

**Developing a National Framework for Assessing Social Economy Content in
Canadian Senior Secondary Schools**

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ABSTRACT

The 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 for a number of provinces. This paper expands on past works by extending the scope of the research to the national level and investigating the extent to which aspects of the Social Economy are present across a number of subject-areas. It builds on a pilot study previously undertaken by the CSEHub and presented at the ANSER conference in 2008 that assessed the Social Economy content in curriculum documents for senior secondary school courses taught in British Columbia (BC) secondary schools.

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 the paper explores perspectives that are emerging from the data with respect to the development of a national analytical framework that evaluates Social Economy content in Canadian curricula. The national framework will aid in the development of practical tools that are directed at aspects of curricula where it is determined that Social Economy content can most easily be integrated into the curriculum.

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 will provide a foundation for the development of a theoretical framework that begins to address the linkages between public policy supports for the Social Economy and other related areas such as the influence of community “values”, teacher exposure to the Social Economy and the role of parental knowledge of the Social Economy on what is taught in the classroom. 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.

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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 McKitrick, 2008), Manitoba (Amyot, Smith and McKitrick, 2009), Ontario (Fung and Schugurensky, forthcoming) and Nova Scotia (Amyot and McKitrick, forthcoming). This paper expands on past works by extending the scope of the research to the national level and investigating the extent to which aspects of the Social Economy are present across a number of subject-areas. This paper further provides a theoretical foundation for future phases of this study that explore how Social Economy material actually being taught and understood in the classroom. Future phases of the study involve conducting focus group interviews with teachers in each of the provinces/territories who teach in the various disciplines explored in the curriculum study. A later proposed phase includes a survey of graduated high school students as to their understanding of understanding of the Social Economy. Thus, this paper draws on available literature to develop a framework from which effective classroom practices can be further explored.

The Social Economy is defined by the Canadian Social Economy Research Partnerships as:

... 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...these goods and services include

childcare, recycling, tourism, culture, producing goods for market, as well as financial institutions such as credit unions and the evolving social economy finance sector...More broadly, the Social Economy provides goods and services to the wider community as part of a commitment to sustainable development as demonstrated, for example, by the large number of Social Economy enterprises involved in fair trade and socially responsible production. (2007, p. 3)

The paper considers similarities and differences in teaching about the Social Economy across provincial curricula as well as, 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 Canadian high schools?

Drawing from the findings of the case studies the paper explores perspectives that are emerging from the data with respect to the development of a national analytical framework that evaluates Social Economy content in Canadian curricula. The national framework will aid in the development of practical tools that are directed at aspects of curricula where it is determined that Social Economy content can most easily be integrated into the curriculum.

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 draws on the experiences of other movements for curricular change, most notably in the area of citizenship education to develop common “best practice” themes, both in terms of the development of curricular materials and in terms of pedagogical practice. In doing so, this paper

provides a foundation for a theoretical framework that addresses linkages between public policy supports for the Social Economy and other related areas such as classroom connections to ‘community issues’, teacher exposure to the Social Economy and the role of long term Social Economy-educator partnerships on what is taught in the classroom. 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.

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

The Canadian Social Economy Research Partnerships (CSERP):

The Canadian Social Economy Research Partnership is composed of 6 regional research nodes (Northern, BC/Alberta, Prairies and Northern Ontario, Southern Ontario, Québec and Atlantic) and a national Hub located at the University of Victoria. The Hub is a community university research alliance between the University of Victoria and the Canadian Community Economic Development Network (CCEDNet) funded by a five year Social Sciences and Humanities Research Council grant. The mandate is to build collaboration between researchers and practitioners to better understand and encourage local initiatives at the local, provincial and

national levels so that the Social Economy and its related approaches will be more widely understood and applied in Canada.

The Provincial Pilot 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 the starting place from which to develop all of their lessons and assessment tools. Learning outcomes are also an appropriate unit for analysis because, unlike some of the existing ‘higher level’ policy statements (e.g. curricular ‘perspectives’ in Manitoba, Common Essential Graduation Learnings in the Atlantic provinces), Learning Outcomes are statements that are both close to students’ experiences and course specific. 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, 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 use by those interested in shifting public policy in the area of the Social Economy. 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

stands alone and will be made available to interested parties in the respective provinces and on the CSE Hub website.

REVIEW OF THE LITERATURE

Traditional approaches to education have been critiqued for upholding rather than challenging existing power relations and the status quo (Bickmore 2006; Sears and Hughes, 1996) As Shaheen Shariff argues:

Canadian schools provide a context in which educational exchange of cultural, moral, religious, and language differences has the potential to enrich students' lives.

This milieu can also produce an environment where competing rights, discrimination, and the exclusion of some students is a reality (2006, p. 477).

