatives in Nova Scotia were reported first as ‘trade, finance and/or insurance,’ followed by ‘natural resources, manufacturing, processing and/or construction’ and then ‘housing and/or rental cooperatives’ (ibid, p. 16). Clearly, the co-operative sector remains an important force in the social and economic landscape of Nova Scotia.

### **The non-profit and voluntary sector**

The voluntary and non-profit sector in Nova Scotia, of which the Social Economy is a part, is a significant contributor to the economy of Atlantic Canada. According to Imagine Canada, incorporated non-profits and registered charities contributed \$5.7 billion to the economy of the region in 2003 (Rowe, 2006). In Nova Scotia alone there are over 5,800 such organisations providing a range of social services that contribute to the social and cultural capital of the province (ibid, p. 6). In fact, 48 percent of Nova Scotians reported volunteering, and each “contributed an average of 195 hours, for a total of 73 million hours or the equivalent of approximately 38,000 full- time jobs” (Imagine Canada, 2004). Young people are also likely to volunteer, with 54 percent of those aged 15-24 reporting that they volunteered (ibid). Given the already high level of youth participation in this sector, educators should seek to strengthen youth’s experiences with volunteering through critically informed service learning initiatives. Lastly, non-profit organisations and registered charities in the Atlantic provinces reported being less reliant on government funding and more dependent on “earned revenue” (including membership sales, enterprise revenues, etc.) than in other parts of the country, suggesting that non-profit sponsored social enterprises play a very important role within the sector (Rowe, 2006, p. 30). Clearly, this sector plays an enormous role in the economy, health and well-being of Nova Scotians, and is an area in which youth are already actively participating.

### **Policy Framework**

The Nova Scotia approach to the Social Economy is focused on Community Economic Development (including co-operatives), and closely mirrors a local economic development or community-based economic development model. Since 1993, the government of Nova Scotia has adopted a comprehensive policy approach geared at fostering the Social Economy sector in Nova Scotia. This approach has included: enabling legislation and funding commitments to regional development authorities that work with communities to plan and develop “economically sustainable initiatives that are consistent with each community’s values and assets,” a CED program responsible for developing a comprehensive CED policy statement and integrating existing CED

initiatives, the creation and support of CED tax credits and investment funds to support local businesses, and to develop several targeted initiatives to assist regional development efforts in First Nations and ethno-cultural communities (Neamtan and Downing, 2005).

Alongside these efforts has been the development of, and support to, educational strategies supporting the Social Economy, including the development of the CED curriculum supplement to the grade 9 Social Studies curriculum.

### **Educational Programs about the Social Economy in Nova Scotia**

Nova Scotia has a long tradition of liberatory education that is rooted in the Antigonish Movement of the 1920s and 1930s. This tradition of community action through education continues to be important in Nova Scotia today. St Francis Xavier continues to be home to the Coady International Institute for community-based development, for example. This Institute alone has graduated over 4,700 students from many different communities since opening in 1959 (Coady International Institute, 2005). A number of other post-secondary institutions, such as Cape Breton University, also offer certificates and diplomas in CED and community development, or support research institutes and training centres for this purpose.

Another example of the rich tradition of the connection between community-based solutions and education is found in the recently development Community Economic Development curriculum supplement for teaching in Nova Scotia grade 9 classrooms. Unique in Canada, the curriculum supplement is intended to connect students to Nova Scotia's rich CED history, and to "encourage them to get involved in the development of their own communities" (Government of Nova Scotia, n.d.). According to the Government of Nova Scotia, the curriculum supplement was developed after CED actors in the province "identified young people's participation as crucial to the CED process" (ibid).

*Community Economic Development: A Curriculum Supplement for Atlantic Canada in the Global Community* defines CED as "a process whereby people in communities work together to overcome challenges, build on community strengths, and create a diversified local economy" (p. iii). The CED supplement connects current CED efforts to the province's "unique history of dealing with economic issues that challenge communities" (p. 5). It also roots the study of CED in an understanding of the communities in transition, and makes explicit connections to a rich history of people's movements, including the Antigonish Movement.

As a curricular model the CED supplement is also informative. The supplement is organised around six CED learning outcomes, listed below.

### **Community Economic Development Curriculum Outcomes**

1. The student will be expected to identify and explain the forces that have brought, and bring economic transition to communities in Atlantic Canada.
2. The student will be expected to demonstrate an understanding of the Antigonish Movement and the strategies it developed to help communities to deal with economic transition.
3. The student will be expected to demonstrate an understanding that the philosophy and principles of community economic development frame an approach communities in Atlantic Canada can use to deal with economic transition.
4. The student will be expected to explain the relationship between the philosophy, principles, and process of community economic development and participatory democracy.
5. The student will be expected to identify resources in his/her community that present opportunities for creating a diverse and sustainable economy through community economic development.
6. The student will be expected to identify, describe, and analyse community economic development initiatives locally and throughout Atlantic Canada.

These outcomes are not intended to be ‘add-ons’ to the existing course themes. Rather, the CED supplement is an “integrative tool for use by teachers in planning the year long delivery of the course” (p. 7). (This approach mirrors the approach to integrating Aboriginal perspectives into the existing curriculum that is in use in Manitoba). Thus, the CED supplement lists the six CED outcomes and then identifies primary and secondary connections to the existing course SCOs. An example of this is listed below.



## CED Outcome 1

The student will be expected to identify and explain the forces that have brought and bring economic transition to communities in Atlantic Canada.

### Overview

The intent of this outcome is to lay the foundation for looking at sustainable CED. Students will be able to recognize that communities throughout Atlantic Canada have experienced changes in economic activity. They will learn that the forces that cause change can be identified – as can the results. Being able to recognize these forces and their results will enable students to understand more clearly the context in which current economic activity, including community economic development, takes place. It will also enable them to understand that social, economic, political, cultural, and environmental features of community life are interrelated.

**Connections to Specific Curriculum Outcomes.** The student will be expected to:

### Primary

- SCO 3.5: analyse local, regional, and global economic patterns that are challenging Atlantic Canadians (3.5.4; 3.5.13)

### Secondary

- SCO 1.4: link human activity to the natural resources of the Atlantic region (1.4.9)
- SCO 2.6: demonstrate an understanding of and appreciation for the link between culture, occupations, and lifestyles in Atlantic Canada (2.6.1; 2.6.3)
- SCO 2.7: demonstrate an understanding of the local and global forces that cause cultures to constantly change (2.7.1; 2.7.3; 2.7.6; 2.7.10)
- SCO 4.2: examine and describe the historical application of technology in the Atlantic region (4.2.3)
- SCO 4.3: demonstrate an understanding of how technology has affected employment and the standard of living in Atlantic Canada (4.3.5; 4.3.6; 4.3.7)

Researchers and Social Economy activists should consider an approach to curricular reform, similar to that modeled by the CED supplement, by seeking to make connections between Social Economy learning goals and existing SCO's. The treatment of CED is broad in this curricular supplement and connections are made to a wide ranging number of other areas. This is because, as stated in the curriculum: "CED is a holistic concept that integrates many facets of life in Atlantic Canada" (p. 7). The approach to learning activities

is correspondingly broad as well. Students are encouraged to conduct oral histories in their communities, engage in media watches, and participate in activities that model CED principles, to name just a few examples. In Nova Scotia, connections between the existing CED learning outcomes and learning outcomes in other subjects should be identified and the CED supplement implemented as an “integrative tool” throughout all subject areas. The goal of this research is to aid in the process of identifying these connections and suggest new areas of connection.

### **Nova Scotia Kindergarten to Grade 12 Education System**

According to the Government of Nova Scotia, “the primary mandate of the public school system in Nova Scotia is to provide education programs and services for students to enable them to develop their potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy” (Government of Nova Scotia, 2003, p. 11). It further states that, “a sound education provided in partnership with the home and the community forms the basis for students to become healthy and caring persons, having a respect for self and others and a desire to contribute to society as productive citizens” (Government of Nova Scotia, 2003, p. 11). In this paper, we contend that teaching about the Social Economy can play an important role in supporting the goals set out by the Nova Scotia Department of Education.

In 2005-2006, Nova Scotia was home to 37 287 senior high school students and an additional 338 students enrolled in high school level vocational programs (Government of Nova Scotia, 2006). In the same year there were a total of 101 senior high schools and 1 vocational school in the province, with a total of 9, 394 FTE teaching positions serving the K-12 system (ibid.). Total funding to K-12 education was \$928.6 million as of 2005-2006 (Government of Nova Scotia, 2005).

*Learning for Life II: Brighter Futures Together* is the Government of Nova Scotia’s strategic plan for education (2005). As a guiding document, the plan emphasizes the importance of partnerships in education, and the necessity for students to master a broad set of learning to help them fully participate in society. The plan stresses the importance of ‘direct school-community partnerships’ through School Advisory Councils and ‘value-adding outside partnerships’ to improve the quality of education that students receive (ibid). Despite the importance placed on partnerships throughout the document, less than 1 percent of the total funding available for the implementation of the plan is allocated towards strengthening partnerships (ibid.)

*Learning for Life II* also introduced the Options and Opportunities (O2)

program in the province. O2 is a work placement program that combines “foundational knowledge through core courses” with “specialized knowledge through six occupational academies” and work experience in the areas of IT, Health and Human Services, Trades and Technology, Arts, Culture, Recreation, Hospitality and Tourism, and Business (Government of Nova Scotia, 2005b). O2 also has a focus on community learning partnerships, the purpose of which is to “expand opportunities for co-operative placements in workplace and community, and provide credits for service learning, volunteering, and community-based programs which focus on leadership. Community learning experiences include paid or unpaid work placements, mentorship, internship, volunteering, and service learning” (Government of Nova Scotia, 2009). O2 also secures participating students’ admission to Nova Scotia Community College upon graduation. According to the Province, the program has proven “highly successful” since its inception. Additional funding was allocated in 2008-2009 to expand the program beyond the 34 schools that currently offer the program (Government of Nova Scotia, 2008). The O2 model offers an example to Social Economy activists interested in developing further educational opportunities for students to learn about, and consider a career in the Social Economy.

Also contained in the 2008-2009 Department of Education Business Plan is a commitment to expand opportunities for community-based and co-operative learning throughout the province. The plan commits to providing ‘mentor services’ and professional development opportunities for educators involved in the delivery of co-op education (Government of Nova Scotia, 2008). This is significant given the growing body of literature that suggests that in order for community-based learning to be effective – stronger institutional supports are required.

### **Atlantic Canada Framework for Essential Graduation Learnings in Schools**

Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador are members of the Atlantic Provinces Education Foundation. The Foundation is a mechanism by which the provinces work on areas of common interest and share resources, including curriculum. In 1993, the Foundation recommended that a common core curriculum be developed. Since this time, two sets of curriculum have continued to be developed: common core curriculum in the areas of mathematics, science and language arts, and provincially-specific curriculum in other subject areas. This approach helps to maintain a balance between regional and local needs.

In addition to the common core curriculum, the Atlantic Canada Education Foundation has also developed a number of Essential Graduation Learnings and Foundation documents that serve as framework documents for provincial

program design. The Essential Graduation Learnings (EGLs) are in the areas of: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence (Atlantic Provinces Education Foundation, n.d.). Foundation documents provide a framework for program design throughout the Atlantic provinces and a reference point for educators. Most broadly, the Foundation documents provide insight into the philosophy and approach to each subject area. While these documents are not meant as curriculum guides, they do set out general and key-stage curriculum outcomes that are common across the provinces.

These documents have not been explored in detail for this project; however, future research may want to consider how these documents shape education about the Social Economy in Atlantic Canada. At a minimum, Social Economy activists should pay attention to the inter-provincial agreements that shape what students learn in school.

**Atlantic Canada Essential Graduation Learnings:** are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school...These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. Essential Graduation Learnings serve as a framework for the curriculum development process while still allowing for the development of curricular outcomes that respect the integrity and uniqueness of different subject areas. (Atlantic Provinces Education Foundation, n.d.).

**General learning outcomes:** are statements that identify what students are expected to know, be able to do, and value upon completion of study in a curriculum area. General curriculum outcomes statements provide the organizational structure for other learning outcomes statements and reflect the “big ideas” in that subject area (Atlantic Provinces Education Foundation, n.d., p. 20).

**Key-stage curriculum outcomes:** are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12 as a result of their cumulative learning experiences in a curriculum area (ibid).

## The Curriculum in Nova Scotia

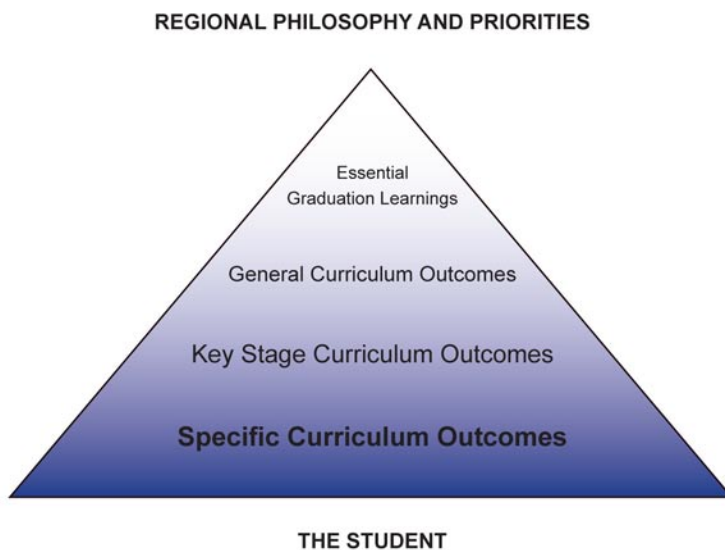
Nova Scotia develops provincially-specific course content in areas where no common core curriculum has been agreed upon. With the exception of the Canadian Economy course curriculum, which was developed by the Government of New Brunswick, courses considered in this study are provincially developed in Nova Scotia. Curriculum documents in Nova Scotia set out

Specific Curriculum Outcomes to guide students' learning experiences.

Specific Curriculum Outcomes are statements that identify what students are expected to know and be able to do at the end of a particular grade level or a particular course (Government of Nova Scotia, p. 20).

