

Textbooks Economical With Words About Co-ops

Jack Quarter, Daniel Schugurensky, Erica McCollum and Laurie Mook (excerpt from the *Toronto Star*, September 5, 2007)

A recent study conducted through the Social Economy Centre at the University of Toronto raises questions about the narrow focus of business and economics textbooks in Ontario's high schools. The research by professor Daniel Schugurensky and MA student Erica McCollum of OISE/University of Toronto, examined the contents of 22 business textbooks containing 11,375 pages currently used in Ontario high schools.

In general, these textbooks had very little about non-profits and co-operatives. When

all of the materials referring to co-operatives were totalled, they amounted to 35 pages, or 0.3 per cent of the 11,375 pages in the 22 books. For non-profits, this amounted to 107 pages, or 0.9 per cent of the total pages. In other words, there is not a lot about these types of organizations within the business texts used in Ontario high schools.

Do these types of organizations have a place in business textbooks and business programs?

Although they are not the mainstream of the economy, they employ and train people, create economic growth, provide social support, foster community development,

and have valuable assets.

Furthermore, they mobilize large numbers of volunteers who contribute to these organizations but whose contributions are typically ignored in conventional accounting.

These organizations are critical to our diverse Canadian landscape, yet the business and economics textbooks of our high-school students and future leaders are strikingly silent about them.

To find the complete story: http://sec.oise.utoronto.ca/project_pages/project_19.php.

A School Co-operative in British Columbia: Why Just One?

Pascale Knoglinger, CED Agent, SDECB (2008)

As spring manifests its colors, 10 Francophone BC youth, aged 16 to 18, are about to celebrate their 4th month operating a school co-operative at Victor Brodeur School in Victoria. The school co-op is one outcome of a new program at Victor Brodeur called "Jeunes coopérateurs du monde" or young world cooperators. Since September 2007, the students' classes, 4 times each week, focus on learning about co-operatives, principles of business, fair trade, locally supported agriculture, genetically modified foods, communications, how to govern and manage their enterprise, and much more. The student group has grown proud of and deeply involved with their venture.

The concept of the school co-operative - summer student worker co-operatives or youth services co-operatives, student-led co-operatives that sell school supplies to their school, or in our case, a student-led worker co-operative "retail store" selling certified fair trade and organic products - is not new by any means. In Québec and Britain, many school co-operatives have been implemented and have been able to demonstrate success. We wondered if we could do it here and could not find reasonable explanations regarding why we, in BC, did not have school co-operatives.

From our experience, successfully implementing a school co-operative can be

relatively simple. The ingredients needed might make it appear a little difficult, but it is important to keep in mind that those ingredients exist in most, if not every, community: a dedicated school principal, involved and caring parents, a teacher interested and passionate about world affairs, and a non-profit organization with co-operative development skills and knowledge.

Note: the Victor Brodeur school co-operative is not currently operating as no teacher has been able to take on the task of supervision. It is hoped that the co-op will begin operating in 2010. Information about the co-op and how to create co-operatives in schools can be obtained from the author (pknoglinger@sdecb.com).

Regional Research Centres

Social Economy and Sustainability Research Network
www.msvu.ca/socialeconomyatlantic

L'Alliance de recherche universités-communautés en économie sociale (ARUC-ÉS) et le Réseau québécois de recherche partenariale en économie sociale (RQRP-ÉS)
www.aruc-es.ca

Social Economy Centre
sec.oise.utoronto.ca

Linking, Learning, Leveraging: Social Enterprises, Knowledgeable Economies and Sustainable Communities
www.usaskstudies.coop/socialeconomy

Social Economy Research Network of Northern Canada
dl1.yukoncollege.yk.ca/sernnoqa

BC-Alberta Research Alliance on the Social Economy
www.socialeconomy-bcalberta.ca

The Canadian Social Economy Hub www.socialeconomyhub.ca

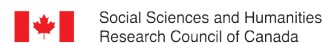
The Canadian Social Economy Hub (CSEHub) is located at the University of Victoria and is co-directed by Ian MacPherson and Rupert Downing. CSEHub undertakes research in order to understand and promote the Social Economy tradition within Canada and as a subject of academic enquiry within universities.