While significant efforts to make curriculum more reflective of the diversity of student experiences and backgrounds are underway in many jurisdictions, much of the existing curriculum continues to reflect the 'norms' of dominant society, portraying all other ways of being as exceptions or aberrations from the 'norm'. As Kathy Bickmore (2006) notes, "Public schooling, a project of the state, has a built-in mandate to legitimate the existing (inequitable) social order" (p. 361). Outcomes based learning in particular, has been criticized for reinforcing a didactic style of education that minimizes opportunities for active student involvement with the course material. 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). Further, outcomes-based learning is problematic for those interested in the transformative potential of education because, "values and attitudes ...are not easily included in an outcomes driven framework because they are not easily

reduced to elements specified in terms of indicators and measures. (Lawson cited in Davies, 2006, p. 18).

However, Bickmore (2006) also notes “competing discourses and goals coexist (often embedded in the same curriculum documents), and are brought to bear on every aspect of schooling” (p. 360; see also: Zeiger, 2000). Thus, while the current political economy of education in Canada seems to be one driven by a conservative agenda toward global competitiveness, there also exists a counter current emphasizing values of interdependence, activist citizenship and student engagement in the curriculum. 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).

With this in mind, this paper starts from a belief that education has the potential to both constrain and advance socially transformative goals; goals that can only be achieved through curricular reform and updated pedagogical practice. In what follows we draw on existing research to set out a theoretical framework for the achievement of education that is socially transformative. One of the central purposes of this paper is, thus, to set out a vision of how education can act as a vehicle in which to transform society and foster a greater understanding and embracing of the values and principles of the Social Economy to make societies more socially just and equitable. This vision of education, we believe, is the best way to teach about the Social Economy in ways that are meaningful and engage students with the values and practices of the Social Economy over the long term.

Transformative Learning

In the following section we review some of the existing literature and ‘best practices’ on transformative education. This section is, at once, meant to be both theoretical and practical. As such, some of the identified barriers and supports to teaching transformatively are discussed. These points form the basis for our later analysis and recommendations.

In a forthcoming paper, Smith and McKittrick argue that transformative learning is an important pedagogical strategy to teach about the Social Economy because “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” (forthcoming, p. 5). Simply put, they argue, “transformative learning is a process of seeking to ‘get beyond’ a pre-occupation with the attainment of factual knowledge in the classroom and to instead recognize the potential to be changed or transformed through learning in meaningful ways” (p.7). Thus, transformative learning is an important strategy to help students deconstruct current social, political and economic norms and also to imagine how they might be different. As a teaching strategy that engages students in extensive critical thinking and (self) reflection, transformative learning can help students see themselves as an agent of change over the long term.

While transformative learning is a theoretical approach to pedagogical practice, it can be hindered or supported in very real ways, some of which are discussed below.

Community connectedness

The benefits of community involvement in schools have been widely documented. For example, in a study of community partnerships in schools, researchers found that school-community partnerships 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 despite the benefits of school-community partnerships for students of all ages, the “greatest energy and success for increased community involvement” is found at the elementary school level; secondary schools they note “lag behind” (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” (p. 2, italics added). Several other authors have noted that critically informed service learning (Davies, 2006; Kahne, Chi, & Middaugh, 2006; Smith and McKittrick, forthcoming), connections to local community issues and students’ lives (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). To this list, we would also add efforts, often referred to as the “community schools movement”, that seek to integrate schools into the community in a more holistic way. Community schools efforts are important as they can improve student educational achievement, improve community conditions and model Social Economy values. These points are returned to later in the paper, as we consider how each of the provinces under study takes up these ideas.

Teacher supports

A number of supports for teachers are also required to assist efforts to educate transformatively and about the Social Economy. In the study, entitled *Charting Global*

Education in Canada's Elementary Schools: Provincial, district and school level perspectives, Mundy et al. (2008) consider the depiction of global education in five Canadian provinces. The authors found that overall there is keen interest and energy for teaching about global education at the educator or school level, but efforts to teach about the topic in a more systemic way were hampered by several key barriers. In particular, researchers identified the following barriers to global education:

- Overly strong focus on language arts and maths and a corresponding lack of time allocated to teaching about other subjects;
- Lack of support for professional development and teacher education on these topics, and a lack of consistent communication about those that do exist (see also: Davies, 2006), and;
- Limited opportunity for information sharing between schools (see also: Davies, 2006).

Other studies have supported these findings, and also noted other barriers to teaching in these areas, including: a breadth of learning outcomes that forces teachers to cover certain elements of the curriculum and not others (Evans, 2006); limited availability of teaching resources and limited relevance of additional materials provided by civil society partners (Davies, 2006), and “a lack of time to develop ideas, assist in developing initiatives or to disseminate learning from previous work with practitioners” (Davies, 2006, p. 15). Further, without these supports, studies have demonstrated that teachers may shy away from controversial issues or engaging with systemic injustices in favour of approaches that deal with a more surface level engagement with diversity and personal rather than systemic change (Bickmore, 2006; Davies, 2006).