Specific Curriculum Outcomes (SCO) were chosen for analysis because they provide a similar frame of reference to the previous studies and because they are the level of learning outcome that is closest to students' actual experiences in the classroom. SCOs offer detailed insight into what students are taught in the classroom and will help other researchers and Social Economy actors to more accurately target their interventions to the classes where it makes the most sense.

**Figure 1: Relationship between learning outcomes**



## Results and Analysis

**Table 2 (NS): Nova Scotia- Summary of Keyword Indicators by Subject**

COURSE	D	I	P	TOTAL
Global History 12			205	205
Canadian Economy 11	1	3	194	198
Global Geography 12		4	191	195
Entrepreneurship 12		1	193	194
Tourism 11		3	156	159
African Canadian Studies 11		8	116	124
African Canadian Studies 11		1	117	118
Business Management 12	1	4	95	100
Canadian History 11			85	85
Electrotechnologies 11 & 12		1	73	74
Energy, Power and Technology 11 & 12		1	65	66
Workplace Health and Safety 11		7	59	66
Life-Work Transitions 10		2	59	61
Communications Technology 11 & 12		1	23	24
Canadian Literature 12			22	22

The following courses were analyzed for this paper. From within the Technology Education cluster: Communications Technology (gr.11 and 12), Production Technology (gr.11 and 12), Energy, Power and Transportation Technology (gr. 11 and 12), Electrotechnologies (gr. 11). From the Social Studies cluster: African Canadian Studies (gr. 11), Life/Work transitions (gr. 10), Canadian History (gr. 11), Canadian Economy (gr. 11), Global History (gr. 12), and Global Geography (gr. 12). From the English Language Arts cluster: Canadian Literature (gr. 12) was analyzed. From the Business and Entrepreneurship clusters: Entrepreneurship (gr. 12), and Business Management (gr. 12). From the Personal Development and Career Education cluster: Tourism (gr. 11), and Workplace Health and Safety (gr. 11).

## Social Studies

Students in Nova Scotia are required to complete a Global Studies requirement. The two courses that satisfy this requirement, Global History and Global

Geography, were analysed and found to have strong potential references to Social Economy indicators.

The Global History course in particular has a significant number of potential references to the Social Economy. In total, 205 potential references were found in the analysis. While this number is significantly higher than in other provinces, it is worth noting that a total of 31 learning outcomes were coded for this course, as opposed to only eight learning outcomes for the equivalent course in Manitoba. Expressed as an average per outcome, this course contained 6.6 references to the Social Economy per outcome (compared to an average of approximately three in Manitoba). The level of detail that is used to address each learning outcome is likely a major reason for the high level of reference to Social Economy indicators.

Global History is well suited to teach about Social Economy concepts because of the focus on interdependence, power, justice and diversity. The Global History course taught in Nova Scotia in particular expresses the purpose of the course as follows: “as dwellers within and citizens of the global village, students must learn about their global neighbours and their cultural diversity, about rights, responsibilities, equity and justice, about landscapes and environments, about interdependence and how all of these have roles in their past, present and future” (p. 4). The indicators for: collective and social responsibility, advocacy and agency, democratic decision-making, and positive and active citizenship were all noted in high numbers in this course.

The Global Geography course also contains a high number of potential references to Social Economy indicators. This course contains 191 potential references to Social Economy indicators and 4 indirect references to Social Economy indicators (or an average of 7.2 references per outcome). The most commonly cited indicators are those that reference the impacts of human presence on the planet, and human responses to environmental degradation. These include: the need for collective and social responsibility, improving community conditions, food security, responsible/ethical consumerism, and triple bottom line. All four indirect references to Social Economy indicators are in the area of environmental and economic sustainability. While the areas covered in Global Geography in Nova Scotia are largely the same as in other provinces, this course seems to have a slightly stronger emphasis on “shared responsibility” and the “individual and collective impact” of people on the planet than in the other provinces (p. 5).

African Canadian Studies (gr. 11) is one of several courses to satisfy the Canadian History requirement within the Personal Development and Society cluster of courses. This course contains an average of 2.1 Social Economy references per outcome, or 124 total potential and indirect references to the Social Economy. References to the Social Economy are primarily found in the areas of: advocacy

and agency, civil society, improving community conditions, positive and active citizenship, role of women in economic empowerment, social movements and social responsibility. Indirect references are to the indicators for advocacy and agency (5 indirect references), as well as social movements (3 indirect references). This makes sense given the social justice and community-centred approach that is evident in this course.

The African Canadian Studies course in Nova Scotia was developed based on the recommendations of the Black Learners Advisory Committee's (BLAC) 1994 report that called attention to the educational inequities that confront black Nova Scotians. The African Canadian Studies course traces the history of economic and political marginalization of black Nova Scotians rooted in history of colonial exploitation, slavery, and the subsequent individual and community responses to this situation. As such, this course has a strong social justice and social movement orientation. According to the course rationale, African Canadian Studies "underscores the need for socio-economic and political reforms to achieve social justice for all members of Canadian society" (p. 2). Community-based groups and grassroots organisations figure prominently in the analysis of how to achieve these reforms. The social justice orientation and focus on community responses to marginalization make African Canadian studies an excellent place to teach about the Social Economy. Additionally, this course offers a unit dedicated to independent study, in which students engage in a self-directed project. Within this unit, a focus on the Social Economy as one response to the economic marginalization could be undertaken.

Canadian History (gr. 11) contains 85 indirect and potential references (or approximately 2.7 references per outcome) to Social Economy indicators. It is worth noting that like Canadian History courses in other provinces, this course has a low number of references to the institutions (such as co-operatives), that played an important role in the development and identity of the Atlantic provinces. For example, no mention is made of the history of the Antigonish Movement, or the development of worker controlled co-operative stores in mining towns. This is a key and startling oversight that points to an important area for improvement in the curriculum.

Canadian History lessons tend to focus on major events, people and institutions. This approach may exclude important lessons about the role of the Social Economy. Social Economy initiatives tend to be rooted in people's daily lives, be smaller scale, and less well known than a focus on major wars, for example, allows. The differences between the approach to history as it is currently taught, and one that is conducive to teaching about the Social Economy may help to explain the overall low incidence of Social Economy history across provinces. This course includes a unit for independent study in which students could be encouraged to take on topics that could address these gaps.



The Canadian Economy<sup>9</sup> course has a total of 198 references to Social Economy indicators (or approximately 7.3 per outcome), three of which are indirect references and one is a direct reference. (A note of caution here; however, is that the learning outcomes for this course are extremely broad in scope and may therefore lead to an inflated number of indicators being present).

The study of economics is a natural place to teach about Social Economy concepts. The Canadian Economy course taught in Nova Scotia, with a focus on economic literacy and critical problem solving skills geared toward local, national and global economic issues is an excellent opportunity to discuss issues relating to the Social Economy. This is supported by the course introduction, which states that the course is intended to “provide the prerequisite knowledge, skills, and attitudes to understand complex current issues of public policy, thus contributing to the development of informed and active citizens” (p. 2). Teaching about economics can help to equip students with the ‘nuts and bolts’ knowledge they need to participate in economic decision-making. When coupled with a focus on understanding and addressing inequalities, the study of economics can be an important piece of Social Economy education. There are a few examples where this perspective is borne out in the curriculum. For example, in developing an understanding of the Canadian economic system, students are encouraged to “develop broad based criteria such as freedom, stability, security, growth, equity in employment, and sustainability,” and to compare “the advantages and disadvantages of the various economic systems” (p. 33). However, the general perspective throughout the course is one that supports a very traditional view of market economics, business models and government interventions in the economy.

This is evident in the framing of government spending as a trade-off against increased debt rather than improved social outcome. It can also be seen in the absence of co-operatives and social enterprises from discussions about business models, and in the absence of any discussion of the role of the non-profit and Social Economy sector, despite the demonstrated economic contributions of this sector. Thus, most of the references in this course point to gaps and areas for improvement. Pointing to the need to include alternative business models to expand the concept of profit and bottom line, and to consider the need for environmental sustainability in economic planning. For example, J.J. McMurtry (2009) makes a similar argument in noting that the study of economics is too narrow to capture the full range of human activities that are economic, but not generally seen as so. Feminist economists have also long argued that traditional understandings of economics ignore women’s unpaid labour. McMurtry and others have challenged us to expand the definition

<sup>9</sup> This course has been developed by the Province of Newfoundland and Labrador and has been adopted for use in Nova Scotia.

of economic activity to ‘count’ these activities, and to consider the question not only of ‘how’ the economy functions but also how it ‘should’ function (McMurtry, 2009, p. 9).

## **Technology Education**

Within the Technology Education cluster the following courses were analysed: Communications Technology (gr. 11& 12), Energy, Power and Transportation Technology (gr. 11 & 12), Electrotechnologies (gr. 11& 12), and Production Technology (gr. 11& 12). Social Economy content is low in all of these courses, with an absolute low of 24 (or an average of .3 references per outcome) in Communications Technology to a high of 118 (or an average of 2.5 references per outcome) in Production Technology. In this set of courses few outcomes overall have any reference to Social Economy indicators (for example, only 7 of 68 outcomes in Communications Technology have any reference to Social Economy indicators).

The courses analysed in this cluster are career-focused, and encourage students to reflect on the values and type of work that are important to them before entering the workforce. Accordingly, indicators such as: social responsibility, workers’ conditions, and improving community conditions are present. These courses tend also to treat students as potential consumers of different forms of technology and energy, and as such, there is a strong presence of potential references to environmental and economic sustainability, as well as responsible/ethical consumerism. The Energy, Power and Transportation Technology, and Electrotechnologies courses in particular explicitly discuss the environmental impacts of energy and development, and explore alternatives. However, there is a notable silence in the course content about specific legacy (for example, there is no mention of the Sydney Tar Ponds), or the differential impact that environmental degradation has had on indigenous and marginalized communities throughout Canada.

Another absence in the technology cluster education courses is to the role of women in the production and use of technology. This is an important oversight given the importance accorded to technological innovation in CED initiatives in Nova Scotia and the historical underrepresentation of women in these fields. If women are to play a role in a technologically driven vision of CED, special attention must be paid to encouraging their participation in the technology sector. A discussion of this should be included in the course content for these subjects.

Technology plays an important role in CED efforts in Nova Scotia; examples of the many technology focused community development efforts underway in the province could easily be integrated into the classroom. For example,

teachers could use the example of the Western Development Authority's bid to develop a publically owned broadband internet infrastructure as an example of a communications technology project that employs CED principles (Makhoul, 2004).

There are ample opportunities for group work and focused reflection in the technology education courses – making them a good place to model Social Economy values. For example, Production Technology includes an explicit focus on learning to apply critical thinking skills to technological problems and products. This outcome could be used to teach about Social Economy values, including: advocacy and agency, collective responsibility, consensus building, democratic decision-making, leadership and governance, positive and active citizenship and, social responsibility. The role of the teacher in expanding the focus and providing guidance in the discussion of these outcomes to include critical and Social Economy concepts is of utmost importance. Teachers are fundamentally important allies in increasing the level of education about the Social Economy.

## **English Language Arts**

The course, Canadian Literature (gr. 12) is in use in New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island. Teaching about Canadian literature offers the opportunity to teach about Social Economy concepts that are uniquely connected to local communities. As a medium, literature can focus on people-in-community. Canadian literature may be an important tool to teach about the development of Canadian communities from the perspective of people's motivations, desires and challenges. Works of fiction have long been tools used by social movements to teach about their work. For example, the recently developed *Strike! Musical* about the 1919 General Strike in Winnipeg helped to educate Manitobans about the history of labour movement activism in that province. Similar examples from the Atlantic provinces could be included in this course.

Despite this potential, Canadian Literature 12 contains a low incidence of references to Social Economy indicators. The potential references that are present; however, are largely clustered around Social Economy values, such as: advocacy and agency, collective responsibility, improving community conditions, social responsibility and other values-based indicators. Further, among the goals of the Canadian literature course, is to help students to “develop an expanded sense of personal and cultural identity” and to “articulate through the above a perception of what it means to be an Atlantic Canadian, both in a historical sense as well as in a contemporary one” (p. 17). The sense of resiliency and community-mindedness that characterize many Social Economy initiatives in

Nova Scotia could support these curricular goals.

It is unlikely that the potential to teach about the Social Economy through Canadian Literature courses is currently being realized. For Social Economy activists, it is important to consider creative ways that Social Economy content can be integrated into English Language Arts courses because of the strong focus on literacy in secondary schools. As Bickmore (2006) notes “Nova Scotia’s Time to Learn Strategy recommends that in grades 4-6 teachers spend over 30 percent of classroom time on English language arts” alone (p. 363).

### **Personal Development and Career Education**

The Workplace Health and Safety (gr. 11) course contains 59 potential and two indirect references to Social Economy indicators. Not surprisingly, the single most cited indicator is to workers’ conditions. The potential to teach about Social Economy concepts could be improved by re-framing the course content away from workplace health and safety towards a more holistic understanding of workplace experiences and issues. This is suggested because, as usually taken, the concept of workplace health and safety is limited to minimum responsibilities as outlined in the Nova Scotia Occupational Health and Safety Act (e.g. physical safety and limiting workplace liabilities), and largely does not address the need for workplace democracy or ethical practices in the workplace – concepts that are of primary concern in the Social Economy. Accordingly, many references identified in this course indicate areas where there is the potential to teach about an expanded understanding of workplace issues by drawing on Social Economy values and ideas.

Tourism (gr. 11) has an average of four references per outcome to Social Economy indicators. Throughout this course students are encouraged to consider career options in the tourism industry and critically reflect on the positive and negative impacts of tourism. For example, opportunities are provided for students to discuss their “ideas and beliefs about the impact of tourism development in their own community” (p. 60). Particular attention is also paid to current trends affecting the tourism industry, such as eco-tourism and “aboriginal tourism” (p. 51). These curricular elements help to create an environment conducive to discussing the important role that the Social Economy plays in the tourism sector in Nova Scotia.