CSEHub is a Community-University Research Alliance (CURA) between the University of Victoria, represented by its principal investigator, and the Canadian Community Economic Development Network (CCEDNet), represented by the designated co-director. CSEHub is directed by the two organizations and their representatives, with the advice and input of a board of representatives of regional nodes and national partners of the Canadian Social Economy Research Partnerships (CSERP).

Questions? Please Contact Us!

Annie McKittrick, Manager
(250) 472-4976
secoord@uvic.ca
www.socialeconomyhub.ca

Canadian Social Economy Hub
University of Victoria, TEF 214
2300 McKenzie Avenue
Victoria, BC V8P 5C2



The Role of Education in Promoting the Social Economy in Canada

WWW.SOCIALECONOMYHUB.CA

What is the Social Economy?

There are many definitions used by practitioners and others interested in the Social Economy. The Canadian Community Economic Development Network (CCEDNet) National Policy Council has the following definition:

"The Social Economy consists of 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
- Primacy of persons and work over capital
- Based on principles of participation, empowerment.

The Social Economy includes: social assets (housing, childcare, etc), social enterprises including co-operatives, credit unions, equity and debt capital for community investment, social purpose businesses, community training and skills development, integrated social and economic planning, and capacity building and community empowerment. The Social Economy is a continuum that goes from one end of totally voluntary organizations to the other end, where the economic activity (social enterprise) blurs the line with the private sector."

To provide a context for studying the Social Economy, the Social Sciences and Humanities Research Council of Canada introduces the Social Economy as follows:

"In recent years, in both North America and Europe, there has been increasing interest in what is known as the 'Social Economy,' for which some authorities use the term 'community economic development.'

The Social Economy refers to those enterprises and organizations which use the tools and some of the methods of business, on a not-for-profit basis, to provide social, cultural, economic and health services to communities that need them. The social economy is characterized by cooperative enterprises, based on principles of community solidarity that respond to new needs in social and health services, typically at the community or regional level.

Social Economy enterprises exhibit distinctive forms of organization and governance such as worker co-operatives and non-profit organizations. Such organizations produce goods for and deliver services to the public."

Sarah Amyot and Annie McKittrick

Education policy is a part of building a supportive environment for the Social Economy that is gaining more attention. The Canadian Social Economy Research Partnerships are supporting research in this area by producing a series of papers that focus on the relationship between the Social Economy and education. These papers build on a paper supported by the Social Economy Centre in Toronto (Southern Ontario Node) on the portrayal of the Social Economy in high school business textbooks (Schugurensky, McCollum, 2007). Four papers explore the Social Economy content found in the student learning outcomes for students in grades 10-12 in B.C. (Cormode, Smith and McKittrick, 2008), Manitoba (Amyot, Smith and McKittrick, 2009), Nova Scotia (Amyot and McKittrick, 2009) and Ontario (Fung and Schugurensky, forthcoming). A fifth paper compares the findings of these case studies across provinces and provides interested parties with a 'snapshot' of the state of education about the Social Economy nationally. These papers provide researchers and Social Economy actors with a picture of what students in each province are learning about the Social Economy and make a number of recommendations about how to improve education about the Social Economy. Researchers found that overall, the direct representation of the Social Economy is low, but that there is immense potential to improve on this.

These studies provide further resources for comparison, knowledge-sharing and analysis with other research centres 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.

The Case Studies: What Did We Learn?

Sarah Amyot and Annie McKittrick

Researchers have found that education about the Social Economy is strongest in provinces that already have clearly articulated and comprehensive policy frameworks supporting the Social Economy. Nova Scotia has gone furthest in developing the link to education by creating a curriculum supplement on Community Economic Development for grade nine classrooms. Researchers also suggest that in provinces with a weaker policy environment and less of a Social Economy tradition, education policy could play an important role in strengthening the sector.

We know that youth are already involved in the Social Economy. In fact, 37% of youth aged 15-19 volunteer, making them the most likely age group of any to volunteer (Canadian Centre for Philanthropy, 2003). However, youth cite a lack of information and 'not being asked' as barriers to participation. Stronger education and opportunities for critically informed volunteering (in the form of service-learning) can support increased involvement and a sustained commitment to volunteering and the Social Economy over the long run.

The Social Economy, including the voluntary sector is 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 be provided the skills needed to work in this sector. This will better prepare youth for their future and strengthen the Social Economy in the future.

Throughout this research we argue 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. However, many of the references we refer 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.

Visit: www.socialeconomyhub.ca to find the full paper, available soon.

Does Required Volunteering Work?

This article is an excerpt from a Factsheet by Paulette Padanyi, University of Guelph; Mark Baetz and Steven D. Brown, Wilfrid Laurier University; Ailsa Henderson, University of Edinburgh, and outlines some results from Ontario's High School Community Service Program.

Growing recognition of the existence of the Social Economy has highlighted the important role of the voluntary and not-for-profit sector in what was once largely the domain of public and private entities. As governments have come to appreciate this sector's contribution to healthy communities, they have also grown concerned about steeply declining levels of civic engagement among young people – the very people who in coming decades will be responsible for sustaining the Social Economy. Ontario, like many jurisdictions, responded by introducing a compulsory 40-hours of public service into the high school curriculum. In three different studies, Padanyi, Baetz and Brown explored the effectiveness of this approach and whether it carried over into students' lives after high school.

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 the voluntary sector 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 results. The Ontario program needs to acknowledge that many students enter high school with prior 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. There are several reasons for these outcomes and researchers make a number of suggestions as to how the program could be improved.

This research pointed to the need to better educate students and all stakeholders about the goals and objectives of mandatory community service in high school. This might best be achieved by positioning the program as a form of "community service learning" (CSL). Positioning the high school requirement as CSL could elevate the exercise in the minds of all stakeholders – students, parents, school officials and teachers, and the Ontario Ministry of Education.

To find the full factsheet, visit:
sec.oise.utoronto.ca/english/pdfs/factsheets/factsheet23F.pdf

Facilitating Transformation in Education: Promoting Teaching of the Social Economy

Janel Smith and Annie McKittrick

This project considers the role of transformative learning with a view to encouraging and promoting teaching of the Social Economy (SE) in schools. Transformative learning is essentially about educating for citizenship, helping to mold, transform and inform learners about the values of active citizenship through approaches to educating and learning.

This paper examines the interconnections between concepts associated with the Social Economy and those of transformative learning, emphasizing how more transformative and inclusive learning environments are fostered through a socially responsible citizenry. This emphasizes that civil, civic and citizen education are imperative to the development of the political and social identity(ies) of a nation and to the deepening of democracy.

Various programs and tools already exist that utilize Social Economy concepts and practices and focus on ways to educate with a view to facilitating transformative learning...and to work for the greater inclusion of Social Economy content in schools. This includes: practicum's, co-operative placements, service and experiential learning, arts-based approaches, career training classes, and career fairs held in partnership with Social Economy practitioners/actors.

In the end however, simply teaching 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. This is the essence of transformative learning.

To find the full-paper, visit: www.socialeconomyhub.ca

Community-based Schools: Walking the Talk

Community schools can be an effective way to connect educational outcomes to the Social Economy. Community-based schools recognize the school as a centre of the community and harness its resources to benefit the community as a whole. The example of William Whyte school in Winnipeg, Manitoba is that of a school that is 'walking the talk' in this regard.

Excerpt from Hunter, H (2000) In the Face of poverty: What a community school can do. In Silver, J. (ed) Solutions that work: fighting poverty in Winnipeg.

Nova Scotia: a Model for Other Provinces?

Compiled by Sarah Amyot

For over ten years, students in Nova Scotia have been learning about Community Economic Development (CED) as an integrated part of the grade nine social studies curriculum.

"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, Nova Scotia's 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 economic conditions and opportunities and expand the involvement of local CED groups, co-operative leaders, and business people in school learning programs" (http://ced.gov.ns.ca/main/ced_educ/grade9/grade9.htm).

The result of this collaboration is

William Whyte Community School is located in one of the poorest urban neighbourhoods in Canada. It is an inner city school serving 325 children and youth from nursery to grade eight. The overwhelming poverty in Winnipeg's inner city is a major obstacle to the educational achievement of these children.