Tourism is an important part of Nova Scotia’s economic development activities and has been employed as part of the province’s CED initiatives. Eco-tourism and community-based tourism play an important role in Nova Scotia. For example, the Avon Spirit Co-operative Ltd. is an example of a community supported co-operative that is rebuilding the local wood ship building industry while developing a market for tourism in the area (Government of Nova

Scotia, n.d.). In addition to the shipyard, the co-operative has contributed to the development of a tearoom, gift shop, and boat building school (ibid). The annual Stan Rogers music festival is another example of a community in Nova Scotia that is using CED to rebuild. Held in the town of Canso, the Stan Rogers music festival is run by local volunteers and staff, builds on Nova Scotia's unique heritage, and contributes to the local economy through community minded tourism (ibid).

The Life-Work Transitions course has a total of 61 potential and two indirect references to Social Economy indicators. Indirect references are to workers' conditions and volunteerism, while potential references are to: democratic decision-making, consensus building, positive and active citizenship, the role of women in economic empowerment, and social responsibility. Educators can contribute to the visibility of the Social Economy by using the preponderance of these indicators to educate students on the importance of making values-informed decisions about future work choices. The goal of many Life-Work courses is to teach students the skills needed to be resilient to the changing nature of work. Social Economy initiatives are excellent examples of how communities can become more resilient to these same changes and should be incorporated into this class.

This course encourages students to engage with local businesses and community organisations that are modeling values of environmental and economic sustainability and social responsibility. For example, suggested teaching activities include "research examples of businesses in the community that are demonstrating social and environmental responsibility" (p. 48) and "identify issues and needs in their own community or region, and the life/work skills that volunteers could use to respond to these challenges" (p. 56). Social Economy organisations are a logical place where students could see these concepts demonstrated in practice. Social Economy actors could also be invited into the classroom to discuss the importance of social responsibility and sustainability in business.

## **Business and Entrepreneurship Education**

Business Management (gr. 12) has an average of 2.4 references per outcome. As this course is focused on the management aspects of business activities, it is not surprising that Social Economy concepts are best represented in the areas of: accountable and transparent governance, consensus building, democratic decision making, leadership and governance, social responsibility, and workers' conditions. It is important to note, however, that all of these are potential references. The structure of the learning outcomes for this course allows students to identify elements of business management that they

deem personally important. While student-centred learning is undoubtedly important, this speaks to the role that individual teachers play in helping to identify key areas where students are silent. Teachers must be given adequate resources that highlight examples of workplace democracy as exemplified by Social Economy initiatives.

Business forms such as co-operatives, mutuals, joint ventures with community organisations, non-profit owned businesses, non-profit subsidiaries, social enterprises, and socially responsible for-profits are underrepresented in the Business Management course. Despite having a unique management form, co-operatives are never mentioned indirectly or directly, and are absent from a list provided to students of different business structures.

The only direct reference to a Social Economy indicator in this course is to corporate responsibility. This concept is fairly well elaborated throughout the course, for example students are asked to consider “should companies be held accountable for their impact on the community? If an action is legal, is it ethical?” (p. 40). Students also have the opportunity to “conduct research into the power of multinational and transnational companies and decide whether they have a loyalty only to themselves or are demonstrating socially responsible practices.” This is perhaps not surprising given the impact that corporate exploitation has had in resource dependent communities in the Maritimes.

Entrepreneurship (gr. 12) contains 193 potential and one indirect reference to Social Economy indicators, a similar number to Business Management. This course, however, has a slightly broader applicability to teaching about the Social Economy as it covers more elements of the business process, and allows students the opportunity to develop their own mock entrepreneurial venture. There is the potential to teach about many Social Economy concepts and values including: Aboriginal economic development, community economic development (CED), local producers and locally produced goods, social enterprise, social entrepreneurship, environmental and economic sustainability, social responsibility and improving community conditions as students develop a business plan for their venture.

Entrepreneurship, in this course, is positioned as a potential response to globalization that is rooted in community. Accordingly, students are asked to “identify the value of entrepreneurship to communities” (p. 22) and consider “what do entrepreneurs contribute to the world?” (p. 16). The applicability to teaching about the Social Economy is reinforced by the course’s original development as part of National Policy on Entrepreneurship (1986) that pledged to “mobilize entrepreneurship for the economic, social and cultural development of all parts of the country” (p. 1).

Lastly, this course represents an important opportunity to teach about the

Social Economy – especially considering that students are required to complete 50 hours of entrepreneurial activities outside the classroom (p. 5). Students should be encouraged to partner with local Social Economy business or social entrepreneurs to complete this requirement.

**Table 3 (NS): Nova Scotia- Course Selection Requirement**

Language Arts (English, or French in Acadian or Francophone schools)	Mandatory in grade 10, 11 and, 12
Fine Arts	1 credit mandatory
Mathematics	2 credits mandatory
Science: one from biology, chemistry, Science 10, or physics, and one other approved science course	2 credits mandatory
Science, Mathematics, and Technology *	2 other credits mandatory
Career and Life Management	½ credit mandatory
Physically Active Lifestyles	½ credit mandatory
Canadian History cluster **	1 credit mandatory
Global Studies ***	1 credit mandatory
	5 credits of elective courses

\* Eligible technology courses include Communications Technology 11 and 12; Computer Programming 12; Construction Technology 10; Data Processing 12; Design 11; Electrotechnologies 11; Energy, Power, and Transportation 11; Film and Video Production 12; Exploring Technology 10; Geomatics 12; Multimedia 12; Production Technology 11 and 12; Skilled Trades 10; Word/Information Processing 12; and Word/Information Technology 12.

\*\* African Canadian Studies 11; Canadian History 11/Histoire du Canada; Études Acadiennes 11; Gaelic Studies 11; and Mi'kmaq Studies 10

\*\*\* Global Geography or Global History

Table 4 was developed from information provided by the Ministry of Education and displays the number of students enrolled in each course analyzed.

**Table 4 (NS): Student Enrollment by Course, 2006-2007**

COURSE NAME	ENROLLMENT
Global History	4558
Canadian Economy	1011
Global Geography	6385
Entrepreneurship	1454
Tourism	1450
African Canadian Studies	2425
Production Technology	2106
Business Management	886
Canadian History	6332
Electrotechnologies	410
Energy, Power and Transportation	456
Workplace Health and Safety	145
Life-Work Transitions	148
Communications Technology	2009
Canadian Literature	165
Atlantic Canada in the Global Community (Grade 9)	8774

## Conclusions

Nova Scotia has a long history of peoples' movements in response to economic marginalization or downturn. The province also has an ethic of community action that continues to inform the current Social Economy practice in the province. This is evidenced in the many initiatives underway to strengthen community-based economies by building on local histories and strengths. Diversification also plays an important role in Social Economy activities in the province, and as such: technology, tourism and cultural industries are all significant contributors to the Social Economy. The government of Nova Scotia has supported these initiatives through a comprehensive CED policy framework that includes support to educational initiatives such as the CED curriculum supplement offered to grade 9 students. This is a clear recognition on the part of government that youth will play a role in supporting a vibrant Social Economy in the future. It is also an important acknowledgement of the role that education plays in supporting this sector. In this way, Nova Scotia seems to be far ahead of many other provinces in teaching about the Social Economy. However, more can be done in several key areas. Certain courses



could be updated, the material included in the CED curriculum supplement could be expanded to other courses, and opportunities for community-based learning must continue to be supported. Further, as the CED supplement has now been available to educators for ten-years, follow up should be done to better understand the impact of efforts to educate about the Social Economy. Researchers from the Canadian Social Economy Research Partnerships are well positioned to contribute to this type of evaluation.

### **Improving the Social Economy Content in Nova Scotia Courses**

- **African Canadian Studies 11:** encourage students to explore Social Economy responses to economic marginalization in the 'Independent Study' Unit.
- **Canadian History 11:** incorporate discussion of the history of the Antigonish movement and the development of worker controlled co-operative stores in mining towns in Atlantic Canada, and connect this to current CED efforts. Encourage student projects on this aspect of Canadian history in the unit for independent study.
- **Canadian Economy 11:** include discussion of the economic contribution of the non-profit sector, the triple bottom line and alternative business models, including Social Economy forms.
- **Technology Education:** include discussion of the role of women in technology fields. Also incorporate examples of technology projects that employ CED principles, such as the Western Development Authority's bid to develop a publically owned broadband internet infrastructure.
- **Canadian Literature 12:** incorporate examples of the ways that social movements have used literature to communicate their message.
- **Workplace Health and Safety 11:** reframe course content to allow for a more holistic discussion of workplace democracy.
- **Tourism 11:** incorporate some of the numerous examples of community-based and CED led tourism initiatives.
- **Life-Work Transitions:** incorporate Social Economy into discussions about students' potential career paths. Social Economy actors should address classes on the importance of social responsibility, corporate social responsibility and sustainability in business.
- **Business Management 12:** Social Economy businesses have a different management perspective, and often structure, than traditional business models. Discussion of these forms should be incorporated into this class.
- **Entrepreneurship 12:** encourage students to complete their required 50

hours of entrepreneurial activities with Social Economy organisations. Incorporate Social Economy principles of triple bottom line and social accounting into student developed business plans.

## DISCUSSION: A CROSS PROVINCIAL ‘SNAPSHOT’

### What do the Indicators Tell us? Course Level Analysis

Social Studies was found to be the subject area with the strongest potential to discuss Social Economy content overall, followed by Business Education and then Career Education. Technology Education courses had the least opportunity to discuss Social Economy content. It is suggested that Social Economy activists focus energy on areas with already strong potential to discuss the Social Economy. Given that at least one Social Studies and one Career Education course is mandatory in each province, it is suggested that such efforts begin with these courses.

**Table 1: Frequency by Subject Area**

	B.C.	MB	ONT	NS
Business Education	0.83	0.89	0.31	3.38
Social Studies	1.34	4.2	0.27	4.66
Career Education	0.24	1.17	0.04	3.53
Technology Education	0.4	n/a	0.07	1.06

Based on the provincial case studies, researchers selected three courses from across subject areas for further analysis. These are listed below.

**Table 2: Courses Analyzed**

	Business Education	Social Studies	Career and Personal Planning
B.C.	Business 10	Social Studies 11	Career and Personal planning 10
Manitoba	Relations in Business 11	Canada- A social and political history 11	Career Development 10
Ontario	Intro to Business 9/10	Canadian History since WWI 10	Career Studies 10
Nova Scotia	Business Management 12	Canadian History 11	Life/work transitions 10

\* Note: courses have been selected for their similarity in content across provinces.

Courses may not be offered at the same grade level in each province.

## Business Education

Business Education courses were analyzed in the four provinces. Of the provinces analyzed Nova Scotia was found to have the highest average number of indicators per learning outcome. Business courses across all provinces were found to have a high incidence of Social Economy indicators.

**Table 3: Business Education- Indicator totals**

	B.C. Business (10)				Manitoba Relations in Business (11)				Ontario Intro to Business (9/10)				Nova Scotia Business Mgmt(12)			
	D	I	P	T	D	I	P	T	D	I	P	T	D	I	P	T
TOTAL	0	0	5	5	8	5	35	48	4	7	27	38	1	4	95	100
Ave/ outcome	0	0	0.3	0.3	0.1	0.1	0.4	0.6	0.1	0.1	0.5	0.6	0	0.1	2.3	2.4

It is interesting to note, however, that the most commonly occurring indicators varied widely across provinces, suggesting a quite varied approach to business studies.

Given the variety of indicators across provinces, researchers then returned to the list of keyword indicators and grouped them according to categories drawn from the original literature review: overarching strategies, forms of organization, specific initiatives, partnership examples, international examples and social economic values. Once grouped like this, researchers then considered what type of indicators are the most common in Business Studies. In absolute terms, opportunities to teach about Social Economy values were the most common, followed by examples of specific Social Economy initiatives and then overarching strategies. However, when adjusted to compensate for the differing number of indicators associated with each category, it was most common for Business Studies courses to teach about overarching strategies, followed by values. Of all of the provinces, Nova Scotia then Ontario were the most likely to emphasize strategies and specific initiatives. Nova Scotia and then Manitoba were the provinces most likely to focus on values based indicators. Within each province, B.C., Manitoba and Nova Scotia all focused most strongly on values-based indicators compared to other types of indicators, and Ontario had its strongest focus on indicators dealing with overarching strategies. It is also interesting to note the differences in the ways that the central focus of these courses is framed. For example, the B.C. curriculum emphasizes business

as a way to improve “economic well-being,” and places a strong emphasis on the role of “individual decisions based on choice” in this process. Nova Scotia, on the other hand, grounds the course content in a very local context, noting in the course rationale the changing nature of Atlantic Canada as the starting point for the study of business. A closer study of these courses also provides insight into the types of actors that are considered as playing a role in business, for example, in B.C. the “perspectives of small business, corporate business, workers, labour unions and entrepreneurs” are considered; while in Ontario the perspectives of “individuals, communities and, organisations” are considered. While it is difficult to assess how this type of issue framing impacts the type of information that students receive in the classroom, this is worthy of further exploration as future research assesses teachers’ perspectives on the Social Economy.

**Table 4: Business Education-Indicators by category, all provinces**

	TOTAL	Adjusted Frequency
International (including Québec)	2	.67
Partnership	12	2
Overarching Strategies	68	13.6
Forms of organization/ specific initiatives	142	8.2
Values	148	11.83

## Career Education

Introductory Career Education courses were also considered across provinces. Nova Scotia and Manitoba were found to have the highest average number of indicators of the courses considered. Across most provinces, Career Education courses were in the mid-range of indicators for all subject areas, the exception being in Ontario where they ranked the lowest of all subject areas.

**Table 5: Career Education-Indicator Totals**

	B.C. Career and Personal Planning (10)				Manitoba Career Development (10)				Ontario Career Studies (10)				Nova Scotia Life Work Transitions (10)			
	D	I	P	T	D	I	P	T	D	I	P	T	D	I	P	T
<b>TOTAL</b>	1	2	10	13	13	12	84	99	0	2	1	3	0	2	59	61
<b>Ave/ outcome</b>	0	0.1	0.4	0.5	0	0.2	1.1	1.3	0	0.1	0.0	0.1	0	0.1	2.6	2.7

In Career Education, the keyword indicators for: workers' conditions, trade unions, the role of women in economic empowerment, Aboriginal economic development and volunteerism were all noted on two or more occasions.

As with Business Education courses, indicators relating to Social Economy values were most common in absolute terms, followed by those referring to specific types of initiatives and then overarching strategies. When adjusted for frequency, indicators related to overarching strategies and values were most common. Manitoba and Nova Scotia each dedicated the most time to discussing overarching strategies, while B.C. and Ontario spent most of their time focusing on Social Economy values. It should be noted that the incidence of any type of Social Economy indicator was extremely low in the Ontario course.

**Table 6: Career Education-Indicators by category, all provinces**

	<b>TOTAL</b>	<b>Adjusted frequency</b>
International (including Québec)	0	0
Partnership	18	3
Overarching Strategies	29	5.8
Forms of organization/ specific initiatives	44	2.4
Values	85	7.08

## **Social Studies**

Social Studies courses were also considered across provinces. The patterns present in the other provinces hold true for Social Studies courses, with Manitoba and Nova Scotia having the highest absolute and average number of indicators. In all provinces, Social Studies courses rank in the high or mid to high range of all courses. Social Studies 10 in Manitoba for example is the course with the highest number of indicators in that province. In Social Studies, more so than in the other courses considered, there is considerable overlap in terms of the most commonly found indicators. The indicators for: Aboriginal economic development, advocacy and agency, environmental and economic sustainability, improving community conditions, social movements, social responsibility and workers' conditions are all present in two or more provinces. This is perhaps not surprising given the strong influence of citizenship education and education for sustainable development philosophies on Social Studies curricula.

**Table 7: Social Studies- Indicator Totals**

	B.C. Social Studies (11)				Manitoba Social Studies (10)				Ontario Canadian History (10)				Nova Scotia Cdn History (11)			
	D	I	P	T	D	I	P	T	D	I	P	T	D	I	P	T
<b>TOTAL</b>	3	1	32	36	22	45	124	191	0	6	4	10	0	0	85	85
<b>Ave/ outcome</b>	.1	0	1.5	1.7	.3	.6	1.7	2.6	0	.1	.1	.2	0	0	3.1	3.1

Similar to in the other course areas considered, values-based indicators are highest in terms of absolute frequency, and when adjusted overarching strategies and values indicators are the most common.

**Table 8: Social Studies-Indicators by category, all provinces**

	<b>TOTAL</b>	<b>Adjusted frequency</b>
International (including Québec)	5	2.5
Partnership	22	3.67
Overarching Strategies	59	11.8
Forms of organization/specific initiatives	94	5.22
Values	144	12

## Discussion

So what can we glean from a closer look at these courses? What seems clear is that the level of direct or indirect reference to Social Economy indicators is low across subject areas and provinces. However, this research has also demonstrated that there is immense potential to teach about Social Economy concepts and values in many subject areas. It is also clear that students are most likely to be exposed to opportunities to learn about Social Economy values. This is reflective of the relative weight given to these categories in the literature on the Social Economy, and in the methodology for this paper. When adjusted to compensate for this it seems that the curricula actually has the strongest adjusted presence of indicators relating to Social Economy initiatives.

## Policy level analysis

Education about the Social Economy contained in the formal curriculum can be supported by educational practices that foster student involvement in the community. The benefits of community involvement in schools have been

widely documented. For example, a study of school-community partnerships found that they helped to, “improv[e] student academic and personal success, enhanc[e] school quality, and support community development” (Sanders and Lewis, 2005, p.1). However, the same study found that most school-community partnerships occur at the elementary school level; while secondary schools “lag behind” (ibid, p. 1). Lastly, the researchers further found that while most high schools conduct “some activities” that seek to build partnership with community, there are few examples of these activities as part of a “systematic approach to school improvement” (ibid, p. 2, *italics added*).

Critically informed service learning (Davies, 2006; Kahne, Chi, & Middaugh, 2006; Smith and McKittrick, forthcoming), connections between the formal curriculum and local issues (Kahne, Chi, & Middaugh, 2006; Smith and McKittrick, forthcoming), and sustained community partnerships (Kahne, Chi, & Middaugh, 2006; Mundy et al., 2007) are effective strategies for teaching about civic and democratic issues. In fact, Davies (2006) notes, that “there seems to be universal agreement that the two best school-based predictors of whether people become active citizens (engaged in voluntary work or activism) are: (a) involvement in school democracy and (b) experience of doing some form of community service (p. 16).

## **Community Service Learning**

According to the Canadian Alliance for Community Service Learning, service learning is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organisations work together toward outcomes that are mutually beneficial. (Canadian Alliance for Community Service Learning, n.d.).

Service learning has a long history of youth work in the United States, but in Canada service-learning efforts have occurred more recently, and in a more piecemeal fashion. Of the four provinces considered only B.C. and Ontario require that students participate in any form of community service learning.

Since 1999, students in Ontario have been required to complete 40 hours of “Community Involvement Activities” in order to graduate. According to the Ministry of Education “the purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities” (Ontario Department of Education, Policy/Program Memorandum No. 124a). Ontario’s statement on community service learning also strongly reflects Social Economy values by using language such as, “civic responsibility” and “strengthening communities.”

Manitoba's statement on service learning is less straightforward. Community-service learning in Manitoba simultaneously seeks to teach students "civic skills" and to recognize the "needs of others" while also encouraging volunteering as a type of charity work. This points to the importance of opportunities for critical reflection rather than activities that foster a deeper understanding of community and social issues. In B.C. and Nova Scotia the approach seems to be different once again; the focus of community experience seems to be on developing "employability skills," "developing labour market knowledge" and "making informed decisions about their education and career plans" (Government of B.C, Graduation Transitions Program; Government of Nova Scotia, Public Schools Program 2003-2004).

Attention to the way service learning is framed in policy statements is significant because in order for service learning to be an effective tool to teach about the Social Economy, it must be: integrally connected to curricular outcomes, critically informed (i.e. be more than volunteer work), and seek to "foster an ethic of mutuality and reciprocity" (Smith and McKittrick, forthcoming, p. 21). Faris (2008) points to the importance of reflective thinking; while the Canadian Alliance for Community Service Learning notes that service learning programs are "most effective when they include key elements drawn from experiential education theory, especially developing critical thinking and intentionally facilitating reflection" (Canadian Alliance for Community Service Learning, 2009). Davies (2006) also supports this contention; drawing on international evidence to note, "it would seem that for community service to have an impact, it must create a self-identity as a person who can influence things, with the knowledge and skills to do this. Helping in a project for the homeless, for example, if linked to critical discussion about the causes of poverty, can lead to a reformulation of identity as someone who wants to get involved" (p. 17).

However, Kahne et al. (2006) argue that this is often not the case in service learning projects. In their study of Cityworks, an innovative educational program to promote civic values, they note that "students' service experiences were not generally linked to political analysis or action" (p. 402). A growing body of literature discusses the challenges associated with implementing meaningful service learning opportunities. In order for it to be an effective tool to teach about the Social Economy it must be adequately supported with educational resources and government funding. Nova Scotia, for example, has recently committed funding to mentorship and professional development opportunities for educators that run co-op programs. Other provinces should follow suit. Further, Padanyi, Baetz and Brown (2009) have explored the effectiveness of the mandatory community service requirement in Ontario. Researchers found that the program has had mixed results. Ontario's mandatory high school community service program is somewhat successful in that it exposes more students to the voluntary sector. However, for many students this was not their



first or only exposure to volunteering and it is not clear that this exposure pays off in subsequent community service down the road. Research also found that some corrections could improve outcomes. The Ontario program should acknowledge that many students enter high school with prior volunteer experience, and that volunteering alone does not make young people more engaged citizens. Researchers also noted that students benefit differentially from mandatory volunteering programs. Those students that complete more than the required 40 hours seem to derive the most benefit from the experience, while those who volunteer only the required number of hours seem to benefit the least. This research points to the need to better educate students and all stakeholders about the goals and objectives of mandatory community service in high school. They conclude that this might best be achieved by positioning the program as a form of community service learning. In order to elevate the exercise in the minds of all stakeholders – students, parents, school officials and teachers, and the Ontario Ministry of Education” (Padanyi, Baetz and Brown, 2009).

### **Connection to local issues**

The importance of making connections between the curriculum, students’ lives, and local issues has been demonstrated. Kahne et al. (2006) note that “learning about problems in the community, learning how local government works to address these problems, and learning about issues the students find personally relevant promoted various civic norms, knowledge of social networks, and trust” (p. 400). However, they also noted that this teaching strategy was underutilized by educators in their study. The Canadian Alliance for Community Service Learning has also emphasized the importance of “experiential education,” a learning model that “begins with the experience followed by reflection, discussion, analysis and evaluation of the experience. The assumption is that we seldom learn from the experience unless we assess the experience, assigning our own meaning in terms of our own goals, aims, ambitions and expectations” (n.d). And lastly, Smith and McKittrick (forthcoming) note the particular importance that this type of teaching plays in educating about the Social Economy, commenting that:

In the end, simply teaching on Social Economy principles and values in the classroom is not enough. Unless learners come to understand the meanings and linkages of Social Economy concepts to their daily lives and within their communities – the influence and impacts of such teachings will not be fully realized. (p. 32).

Thus, teaching strategies that begin in students’ personal experience and use these to make connections to important local issues signify an important part

of education about the Social Economy. While it is common for curriculum to start from students' experiences (exercises that focus on assessing one's personal beliefs, attributes or skills being extremely common, for example) it is significantly less common to find examples where this information is then used to make connections to important local issues. In short, it is uncommon to find examples where students are encouraged to apply their personal values and strengths in community.

The notable exception to this seems to be in Nova Scotia where the curriculum contains a number of examples where students are encouraged to make these connections. The Community Economic Development: A curriculum supplement for Atlantic Canada in the Global Community course in particular, is an excellent example of this. According to the course rationale:

In 1998, a group of practitioners, educators, and government staff involved in a province-wide CED awareness project identified youth as an important group that must be embraced and engaged in the development of their communities. In the same year the citizen-based Coastal Communities Network (CCN) called for stronger links between the school system and the CED process. They urged government to make school curricula more relevant to rural social and economy conditions and opportunities and expand the involvement of local CED groups, co-operative leaders, and business people in school learning programs (p. iii).

The goal of the course is further stated as seeking to “engage them [students] actively in CED undertakings in their own local communities” (p. iii).

Special grants or awards may also help to animate Social Economy concepts. For example, the Government of Manitoba awards grants of to schools who are implementing innovative sustainability projects (Government of Manitoba, Manitoba Grants for Education for Sustainable Development) and another to support citizenship education (Government of Manitoba, Manitoba Grants for Innovation in Citizenship Education). These have been used to support a wide range of projects, including the development of community gardens, the production of a documentary on the impact of declining fish stocks on Aboriginal communities, support for school participation in activities to “make their community safer,” and to provide support to a variety of community service learning initiatives. In Nova Scotia, the Premier's Power of Positive Change Award is an example of a student award that recognizes students who are “promoting safe and positive school environments, building social cohesion, advancing cultural diversity, or promoting peace” (Government of Nova Scotia, Premier's Power of Positive Change Award). Similar awards could be developed that explicitly focus on education about the Social Economy. The importance of this approach is echoed in a number of studies that have noted

the importance of “selective targeted funding” in creating change in school environments (Levin, 2006, p. 222; see also: Marullo and Edwards, 2000).

## **Sustained Community Partnerships**

Several studies have highlighted the importance of sustained community partnerships in developing critical, community-oriented education. Mundy et al. (2007) note in their study that educators repeatedly emphasized the need to “promote collaboration among external partners, as well as among teachers, schools and students in a sustained fashion (p. 114, italics added). In many cases educators emphasized that strengthening the relationship between schools and community partners is just as important as focusing on the vertical relationship with government. Sustained community partnerships require the integration of Social Economy actors into education in a more meaningful way than currently exists. A comprehensive policy approach to ‘community schools’ initiatives and the mandated involvement of Social Economy actors throughout the curriculum development process are two examples of this. According to the Association for Community Education-B.C.:

Community Schools in British Columbia are elementary or secondary schools with a special emphasis upon the belief held by residents and staff in the value of community involvement. A Community School is an exciting approach to the integration of a local school with the neighbourhood that it serves. These schools strive to involve local residents in a variety of ways (2009).

Community schools operate to achieve these goals in a number of ways: by involving community members in school governance, extending the resources of the school for use by community members, promoting community development efforts and developing partnerships with community organisations. In short, community schools are informed by a perspective that sees schools as the ‘centre of the neighbourhood’. However, of the provinces considered, only Manitoba and B.C. had any identifiable policy or programmatic support for community schools. In B.C., the School Community Connections Program provides grants to “assist in transforming school facilities into vital, lively hubs for community activities and services” (Government of B.C. Community Connections Program, 2009). This program is a partnership between the B.C. Ministry of Education, the Union of B.C. Municipalities and the B.C. School Trustees Association. In Manitoba, the Community Schools initiative aims “to help communities achieve a new level of success by encouraging the involvement of parents, community leaders, and community agencies as “partners” — providing a range of services and supports that any given community needs (Government of Manitoba, Community Schools Partnership Initiative, n.d.).

To do this, the Ministry is working to “organize interested funders, develop a pool of resources to support bridging of service delivery systems, and to organize leadership training programs for educators, human service providers, parents and community residents through the Community Schools Partnership Initiative” (Government of Manitoba, n.d., p. 3). An innovative example comes from William Whyte School in the inner city of Winnipeg, that throughout the 1990s developed a community-based approach to their work. Ben Levin (1995) describes the work of the school as follows:

The school, which has grades K-8, has recently begun to include adults—largely poor, female, single parents in its junior high program. Now they are working with a local family centre and a food co-op to develop a food services program in the school. Students will operate the program, learning about various aspects of business, food preparation, and nutrition. Curriculum will be relevant to students’ lives without losing any of its academic challenge. The co-op will provide low-cost, nutritious food to poor families. Parents and children will work together around these tasks. Money will stay in the community instead of going to supermarket chains. Children and expectant mothers will be able to improve their diets (p. 222).