Community-based schooling as it was practiced at William Whyte from 1992 to 1999 was based on the assumption that the local school is an important site for community development initiatives. Community-based schooling starts with the local school, but it extends to the development of the community that the school is intended to serve. Thus approach considers the local school as, in effect, a form of capital that can be used to support children and families and to strengthen the local community.

At William Whyte school we did this in two ways. The first had to do with the implementation of community economic development strategies intended to strengthen the neighbourhood economic base. The second had more to do with community education and the use of school resources to create for the member of the community more opportunities for voice, sense of agency and responsibility for action as the means to promote individual development and collective strengthen of the community.

Teaching Fair Trade in Schools

Compiled by Sarah Amyot

Remember those steaming cups of hot chocolate you slurped up after a freezing recess? Or the bananas you bought from the canteen at lunch? Or that back pack you lugged around with you? Now what if all these were Fair Trade products and what if you could get them right at your school. Increasing the number of fair trade products used by schools is the goal of a number of initiatives. Not only do these campaigns have a material impact by increasingly the amount of fair trade product out there and its visibility, they are an excellent way to help education school-age children about the benefits of Fair Trade and the Social Economy more broadly.

Interested in learning more about how you can make your school Fair Trade friendly? Equal Exchange has developed a fair trade curriculum called *Win Win Solutions: An Introduction to Fair Trade and Cooperative Economics* that is free for download at: www.equalexchange.coop/educationaltools.

Check out Fair Trade Manitoba for more information about other Fair Trade educational tools and downloads.

"Community Economic Development: A curriculum supplement for Atlantic Canada in the Global Community." The supplement connects students to the rich history, accomplishments and many current examples of CED in Nova Scotia with the idea of incorporating them as active 'citizen partners in CED' and it does so by integrating CED learning outcomes with the already existing social studies outcomes, thus highlighting the holistic nature of CED.

Nova Scotia is clearly a leader in making the

connection between educational outcomes, a strong policy environment and, youth participation in the Social Economy. We know from Nova Scotia's example that it is possible to incorporate Social Economy concepts into the curriculum, it is now time for other provinces to follow suit.

The full "Community Economic Development: A curriculum supplement for Atlantic Canada in the Global Community" is available from: http://ced.gov.ns.ca/main/ced_educ/grade9/page1.ht

RESOURCES

The Otesha Project: a youth-led initiative to educate about sustainability, www.otesha.ca

The Coady International Institute: leadership and community development education, www.coady.stfx.ca

Canadian Alliance for Community Service-learning: Students, educators and communities building partnerships to learn from each other while working together to strengthen individuals, communities, and society, www.communityservicelearning.ca/en

Fair Trade Manitoba: a member based organisations that promotes Fair Trade in Manitoba, and includes educational resources about Fair Trade, www.fairtrademanitoba.ca

Sousa, J. (2009). Educating for the Social Economy. In Living Economics: Canadian Perspectives on the Social Economy, Co-operatives, and Community Economic Development J.J. McMurtry (Ed.) Toronto: Edmond Montgomery Publications.

Stoecker, R. and Tryon, E. (Eds.). (2009). The Unheard Voices: Community organizations and service learning. Temple University Press.

Ontario Institute for Studies in Education, University of Toronto Presents: "Student Co-operatives" Wednesday October 21, 2009, Noon - 1:30 pm. 252 Bloor St. West, Toronto Room 12-199 For information, please contact: Lisa White, secspeaker@oise.utoronto.ca

This event will also be webcast live on the Internet. Please see website for detailed instructions: <http://socialeconomy.utoronto.ca>

The Otesha Project: Sustainability in Action

Jocelyn Land-Murphy and Jessica Lax met in Kenya in January of 2002 when they were both 21 and studying sustainable development in a traveling field school. Like so many others, their experiences left them overwhelmed with the inequality between life in North America and the lives of many Kenyans. They were sickened by the excess that prevailed in their home country, and by the blinders that they, and their fellow citizens, had in place – blinders to inequality in resource allocation, and to the global effects of their consumer society.

Out of this experience they decided to take action, creating the Ontario-based, Otesha project (meaning 'reason to dream' in Swahili) to mobilize youth to create local and global change through their daily consumer choices. Today, the Otesha project does 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. (www.otesha.ca)