Heather Hunter, the then principle of William Whyte, referred to the school as “community-based,” a term she used to highlight the ways that the school goes beyond the traditional model of community schools by employing a more explicit CED lens to its work. Its purpose, she argued, “is to contribute to the development of an economic response to the problem of poverty and education” (Hunter, 2000, p. 123). We see this as an example of ‘walking the talk’; it is an approach that teaches about models and actively supports the Social Economy.

Ensuring the involvement of community partners and Social Economy actors throughout the curriculum development process will also help to ensure that curricula developed supports Social Economy concepts. Institutionalizing community involvement in the curriculum development process helps ensure a diversity of perspectives, is reflected in the curriculum, and can help to solidify relationships between community partners and the education system. Each of the provinces considered in this study employs a slightly different curriculum development process. We believe that those curriculum development processes that involve community partners from inception to implementation, such as those that are in place in Manitoba, and in a different form, in Ontario, are most likely to result in outcomes that support the Social Economy.

Lastly, at the level of the local classroom there are a number of opportunities for partnership with community organisations. In previous sections we have noted there are many opportunities for this to occur: guest speakers from Social

Economy organisations could be invited to address the class, Social Economy career fairs can be organised, Social Economy organisations could assist business and entrepreneurship classes in developing business plans. We continue to argue that local level initiatives are important, especially in areas and subjects where the level of Social Economy content in the formal curriculum is low. However, these forms of partnerships are most effective when they are intentional, sustained and directly connected to course learning outcomes. As such, we stress the importance for Social Economy organisations to become familiar with course content, and integrate themselves into local school communities. Where community schools exist, Social Economy organisations should seek to participate in local school councils. In the absence of community schools, we suggest that Social Economy organisations consider an ‘adopt-a-school/class’ approach. At a minimum, we argue that Social Economy organisations should seek to prioritize partnerships with local schools in their own work.

## CONCLUSIONS

This research has compared education about the Social Economy in Canadian secondary schools across four provinces. In doing so, we are able to draw some tentative conclusions about the nature of this education, and its ability to support the Social Economy.

Education about the Social Economy is strongest in provinces that have clearly articulated a comprehensive policy framework that support the Social Economy. Nova Scotia has gone furthest in developing the link to education by creating a curriculum supplement on Community Economic Development. Further, Nova Scotia and Manitoba each have Social Economy traditions that provide a rich and important history that can support teaching about the Social Economy. This leads us to conclude that explanatory variables, such as cultural and historical factors, likely play a role in supporting education about the Social Economy; however, the exact nature of this relationship is difficult to pinpoint.

We also suggest that in provinces with a weaker policy environment and less of a Social Economy tradition, education policy can play an important role in strengthening the sector. Youth are already involved in the Social Economy. Thirty-seven percent of youth aged 15-19 volunteer, making them the most likely age group to volunteer (Canadian Centre for Philanthropy, 2003). In 2000, youth contributed over 154 million volunteer hours to a variety of causes (*ibid*). However, youth also cite a lack of information and ‘not being asked’ as barriers to participation. Stronger education, and more opportunities for critically informed volunteering can help support increased involvement, as well as a sustained commitment to volunteering and the Social Economy over

the long run.

The Social Economy's voluntary sector is also a major employer in Canada and its size and scope are only growing. Despite this, most business and career education courses pay only scant attention to this sector, focusing instead on traditional business models and private or public sector employment. Youth need to be provided opportunities to consider this as a potential career option, and to develop the skills needed to work in this sector. This will both better prepare youth for their future and strengthen the Social Economy.

Throughout this paper we have argued that a variety of strategies can assist in teaching about the Social Economy: policy development, local initiatives, and a variety classroom practices that focus on different aspects of the Social Economy are all important. We also contend that while the curriculum overall continues to reflect dominant ideas there is enormous potential to discuss the Social Economy and other alternatives. However, many of the references we found to the Social Economy are clustered in a select number of courses and refer to a limited number of Social Economy indicators. Finding ways to incorporate less common indicators into courses with existing Social Economy content will help increase the breadth of how people understand the concept. For example, while the term "social responsibility" has become common within school environments, others such as CED policy framework and solidarity economy receive much less attention. Secondly, any effort to strengthen the state of education about Social Economy will be hindered unless specific attention is paid to Language Arts and Maths. This is because of the emphasis on these two subject areas in Canadian secondary schools. In our study, those courses with the highest representation of Social Economy indicators receive only a fraction of the teaching time of Math and Language Arts.

Ross (1988) elaborates on the need for relevant research in education, "the function of the curriculum critic...is to describe the essential qualities of phenomenon studied, to interpret the meanings of and relationships among those qualities, and to provide reasoned judgments about the significance and value of the phenomenon" (p. 162). It is anticipated that one of the outcomes of this research project will be a more accurate understanding of the roles of the Social Economy in curriculum and how it is interpreted and understood by students. Consequently, this data provides a more solid foundation for its significance and value within education and society as a whole.

This study provides further resources for comparison, knowledge-sharing and analysis with other research centres (the six nodes of the Canadian Social Economy Research Partnerships), as we move forward in developing provincial curricula that are more inclusive of Social Economy content. The Canadian Social Economy Hub will continue to create collaborative partnerships and work together to create space within the curricula to learn and apply Social Economy

concepts. In what follows we outline a number of specific recommendations to improve the state of education about the Social Economy in Canada.

## RECOMMENDATIONS

### Recommendations for Social Economy Actors

1. **ADOPT A 'BIG TENT' APPROACH** in working curricular reform: A systematic, sustained and collaborative approach that includes a broad range of stakeholders is needed to improve the curriculum. The broad-based support experienced by Le Chantier de l'économie sociale in Quebec is a good example of how this approach can be successful. A second point to make in this regard is that action on this issue should occur at both the local and provincial levels. An example of a local level initiative would be to work with supportive educators and administrators to develop school initiated courses about Social Economy topics, where possible.
2. **CONVENE A STAKEHOLDERS MEETING:** In each province studied, a meeting should be arranged between representatives of the Ministry of Education, the Teachers' Federations, the school trustee, administrator and parent associations, and other education stakeholders including labour and community-based organisations, to discuss the implementation of these recommendations.
3. **PRIORITIZE PARTNERSHIP WITH LOCAL SCHOOLS:** Social Economy organisations should prioritize partnerships with local schools. The example of William Whyte School in Winnipeg, Manitoba provides a model of a local school that actively partnered with Social Economy organisations to provide needed services to local families and the community-at-large. By applying a Community Economic Development (CED) lens to their work the school increased its impact by not only meeting the academic and social needs of the community, but also actively working with local businesses to keep money in the community. These partnerships can take a myriad of other forms as well and should include: becoming familiar with local course content to increase the relevance of any interventions in the classroom, participating in career fairs, hosting student volunteer and work placements, and seeking out opportunities to speak to students. Where community schools exist, Social Economy organisations should participate in local school councils. In the absence of community schools, we suggest that Social Economy organisations consider an 'adopt-a-school/class' approach.
4. **DEVELOP TEACHING RESOURCES:** A list of existing teaching resources should be compiled and new resources created for teaching the

Social Economy. Some of these teaching resources are already available from organisations such as teachers' federations, the co-operative associations, credit unions and others. To ensure their relevance, these resources should make explicit connections to curricular outcomes. The Ontario-based Otesha project is an excellent example of an organization that has created relevant, youth oriented resources for use in high-school classrooms. Otesha (meaning 'reason to dream' in Swahili) mobilizes youth to create local and global change through their daily consumer choices. They do this through a number of programs including: bicycle tours, theatre performances, peer-to-peer training and the development of educational resources. For interested educators, the Otesha book project includes a Teachers Insert that provides sample conversation starters and icebreakers, teaching activities, and assignment suggestions. The Teachers' Insert makes direct connections between Otesha's key messages and existing Ontario curriculum outcomes.

- 5. HOLD PROFESSIONAL DEVELOPMENT WORKSHOPS:** Workshops should be developed in collaboration with the provincial specialist associations to present Social Economy teaching resources at professional development days. These workshops would help transfer the learned skills directly into the classroom setting.
- 6. DEVELOP A DIRECTORY OF ORGANISATIONS THAT CAN SUPPORT STUDENT PLACEMENTS:** A list of Social Economy organisations that can support students for volunteer work placements and student projects should also be developed for educators.

### **Recommendations to Ministries of Education and governments**

- 7. EDUCATION POLICY IS AN IMPORTANT PART OF BUILDING A SUPPORTIVE ENVIRONMENT FOR THE SOCIAL ECONOMY:** Governments interested in creating a supportive environment for the Social Economy should recognise the important role that education policy plays in this area. Nova Scotia recognised this and incorporated the new CED curriculum supplement into their efforts to support CED in that province. Education about the Social Economy can help ensure that youth are engaged in this growing sector and will help ensure its continued vitality in the future.
- 8. DEVELOP AND SHARE A SOCIAL ECONOMY POLICY LENS:** The government of Manitoba has adopted a framework, known as the CED lens, to support CED efforts in that province. The goal of the lens is to "ensure that CED principles are applied to new policy developments through the public sector" (Sheldrick, 2006. p. 9). Other provinces should



develop similar policy lenses, and share them with school administrators so that they can incorporate these principles into their own work

9. **STRENGTHEN SUPPORTS FOR SERVICE LEARNING:** Students should be provided with opportunities for service learning and experiential learning. The Canadian Alliance for Service Learning (2008) notes that “Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organisations work together toward outcomes that are mutually beneficial” (Canadian Association for Community Service Learning, n.d.). These activities can lead to a better understanding of Social Economy, particularly when the project incorporates critical reflection and student-led volunteerism. For example, Power to Be Wilderness School (located in Victoria, B.C.) is an alternative four-year outdoor program that provides youth with “volunteer opportunities that promote community learning, vocational skills and the importance of giving back,” (Power to Be Adventure Therapy Society, 2008). Students also learn about responsible and active citizenship. Service learning provides students with opportunities for experiential education and for reflection. It allows students to experience, reflect and explore the role of values in career planning. By encouraging youth to engage with their community, youth are propelled forward into new experiences and learn practical lessons.

**A)** Revise provincial policy statements to reflect an approach to service-learning that incorporates critical reflection and emphasizes community engagement and analysis of social, economic and political issues rather than charity work. Provincial policy statements need be clear on the type of work and sectors that fulfill community service-learning requirements.

**B)** Meet with Social Economy representatives to discuss how best to incorporate meaningful service learning opportunities into the curriculum. To support these efforts, Social Economy actors should consult the Community Development Service Learning initiative or the Canadian Community Economic Development Network (CCEDNet). According to CCEDNet “the aim of this project is to strengthen opportunities for intentional and meaningful learning in CED organisations as they work towards social and economic change (CCEDNet, n.d.). A CDSL toolkit is available to interested officials, community members and educators on the CCEDNet website.

**C)** Provide support to teachers overseeing service learning initiatives: More resources are needed to ensure that service learning opportunities are meaningful for students, educators and community partners. In Nova Scotia, the Department of Education has allocated funding to mentorship and professional development opportunities for teachers leading co-op

placements. These initiatives can help to ensure that the experiences of students and community partners participating in co-op programs are meaningful and properly supported. Other provinces should pursue similar initiatives, and sustained funding should be made available.

**10. INCLUDE SOCIAL ECONOMY ACTORS IN THE CURRICULUM DEVELOPMENT PROCESS:** Social Economy representatives should be invited to participate in provincial curriculum development teams and review panels.

**11. CONVENE SOCIAL ECONOMY EDUCATION WORKING GROUPS:** In Manitoba, working groups made up of Ministry staff, community partners, educators, and administrators have been successful at providing ongoing support to education about sustainable development and Aboriginal education initiatives. Provinces should convene similar working groups about the Social Economy to provide policy and curriculum development advice, support teacher training and engage in public awareness activities toward educating about the Social Economy.

**12. INCREASE STUDENT EXPOSURE TO THE ‘NUTS AND BOLTS’:** The indicators with the strongest degree of representation in the curriculum are those that emphasize Social Economy values rather than initiatives. This suggests that students are graduating with a high degree of knowledge about Social Economy values but would benefit from more education about the ‘nuts’ and bolts’ work of the Social Economy. This type of learning could be supported through case studies and hands-on learning opportunities

**13. MODEL SOCIAL ECONOMY VALUES IN THE CLASSROOM:** Social Economy values are already well-represented throughout the curriculum. We recommend continued opportunities to model Social Economy values through group work, consensus building exercises and classroom practices that model social responsibility.

**14. PROVIDE SMALL GRANTS FOR INNOVATIVE PROJECTS:** Levin (1995) notes that “a combination of policy development, selective targeted funding (even of small amounts of money), ongoing professional development, and continued emphasis and discussion by leaders” is an effective method in bringing about educational reform (p. 222). A small grants program should be developed to recognize schools that engage in innovative teaching projects about the Social Economy. Manitoba, for example, provides small grants to support education about citizenship and sustainability education. This program should be expanded to include an explicit focus on the Social Economy. Similar initiatives should be adopted in other provinces. The example of Victor Brodeur School in Victoria, B.C. demonstrates how small grants can support education about the Social

Economy. Students at Victor Brodeur are participating in a program called “Jeunes coopérateurs du monde” or young world cooperators that combines classroom education time with hands-on experience in running a small school co-operative store. As a result of their participation, the students receive course credit, valuable hands-on experience in running a business and become more involved in the school itself

**15. SUPPORT TRANSFORMATIVE ADULT EDUCATION:** Adult education has its roots in transformative practice. While adult education continues to play an important role in Canada, creeping credentialism has undermined these transformative roots. Silver et al. (2003) recommend that a Community Development course be included in the mature student diploma requirements in Manitoba (ibid). The benefit of incorporating these types of courses would be two-fold: awareness among adult educators that is more about the Social Economy, and providing information about career paths for adult learners.

**16. DEVELOP OR EXPAND CURRICULUM SUPPLEMENT:** The Community Economic Development curriculum supplement to grade 9 Social Studies curriculum in Nova Scotia provides an excellent example of how to successfully incorporate Social Economy content into the curriculum. The CED supplement is instructive as it demonstrates how Social Economy concepts can easily be connected to already existing learning outcomes. In Nova Scotia, the CED supplement should continue to be supported and its contents expanded for inclusion across other courses, grade levels and subject areas. A study on the impact of this curriculum on graduating students would be interesting and would help other provinces wishing to learn from the Nova Scotia example. Other provinces should adopt similar curriculum supplements about the Social Economy.

**17. SUPPORT WORK PLACEMENT PROGRAMS IN FIELDS RELATING TO THE SOCIAL ECONOMY:** Programs that combine classroom time with work placements have proven successful at increasing participation in various fields. For example, the Options and Opportunities program in Nova Scotia combines work placements, community partnerships with specialized training in select fields, and guarantees participants entrance into Nova Scotia Community College. A similar approach focusing on career opportunities in the Social Economy would encourage youth to pursue further education or a career in this area.

**18. SUPPORT CONNECTIONS TO STUDENTS LIVES:** Researchers in other areas have demonstrated the importance of making connections between curricular content and students’ lives. The Social Economy

emphasizes the importance of community issues and community-based solutions to local problems. As such, education about the Social Economy can deepen students' learning experiences by making connections between the curriculum, their lives and community issues. The focus on CED in the Nova Scotia curriculum is an excellent example of this. Cultural and historical factors, appropriately utilized can provide an important site of strength for Social Economy activists interested in curricular change.

### **Recommendations for Future Research**

#### **19. CONDUCT RESEARCH ABOUT HIGH-SCHOOL GRADUATES:**

Researchers recommend that a study of first year students in the Business, Social Sciences and Humanities Faculties be undertaken at the University of Victoria. This research could be replicated in other provinces or expanded by surveying high school students upon graduation, regardless of their decision to pursue post-secondary education. This research would help provide a picture of students' perspectives on the Social Economy and the amount of information they retain upon leaving high school.

#### **20. FOCUS ON THE CURRICULUM AS IT IS ACTUALLY TAUGHT:**

Given the number of studies that have noted the difference between curriculum on paper and the curriculum as it is actually taught, future research should focus on assessing teachers' perceptions of the Social Economy and the degree to which they feel comfortable educating about this subject area.

#### **21. UNDERSTAND INTER-PROVINCIAL AGREEMENTS:**

Researchers should note that many provinces are participants in interprovincial protocols that shape the curricula across several provinces. Increasingly, provinces are developing common frameworks and curricula. These projects should be monitored and a meeting arranged with the Council of Ministers of Education to discuss the findings of this research.

#### **22. UNDERSTAND URBAN/RURAL DIVIDE:**

There is more work needed in understanding the specific implications for urban and rural divides when educating about the Social Economy. Indicators that are more apt for non-urbanized experiences in Canada, such as buy local strategies/ local marketing strategies, food security, local producers and locally produced goods, organic farming and rural development had weak to no representation in this study. More research in the differential geographic and local experiences of how people are connected to the Social Economy is required.

### **Subject and Course Specific Recommendations**

#### **23. FOCUS ON LANGUAGE ARTS AND MATH:**

Given the weight that

Language Arts and Math receive in the education system, a future research project should focus specifically on the degree to which these courses can be used to educate about the Social Economy.

**24. INTEGRATE SPORTS PROGRAMMING:** Researchers should further explore the potential of sports education as a tool to teach about Social Economy values such as consensus building, democratic decision-making, volunteerism and social responsibility.

**25. A NEW APPROACH TO TEACHING ABOUT HISTORY IS NEEDED:** The current approach to teaching about history tends to focus on major events, people and institutions. This approach may exclude important lessons about the Social Economy as these initiatives tend to be rooted in people's daily lives, be smaller scale and less well known than a focus on learning about major wars, for example, allows. This finding may help to explain the overall low incidence of Social Economy indicators in history courses across provinces. A new approach to teaching about history is needed.

**26. USE Social Studies AS A SPRINGBOARD:** Social Studies courses seem to have the most natural opportunities to make connections between existing course content and Social Economy issues. Mandatory Social Studies courses should be refined to include more Social Economy content as they are a natural starting point and have exposure to the entire student population. Early high school Social Studies courses in particular provide students with an opportunity to begin to explore themes that spark their interest, and which they can then pursue in future course work. Many Social Studies course also have an inclination to discuss social justice issues. It is important that this focus be extended to include issues of economic justice. The new Social Justice Curriculum in B.C. for example, could be revised to ensure that there is a greater emphasis on economic justice including the exploration of alternate business models. Lastly, the focus on citizenship education that exists throughout most Social Studies courses should further be expanded to other subject areas.

**27. STRENGTHEN CAREER DEVELOPMENT COURSES:** It surprised researchers to note that career studies courses had a relatively low incidence of Social Economy indicators, despite the seemingly natural connection to Social Economy issues. As the Social Economy is a rapidly growing sector and employer in Canada, career studies courses need to consider the unique issues of working in this field. Further, career studies courses are a natural place to discuss issues of workplace democracy and participatory workplace management. Lastly, this is a subject area where there is ample opportunity for Social Economy actors to influence the presentation of course material. Career development courses allow significant room for

third party presentations, student visits to workplaces and work placements. Social Economy organisations should be invited to participate in these classes.

**28. BUSINESS EDUCATION NEEDS TO REFLECT NEW REALITIES:**

Despite the immense potential to teach students about the Social Economy, the vast majority of business education courses ignore alternative business models such as co-operatives and social enterprises. Schugurensky et al. (2007) support this finding – whose study of high school business textbooks noted the marginal attention paid to these areas. This is an important oversight that is leaving many business students ill-equipped to participate in a world where these types of models are becoming more and more common. Courses that focus on Social Economy business models and non-profit management should be developed and incorporated into Business Education streams. Social Economy organisations should be asked to review existing business education courses and provide Social Economy business planning tools for use in the course.

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## Appendix/Annexes

### APPENDIX A: KEYWORD INDICATORS

- Aboriginal economic development (Fairbairn, 2007a, 2007b)
- Accountable and transparent governance (Fairbairn, 2007b; Levesque, 2007; Sousa, 2008)
- Advocacy and agency (in relation to immigration, minorities and empowerment) (MacPherson, 2007; Sousa, 2008)
- ‘Buy local’ strategies (Tunncliffe, 2008)
- Strengthening social, human and financial capital at the local level (policy framework) (Canadian CED Network, 2007; Downing, 2004; MacPherson, 2007)
- Civic associations (municipality)
- Civil society (Fairbairn, 2007b; Levesque, 2007; Restakis, 2005; Vaillancourt, 2008; Wilson & Mills, 2007)
- Co-construction of policy with government (Fairbairn, 2007a; MacPherson, 2007; Restakis, 2005; Vaillancourt, 2008)
- Collective responsibility (Levesque, 2007; Neamtan, 2002; Wilson & Mills, 2007)
- Community economic development (CED) (Downing, 2004; Fairbairn, 2007a, p. 2; Levesque, 2007; Neamtan, 2002; Wilson & Mills, 2007)
- Community supported agriculture (including farms and gardens) (Levesque, 2007; Tunncliffe, 2008)
- Consensus building (Sousa, 2008)
- Co-operatives (Downing, 2004; Fairbairn, 2007a, p. 2; Levesque, 2007; MacPherson, 2007; Neamtan, 2005; Restakis, 2005; Wilson & Mills, 2007)
- Corporate responsibility (context dependant) – often linked to charity (Ninacs, 2002)
- Credit unions (Downing, 2004; Levesque, 2007; MacPherson, 2007; Restakis, 2005; Wilson & Mills, 2007)
- Democratic decision-making (Levesque, 2007; Neamtan, 2005; Restakis, 2005)
- Environmental and economic sustainability (creating sustainable policies etc) (Levesque, 2007; Sumner, 2003; Tunncliffe, 2008; Wilson & Mills, 2007)
- Ethical purchasing (Wilson & Mills, 2007)



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- Ethical trade (Wilson & Mills, 2007)
- Fair trade (Wilson & Mills, 2007)
- Food security (Tunncliffe, 2008)
- Improving community conditions (Downing, 2004; Levesque, 2007; Restakis, 2005; Wilson & Mills, 2007)
- International Social Economy (Moulaert & Ailenei, 2005; Wilson & Mills, 2007)
- Leadership and governance (context dependant) (Restakis, 2005; Sousa, 2008)
- Legal structures need to include co-ops, joint ventures with community organisations, non-profit owned businesses, non-profit subsidiaries, socially responsible for-profits (Canadian CED Network, 2007; Levesque, 2007; Wilson & Mills, 2007)
- Local marketing strategies
- Local producers and locally produced goods (Tunncliffe, 2008)
- Marketing co-operatives
- Non-profit, mutual, or co-operative enterprises (Downing, 2004; Fairbairn, 2007a; Levesque, 2007; Restakis, 2005; Wilson & Mills, 2007)
- Organic farming (Sumner, 2003; Tunncliffe, 2008)
- Positive and active citizenship (Levesque, 2007; Neamtan, 2005; Restakis, 2005; Wilson & Mills, 2007)
- Responsible/ethical consumerism (Wilson & Mills, 2007)
- Role of Women in economic empowerment (Levesque, 2007)
- Rural development (Levesque, 2007; Lewis, 2006; Sumner, 2003; Wilson & Mills, 2007)
- Social accounting (Quarter et al., 2003)
- Social Economy (Downing, 2004; Levesque, 2007; MacPherson, 2007)
- Social enterprise (Downing, 2004; Fairbairn, 2007b; Lewis, 2006; Ninacs, 2002)
- Social entrepreneurship (Downing, 2004; Ninacs, 2002; Restakis, 2005)
- Social marketing

## **Appendix/Annexes**

- Social movements (Neamtan, 2002)
- Solidarity Economy (ties into social movements) (Levesque, 2007; MacPherson, 2007; Neamtan, 2002; Vaillancourt, 2008)
- Trade unions (Fairbairn, 2007a, p. 3; Levesque, 2007)
- “Triple bottom line” (social, environmental, economic) (Sumner, 2003)
- Volunteerism (Restakis, 2005)
- Workers’ conditions

# Appendix/Annexes

## APPENDIX B: KEYWORD INDICATOR TALLY - ONTARIO

KEYWORD INDICATORS	BUSINESS STUDIES			CAN AND WORLD STUDIES			GUIDANCE AND CAREER EDU			INTERDISCIPLINARY*			NATIVE STUDIES			SOC STUDIES AND HUMANITIES			TOTAL
	D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	
Aboriginal Economic Development			5			6						1	3	11					26
Accountable and transparent governance			7		1	3						2		4				1	18
Advocacy and agency			4		3	3							2	17					29
Buy local' strategies/ 'Local marketing strategies'																			0
Strengthening ... (CED policy framework)			1																1
Civic associations (municipality)					2	1								1		1	5	10	
Civil society					2	2								2		1	4	11	
Co-construction of policy with government						1							2	3				6	
Collective responsibility			3		2	4					1		7	1		1	3	22	
Community economic development (CED)			5			2							1	1				9	
Community supported agriculture											1						1	2	
Consensus building			6			2					1		4	1		2		16	
Co-operatives	4		8	2		1					1		1				1	18	
Corporate responsibility		3	18															21	
Credit unions	1		1			2					1					1		6	
Democratic decision-making		1	7	1	2	1					1			1		2	1	17	
Environmental and economic sustainability		2	5			1				1			3					14	
Ethical purchasing		1	4			1	5											12	
Ethical trade/ Fair Trade	2	4	3			3												13	
Food security																1		2	3

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## APPENDIX B: KEYWORD INDICATOR TALLY - ONTARIO

KEYWORD INDICATORS	BUSINESS STUDIES			CDN AND WORLD STUDIES			GUIDANCE AND CAREER EDU			INTERDISCIPLINARY*			NATIVE STUDIES			SOC. STUDIES AND HUMANITIES			TOTAL
	D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	
Improving community conditions			11			2						2		9	6		1		31
International social economy			7																7
Leadership and governance			4			1								3	4		1		13
Legal structures *			12																12
Local producers & locally produced goods												1							1
Marketing co-operatives																			0
Non-profit, mutual, & co-operatives enterprises	2	3	5			1	2					1							14
Organic farming												1							1
Positive and active citizenship		1	4			3	2							4	7		2		23
Responsible/ethical consumerism						1	2										1		4
Role of Women in economic empowerment		1	2				5										3		11
Rural development												1							1
Social accounting			15				3					1			1				20
Social economy			25			5						3			1		2		36
Social enterprise			14			2						1							17
Social entrepreneurship			15			3						1					1		20
Social marketing			15																15
Social movements			1			4	4					2		1	2		1		15
Social responsibility	8	2	5			1						3		1		1	2		23
Solidarity Economy						1													1
Trade unions		5	4			6	4										2		25
"Triple bottom line"		3	10				7					1		2			1		24
Volunteerism			4			3													8
Workers' conditions		11	7			6	4										4		34
	17	37	237	3	37	85	0	4	1	0	1	28	0	43	63	3	14	37	
D+I+P= Indicator Total		291			125			5			29			106			54		610

# Appendix/Annexes

## KEYWORD INDICATOR TALLY – NOVA SCOTIA

Keyword Indicators	SOCIAL STUDIES						PERSONAL AND CAREER DEVELOPMENT						TECHNOLOGY EDUCATION						BUSINESS EDUCATION						ENGLISH LANGUAGE ARTS					
	D		I		P		D		I		P		D		I		P		D		I		P		D		I		P	
Nova Scotia																														
Aboriginal Economic Development	0	0	0	0	36	0	0	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Accountable and transparent governance	0	0	0	0	13	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advocacy and agency (in relation to immigration, minorities and empowerment)	0	5	34	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Local marketing strategies/'Buy local' strategies	0	0	16	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Canadian CED Network: strengthening social, human and financial capital at the local level (policy framework)	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Civic associations (municipality)	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Civil society	0	0	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Co-construction of policy with government	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Collective responsibility	0	0	33	0	0	9	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Community economic development (CED)	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Community supported agriculture (including farms and gardens)	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Consensus building	0	0	7	0	0	5	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Co-operatives	0	0	11	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Corporate responsibility (context dependant) – often linked to charity	0	0	25	0	0	8	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Credit unions	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Democratic decision-making	0	0	12	0	0	12	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Environmental and economic sustainability	0	5	48	0	0	17	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethical trade/Fair trade	0	0	30	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Food security	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Improving community conditions	0	0	52	0	0	16	0	0	0	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
International social economy	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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## KEYWORD INDICATOR TALLY – NOVA SCOTIA

Nova Scotia		SOCIAL STUDIES			PERSONAL AND CAREER DEVELOPMENT			TECHNOLOGY EDUCATION			BUSINESS EDUCATION			ENGLISH LANGUAGE ARTS		
Keyword Indicators		D	I	P	D	I	P	D	I	P	D	I	P	D	I	P
Legal structures need to include co-ops, joint ventures with community organizations, non-profit owned businesses, non-profit subsidiaries, socially responsible for-profits		0	0	1	0	0	0	0	0	0	1	0	0	1		0
Local producers and locally produced goods		0	0	13	0	0	12	0	0	10	0	0	22			0
Marketing co-operatives		0	0	0	0	0	0	0	0	2	0	0	2			0
Non-profit, mutual, or co-operative enterprises		0	0	2	0	0	1	0	0	3	0	0	4			0
Organic farming		0	0	6	0	0	0	0	0	0	0	0	0			0
Positive and active citizenship		0	0	42	0	0	7	0	0	3	0	0	10			4
Responsible/ethical consumerism		0	0	26	0	0	16	0	0	11	0	0	27			0
Role of Women in economic empowerment		0	1	35	0	0	10	0	0	3	0	0	13			0
Rural development		0	0	13	0	0	1	0	0	0	0	0	1			0
Social accounting		0	0	4	0	0	0	0	0	3	0	0	3			0
Social economy		0	0	30	0	0	1	0	0	2	0	0	3			0
Social enterprise		0	0	5	0	0	3	0	0	0	0	0	3			0
Social entrepreneurship		0	0	5	0	0	8	0	0	6	0	0	14			0
Social marketing		0	0	3	0	0	6	0	0	8	0	0	14			0
Social movements		0	3	38	0	0	0	0	0	1	0	0	1			0
Solidarity Economy		0	0	9	0	0	0	0	0	0	0	0	0			0
Social responsibility		0	0	48	0	0	26	0	0	22	0	0	48			3
Trade unions		1	0	18	0	0	8	0	0	5	0	0	13			0
“Triple bottom line” (social, environmental, economic)		0	0	39	0	0	10	0	3	29	0	3	39			0
Volunteerism		0	0	0	0	1	4	0	0	0	0	1	4			0
Workers' conditions		0	0	27	0	11	16	0	1	13	0	12	29			0
<b>TOTAL</b>		1	15	813	0	12	274	0	4	278	0	16	552	0	0	22

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## KEYWORD INDICATOR TALLY - MANITOBA

Manitoba	KEYWORD INDICATORS	SOCIAL STUDIES			CAREER DEVELOPMENT			ENGLISH LANGUAGE ARTS			BUSINESS EDUCATION		
		D	I	P	D	I	P	D	I	P	D	I	P
	Aboriginal Economic Development	0	3	12	0	0	5	0	0	0	0	0	11
	Accountable and transparent governance	0	1	2	0	0	0	0	0	1	0	1	6
	Advocacy and agency	0	1	5	0	4	8	0	0	4	0	0	3
	'Buy local' strategies	0	1	21	0	1	1	0	0	0	0	0	20
	Canadian CED Network	0	0	0	0	0	0	0	0	0	0	0	0
	Civic associations (municipality)	0	0	0	0	0	0	0	0	0	0	0	0
	Civil society	0	0	6	0	0	1	0	0	0	0	0	3
	Co-construction of policy with government	0	0	1	0	0	0	0	0	0	0	0	7
	Collective responsibility	0	8	7	0	0	3	0	0	7	0	0	2
	Community economic development (CED)	0	3	6	0	0	5	0	0	0	0	0	0
	Community supported agriculture	1	1	12	0	0	0	0	0	3	0	0	0
	Consensus building	3	5	4	0	0	6	0	0	14	0	1	12
	Co-operatives	1	1	6	0	1	8	0	0	0	3	0	15
	Corporate responsibility	0	0	0	0	0	3	0	0	0	1	1	11
	Credit unions	0	0	0	0	0	0	0	0	0	1	0	1
	Democratic decision-making	0	1	1	0	1	3	0	0	0	0	0	2
	Environmental and economic sustainability	5	12	28	0	1	4	0	0	0	2	1	11
	Ethical purchasing/Ethical trade/ Fair trade	2	8	22	0	0	2	0	0	0	0	1	21
	Food security	1	5	18	0	0	0	0	0	0	0	0	0
	Improving community conditions	1	7	21	0	0	1	0	0	0	1	0	10
	International social economy	0	0	3	0	0	1	0	0	0	0	0	12
	Leadership and governance	0	0	5	0	0	0	0	0	0	1	3	8
	Legal structures	0	0	0	0	0	0	0	0	0	1	1	6
	Local marketing strategies	0	0	4	0	0	0	0	0	0	0	0	9
	Local producers & locally produced goods	1	5	16	0	0	0	0	0	0	0	0	0
	Marketing co-operatives	0	1	12	0	0	0	0	0	0	0	0	2
	Non-profit, mutual, & co-operatives	1	0	1	0	0	1	0	0	0	0	1	5
	Organic farming	1	2	16	0	0	0	0	0	0	0	0	0
	Positive and active citizenship	0	1	4	0	0	0	0	0	0	0	0	6
	Responsible/ethical consumerism	2	6	6	0	0	0	0	0	0	0	1	15

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## KEYWORD INDICATOR TALLY – MANITOBA

Manitoba	KEYWORD INDICATORS	SOCIAL STUDIES			CAREER DEVELOPMENT			ENGLISH LANGUAGE ARTS			BUSINESS EDUCATION		
		D	I	P	D	I	P	D	I	P	D	I	P
	Responsible/ethical consumerism	2	6	6	0	0	0	0	0	0	0	1	15
	Role of Women in economic empowerment	0	0	4	0	4	9	0	0	0	0	0	8
	Rural development	0	5	19	0	1	2	0	0	0	0	0	8
	Social accounting	1	0	0	0	0	1	0	0	0	0	0	9
	Social economy	0	0	3	0	1	12	0	0	0	0	0	19
	Social enterprise	0	0	0	0	0	4	0	0	0	0	1	18
	Social entrepreneurship	0	0	0	0	0	6	0	0	0	0	1	19
	Social marketing	0	0	2	0	0	0	0	0	1	0	0	16
	Social movements	1	0	2	0	3	3	0	0	2	0	0	0
	Social responsibility	3	6	9	0	1	7	0	0	2	0	2	6
	Solidarity Economy	0	0	1	0	0	0	0	0	0	0	0	6
	Trade unions	1	0	5	1	2	7	0	0	0	1	3	15
	“Triple bottom line”	1	0	2	0	1	2	0	0	0	0	0	10
	Volunteerism	0	0	0	4	0	9	0	0	0	0	0	0
	Workers' conditions	0	0	0	5	8	16	0	0	0	3	5	32
	<b>TOTAL</b>	26	83	286	10	29	130	0	0	34	14	23	364



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## KEYWORD INDICATOR TALLY - BRITISH COLUMBIA

BC-sample of course analysed		Social Studies 10			Civic Studies 11			Social Studies 11			BC First Nations 12			Social Justice 12			TOTAL
		D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	
KEYWORD INDICATORS																	
Aboriginal Economic Development				3			1	1		2			3				10
Accountable and transparent governance													1		1		2
Advocacy and agency							1	1		5			2		1	1	11
'Buy local' strategies																	0
Canadian CED Network(policy framework)										1							1
Civic associations (municipality)				1			3						2				4
Civil society							4										6
Co-construction of policy with government													2			1	3
Collective responsibility							1						1				2
Community economic development (CED)				1			1			1			1				4
Community supported agriculture																	0
Consensus building													1				1
Co-operatives				1		1	1			1							4
Corporate responsibility																	0
Credit unions																	0
Democratic decision-making				1		1	2			1			1				6
Environmental and economic sustainability										2			1				3
Ethical purchasing										1					1		2
Ethical trade							1			1					1		3
Fair trade							1			1							2
Food security				1						1							2
Improving community conditions				3			1			2			1			2	9
International social economy							3			1							4
Leadership and governance							1			1			1				3
Legal structures *						1											1
Local marketing strategies																	0
Local producers & locally produced goods																	0
Marketing co-operatives																	0
Non-profit, mutual, & co-operatives						1											1

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## KEYWORD INDICATOR TALLY – BRITISH COLUMBIA

BC-sample of course analysed		Social Studies 10			Civic Studies 11			Social Studies 11			Social Studies 12			BC First Nations 12			Social Justice 12			TOTAL
		D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	D	I	P	
<b>KEYWORD INDICATORS</b>																				
Organic farming																				0
Positive and active citizenship					1	1	3	1										1	7	
Responsible/ethical consumerism													1					1	2	
Role of Women in economic empowerment				2			1	1										1	5	
Rural development				2												1			3	
Social accounting																			0	
Social economy							3						2					1	6	
Social enterprise																			0	
Social entrepreneurship																			0	
Social marketing					1														1	
Social movements				2			4		1	2							1	1	11	
Solidarity Economy							2		2									1	5	
Trade unions				1						1									2	
"Triple bottom line"				1			1			1									3	
Volunteerism																			0	
Workers' conditions				1			1			2									4	
<b>TOTAL</b>		<b>0</b>	<b>0</b>	<b>20</b>	<b>6</b>	<b>3</b>	<b>35</b>	<b>3</b>	<b>1</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>13</b>			<b>133</b>	

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### APPENDIX C: SOCIAL ECONOMY INDICATORS

#### (grouped by primary type)

#### CONCEPTS

1. Overarching Strategies: implies a broader vision than specific initiatives, and may cover many types of initiatives at a time (e.g. CED can include co-ops, CSA, social enterprises etc), and include a set of values and principles. NB: Co-operatives are included in this category because of their articulation of a broader set of principles that explicitly articulate a vision of movement building. These are best taught about using several examples of local initiatives that taken together represent a broader strategy: Aboriginal Economic Development, Community economic development (CED), Co-operatives, Rural development, Social Economy
2. Forms of organization/specific initiatives: these initiatives are often part of a larger overarching strategy, they are often focused on a specific issue, a set of activities, or a business form. These can be taught by using specific local examples: 'Buy local' strategies/ Local marketing strategies, Community supported agriculture (including farms and gardens), Corporate responsibility (context dependant), Credit unions, Ethical trade/Fair trade, Food security. Legal structures need to include co-ops, joint ventures with community organisations, non-profit owned businesses, non-profit subsidiaries, socially responsible for-profits, Local producers and locally produced goods, Marketing co-operatives, Non-profit, mutual, or co-operative enterprises, Organic farming, Role of Women in economic empowerment, Social accounting, Social enterprise, Social entrepreneurship, Social marketing, Trade unions, "Triple bottom line" (social, environmental, economic)
3. Partnership: These are civil society and policy connections. These are well taught about through community service learning, sustained civil society partnerships and modeling real life community problems: strengthening social, human and financial capital at the local level (policy framework), Civic associations (municipality), Civil society, Co-construction of policy with government, Social movements, Volunteerism
4. International (including Québec): These are connections to the Social Economy movement globally: International Social Economy, Solidarity Economy
5. Values: These are examples of some of the values that are integral to the Social Economy. These values run throughout overarching strategies, specific initiatives, partnerships and international examples. These can be taught about through specific reference to Social Economy concepts or can be modeled in the classroom environment: Accountable and transparent governance, Advocacy and agency (in relation to immigration, minorities and empowerment), Collective responsibility, Consensus building, Democratic decision-making, Environmental and economic sustainability, Improving community conditions, Leadership and governance, Positive and active citizenship, Responsible/ethical consumerism, Social responsibility, Workers' conditions

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### APPENDIX D: COMMUNITY SERVICE LEARNING

Province	Volunteer hrs mandatory?	# of hours	Statements that describe province's approach
B.C	Yes	30	<p><b>Community Connections:</b> Life after graduation includes the world of work and community responsibilities. As part of Graduation Transitions, students gain employability skills through participation in at least 30 hours of work experience and/or community service. (<a href="http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf">www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf</a>)</p> <p><b>Community Connections: Prescribed Learning Outcomes</b></p> <p>It is expected that students will: demonstrate the skills required to work effectively and safely with others and to succeed as individual and collaborative workers, by</p> <ul style="list-style-type: none"> <li>• participating in at least 30 hours of work experience and/or community service</li> <li>• describing the duties performed, the connections between the experience and employability/life skills, and the benefit to the community and to the student</li> </ul>
	No		<p><b>Community Service SIP:</b> Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self esteem and maturity, and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the senior years for graduation purposes and does not require departmental registration. (<a href="http://www.edu.gov.mb.ca/k12/policy/sics_sips.html#comservice">www.edu.gov.mb.ca/k12/policy/sics_sips.html#comservice</a>)</p>
Ontario	Yes	40	<p>As stated in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. (Ontario Dept of Education, Policy/Program Memorandum No. 124a)</p> <p>There is also a separate, "Expanded co-op" program through which students may "apply two co-op credits towards their compulsory high school graduation requirements, with no limit on earning optional co-op credits" (<a href="http://www.edu.gov.on.ca/morestudentsuccess/coop.html">www.edu.gov.on.ca/morestudentsuccess/coop.html</a>). This is a work placement program.</p>

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Province	Volunteer hrs mandatory?	# of hours	Statements that describe province's approach
Nova Scotia	Optional	Co-op: 25 in school and 50 hrs community placement (for 1/2 credit)  Short term: 5-25 hrs	<p>Community-based education programs encourage the expansion of learning opportunities for: elementary, junior high, and senior high school students by bringing the community into the school and by placing students in the community as part of their studies. Community-based education assists students in making informed decisions about their education and career plans and in acquiring relevant knowledge and skills required in today's society improves students' understanding of employment requirements and the links between the knowledge, skills, and attitudes they are acquiring in school and their future plans assists students to develop generic employability skills including academic, personal management, and teamwork skills; specific career, occupation, and job skills; and labour market knowledge and understanding.</p> <p><b>There are two categories of community-based education:</b></p> <ul style="list-style-type: none"> <li>• Co-operative Education: one-half credit courses or full credit courses requiring long-term community/workplace placements (50-100 hours in community and 25 hours in-class experience)</li> <li>• Short-term Placements: community/workplace learning experiences, typically of 5–25 hours, designed as an integral part of a public school program or approved locally developed course. (Public Schools Program, 2003-2004)</li> </ul>

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## APPENDIX E: COMMUNITY SCHOOLS

Province	Community Schools
<b>B.C.</b>	<p>According to the Association for Community Based Education-BC, there are “over eighty officially designated community schools in British Columbia today and others are operating from this model that have yet to win official recognition” (<a href="http://www.acebc.org/what.htm">www.acebc.org/what.htm</a>).</p> <p><b>School Community Connections program:</b> Since 2005, the School Community Connections [SCC] program, has provided grants to assist in “transforming school facilities into vital, lively hubs for community activities and services”. The can be used to “support planning, start up costs and minor capital projects only”, they do not provide ongoing operational funding. It is administered on behalf of the BC Ministry of Education by a partnership between the Union of British Columbia Municipalities (UBCM) and the British Columbia School Trustees’ Association (BCSTA). Project topics are meant to promote “sustainability” and “community building”.</p> <p><b>Goals of SCC:</b></p> <ul style="list-style-type: none"> <li>• to encourage and facilitate the co-location of services for students, their families and the larger community within school facilities;</li> <li>• to make greater utilization of available or new school facilities, and</li> <li>• to encourage collaborative, long-term facilities planning that takes into account the needs of the community as a whole.</li> </ul>
<b>Manitoba</b>	<p>The main purpose of the Community Schools Initiative is to support schools serving in low socio-economic neighbourhoods – helping them develop a comprehensive range of supports and approaches to meet the diverse needs of children, youth and their families to help students succeed academically and socially.</p> <p>Manitoba Education, Citizenship and Youth and its partners are working to organize interested funders, develop a pool of resource to promote the bridging of service delivery systems, and to organize leadership training programs for educators, human service providers, parents and community residents the Community Schools Partnership Initiative</p> <ul style="list-style-type: none"> <li>• 21 community schools listed on government website</li> </ul>
<b>Ontario</b>	No information available
<b>Nova Scotia</b>	No information available

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### APPENDIX F: CURRICULUM DEVELOPMENT PROCESS

#### Curriculum Development: B.C.

There are opportunities for public feedback on curriculum documents under development through the BC Department of Education website. Feedback is encouraged from “teachers, parents, education partners and stakeholders”.

Your input is valued and plays an important role in helping the Ministry make final decisions in developing the final version of the IRPs. Opportunities for district in-depth curriculum reviews, or piloting a specific, new or revised curriculum may be available for certain subject areas. ([www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm))

According to the Ministry of Education, “the formal process for the development of provincially prescribed curricula includes both an Internal Review and an External Review of draft material during the curriculum development process. The Internal Review involves soliciting feedback from individuals and groups within the Ministry of Education. The External Review involves soliciting feedback from members of the general public and from other government ministries in which there is expertise relevant to a particular curriculum under development/revision.” ([www.bced.gov.bc.ca/irp/draftcurriculum\\_process.htm](http://www.bced.gov.bc.ca/irp/draftcurriculum_process.htm))

#### Curriculum Development: Manitoba

In developing curricula, Manitoba follows a process that involves: curriculum development teams, review panels, field validation, authorized provincial use and, continual updating.

A curriculum development team is a working group comprising:

- a departmental project leader/specialist who has expertise in the subject area/course under development, in curriculum planning and design, in pedagogy, in assessment and evaluation, and in leadership skills.
- a qualified writer(s)
- exemplary classroom teachers and scholars who work extensively in the subject area/course under development.
- Curriculum development team members are selected through a nomination process.

A curriculum development team is responsible for:

- gathering and coordinating all relevant research (e.g., curricula in other jurisdictions, subject area/course content, learning theory, and evaluation tools)
- receiving and assessing information from educational partners such as scholars, industry representatives, parents, and educational organizations and associations
- developing and writing documents, taking into consideration all relevant research, expertise, and

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departmental requirements

- revising/evergreening curricula

Review panels comprise educational partners who are invited by the department to provide feedback to drafts of a document at various stages in its development. Educational partner representation is coordinated by the project leader and may include

- representatives from various governmental departments/branches
- representatives from educational partners such as business, industry, labour, manufacturing, and communications
- representatives from professional organizations
- representatives from postsecondary education and training institutions
- representatives from Advisory Councils for School Leadership through the Manitoba Association of Parent Councils and the Fédération Provinciale des Comités de Parents

Feedback from review panels is used to improve the document under development.

### **Curriculum Development: Ontario**

The Ministry of Education sets curriculum policy and defines what teachers are required to teach and students are expected to learn in each grade and subject. A consistent, province-wide curriculum is thereby ensured. However, teaching and assessment strategies are left to the professional judgement of teachers, enabling them to address individual student needs and deliver the curriculum in a context that is locally meaningful. ([www.edu.gov.on.ca/eng/parents/faq-parents.html#schools3](http://www.edu.gov.on.ca/eng/parents/faq-parents.html#schools3))

Ontario follows a cyclical curriculum review process to “ensure that Ontario’s curriculum adapts to the changing world around us, reflects advances in our knowledge of teaching, learning, and child development, and continues to meet the needs of Ontario students”. The process involves “extensive research and consultation, and the development of revised curricula by writing teams drawn from school boards across Ontario”. A Curriculum Council, has also been introduced. “The Curriculum Council is a group of knowledgeable community leaders and education experts who advise the Minister of Education on elementary and secondary school curriculum, through academic research, comparisons to other provinces, and provincial consultations. The council reviews a wide range of topics at the request of the Minister of Education and is supported by a working group of experts on each selected topic.” ([www.edu.gov.on.ca/curriculumcouncil/shapingSchools.pdf](http://www.edu.gov.on.ca/curriculumcouncil/shapingSchools.pdf))



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### **Curriculum Development: Nova Scotia**

Under the auspices of the Atlantic Provinces Education Foundation, development of Atlantic common core curricula follows a consistent process. Each project requires consensus by a regional committee at designated decision points; all provinces have equal weight in decision making. Each province has established procedures and mechanisms for communicating and consulting with education partners, and it is the responsibility of the provinces to ensure that stakeholders have input into regional curriculum development.

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### Appendix G: Example of Issue Framing in Curriculum Documents

Business Education	What is the central focus of the course? How are central issues framed?	What perspectives are dominant in course?
B.C.	Business is the process by which individuals, organizations, and societies interact to improve their economic well-being through the exchange of products, services, and ideas. The ability to make individual decisions based on choice is essential to this process. (p. 1)	According to the course introduction, the perspectives of small business, corporate business, workers, labour unions, and entrepreneurs considered. Attention is given to employee, employers, consumers 'viewpoints'. (p. 2)
Manitoba	<p>As has been noted in the Manitoba provincial case study, this course offers little by way of introduction, rationale or goals. This seems to be common with older courses in Manitoba.</p> <p>This course differs slightly from those considered in other provinces in that it does not set out of define business or business activity, rather the focus is on the relationships that exist in business. The course sets out to discuss how "we are all interdependent parts of a [business] system. The primary relationship emphasized is the employer-employee relationship.</p>	<p>While there is a commitment in this course curriculum to discussing employer and employee needs, the dominant focus remains on the employer's perspectives. The first reference to this is found in the statement "Encourage students to describe qualities that they would ask of their staff." Thus, very on in the course students assume the perspective of the employer. Even in the section entitled "employee needs and contributions", employee perspectives are couched in language that places the focus on assessing one's personal skills and attributes. Rather than on employee's perspectives on their treatment by employers or workplace democracy.</p> <p>However, this course is the only one to consider the different types of workplace relationships that exists in different forms of organisation (e.g. in corporations vs. in cooperatives).</p>
Ontario	<p>Business activity affects the daily lives of all Canadians as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of Canadians, and on the environment in which they live and which future generations will inherit.</p> <p>Young people need to understand how business functions, the role it plays in our society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future. (p. 3)</p>	<p>Engaging in the world of business involves studying individuals, communities, and organizations, assessing their needs and problems, and generating solutions. (p. 3)</p> <p>It helps students to recognize the relevance of these subjects as they are applied in the world of business – for example, in the study of individuals and diverse communities; in helping people with their needs challenges, and problems; and in creating products and services that help to improve the quality of life. (p4)</p> <p>The business studies curriculum is designed to help students acquire the habits of mind that are essential in a complex democratic society characterized by rapid technological, economic, political, and social change. These include respect and understanding with regard to individuals, groups, and cultures in Canada and the global community, including an appreciation and valuing of the contributions of Aboriginal people to the richness and diversity of Canadian life. They also involve respect and responsibility for the environment and an understanding of the rights, privileges, and responsibilities of citizenship. P 25</p>

## Appendix/Annexes

<b>Business Education</b>	<b>What is the central focus of the course? How are central issues framed?</b>	<b>What perspectives are dominant in course?</b>
Nova Scotia	<p>Atlantic Canada is changing. The economy is becoming more technologically oriented, placing higher demands on both management and employees. High school graduates must develop transferable skills and meet new standards for employability skills as they enter the workplace.</p> <p>Constant change in our social and economic environments imposes increasing demands on the individual. Most students will experience at least four or five career changes during their working years. They will require flexibility; positive attitudes; strong communication, problem- solving, and decision-making skills; and aptitudes for lifelong learning. Business education can provide tools they will need to manage their lives and careers.</p> <p>Business Management 12 is designed to reflect change in economic and business environments and to develop students' analytical, problem solving, and communication skills through an understanding of how companies operate and are managed from both employer and employee perspectives. The course focusses on active, experiential learning and on developing the knowledge, skills, and attitudes required to identify opportunities and meet the challenges of the business environment. (PSP, p. F-4)</p>	<p>According to the course rationale, the course considers business management from the perspective of employers and employees. However, the course rationale is also set up so that students are trained to "meet the challenges of" rather than challenge or change the existing business environment. In this way, the course reflects a status quo attitude.</p> <p>In other places in the curriculum, students are encouraged to consider the impact of business on the community- suggesting the perspective of community is also considered in this course.</p>

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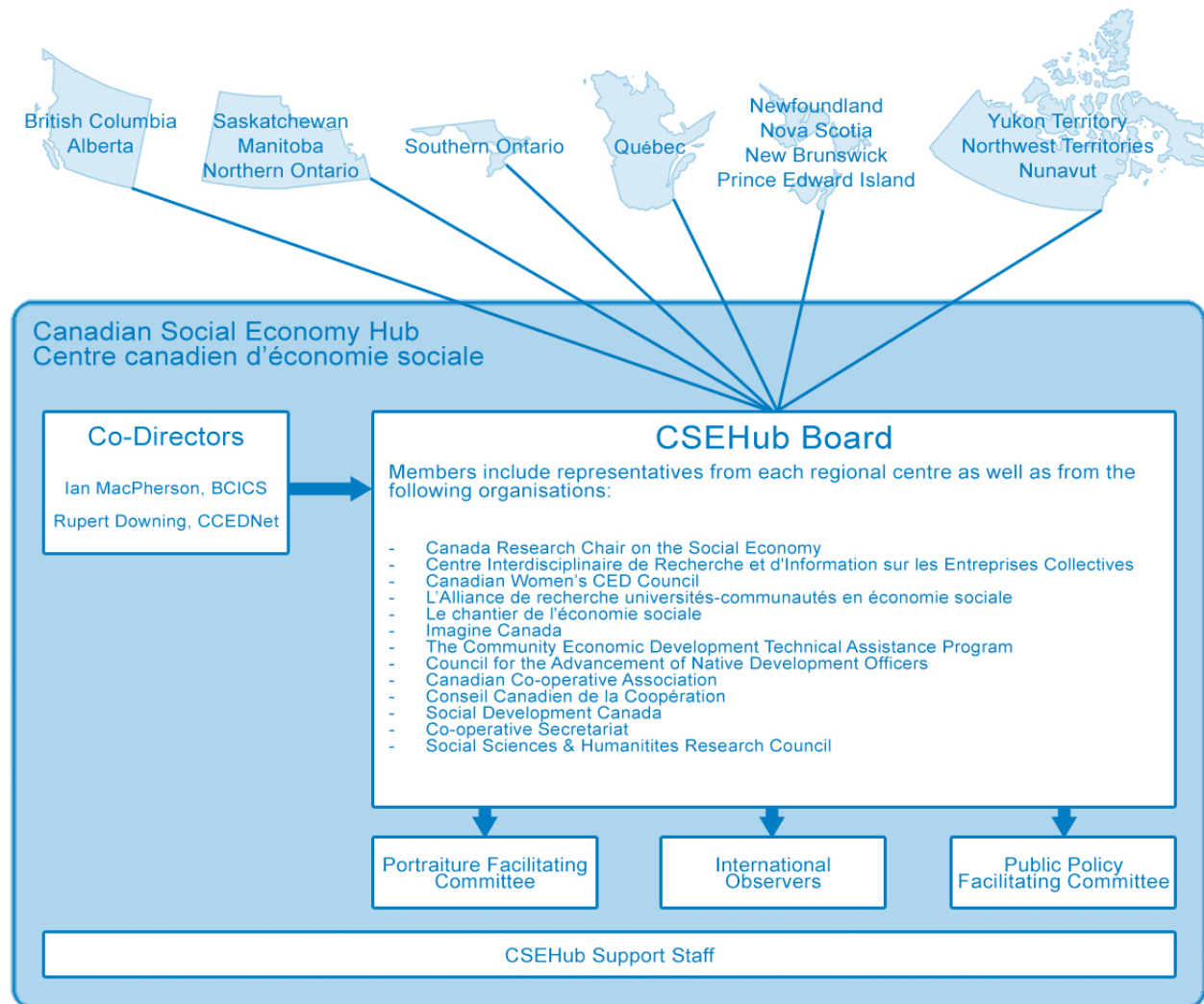
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