The role of teachers in educating about the Social Economy is also of extreme importance because, as many have pointed out “what teachers know and do is one of the most important

influences on what students learn” (Darling-Hammond cited in Evans, 2006, p. 412). As Kane et al. (2006) emphasize: “the curriculum by itself does not guarantee change. The ways teachers use the curriculum, what they emphasize and how they do it is also very important (p. 398). The challenge comes in the need for educators, themselves, to be exposed to Social Economy discourse amidst a public policy environment that promotes individualistic, capitalistic and “get rich” approaches to living and participating in communities. Schugurensky (2007) alludes to this point when he notes that:

Today, the typical textbook in North America does not even recognize co-operatives as a form of business organization. This is intriguing, to say the least, because if you go to the official website of Industry Canada, you will see that Corporations Canada includes Business corporations, Sole Proprietor, Partnership, not-for-profit organizations and co-operatives. Hence, there is some incongruence between the Canadian business reality and what students are learning in schools (p. 4).

Others have also commented on the important role that educators play in covering progressive topics even where content is not integrated into the official curriculum. In fact, it has often been a few dedicated educators that have been instrumental in achieving curriculum reform (Mundy et al., 2008). These points all suggest the importance of future research into teachers’ perspectives on the Social Economy and into what teachers themselves are taught. A study to establish a baseline in these areas would be useful to future efforts.

Thus, from our review of the literature, we conclude that several strategies are required to improve the scope and quality of education that students receive about the Social Economy, they are:

- Pedagogical strategies to support transformative learning;

- Strategies to support teachers, and;
- Strategies to improve the content of the official curricula.

We for this study draw upon these insights in our own work by pointing out examples where the curriculum logically supports some of these ‘best practices’ and others where it seems to actively work against. However, because of our desire to paint a picture of the state of Social Economy education nationally, researchers in this study have chosen to focus our analysis primarily at the policy (or curricular) level.

METHODOLOGY

This paper builds on the research undertaken in the provincial case studies and expands the analysis by comparing information across provinces and, by considering a broader set of curricular information than previously analyzed. Researchers for this study continued to employ a discourse analysis methodology, agreeing with Partridge (2006) that discourse analysis,

...considers the ways that the use of language presents different views of the world and different understandings. 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).

Thus, discourse analysis is a suitable methodology for a paper that seeks both to understand and shift the type of education that students receive in high school.

Some efforts by the Council of Minister’s of Education of Canada (CMEC) have been undertaken to develop national protocols and curriculum. However, these efforts have been primarily focused in the areas of science education, national languages and student assessment. In fact, according to CMEC (2009): “While there are a great many similarities in the provincial

and territorial education systems across Canada, 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” (p.p.). At the regional level, efforts at curriculum standardization have also been focused on the areas of science, math and literacy. Thus, researchers first reviewed the courses analyzed in each province and identified courses that are similar across the provinces for closer inspection. Five courses in each province were indentified, three of which are considered in this paper. Courses were identified across grade level and subject areas, in: Business Education, Social Studies, and Career Education.

Based on the findings of the provincial case studies, these courses were compared and researchers looked for similarities and differences in the incidence of Social Economy content in each course across the provinces. This analysis also helped to point to key strengths and weaknesses in the presentation of Social Economy content. 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 ($\# \text{ of time indicator is present} / \# \text{ of learning outcomes per course} = \text{frequency}$). 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. Thus potential indicators are just as important, if not more so, than those that are directly or indirectly present.

One challenge researchers faced was difficulty in drawing meaningful insights across such a large number of indicators (41 in total). To address this and, in an effort to present the

data in a way that may be more meaningful to researchers and Social Economy actors, the researchers then went back to the original list of Social Economy indicators and grouped them according to categories that were themselves drawn from the literature: *overarching strategies*, *forms of organization/specific initiatives*, *partnership examples*, *international* (including Quebec) and, references to Social Economy *values*. These categories are themselves reflective of the relative importance given to these areas in the literature on the Social Economy. For example, discussion about values are a very important distinguishing feature of the Social Economy, accordingly, the indicators list used contains numerous examples of Social Economy values. In the analysis we consider both the absolute number of references to indicators in each category and the frequency of references adjusted to compensate for this the unequal distribution of indicators over categories.

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

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.

International (including Quebec): 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 about through specific reference 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 is important because it 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 respective provinces 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 overall is weak in its portrayal of Social Economy concepts, there are ample opportunities for educators to model Social Economy values in the classroom. This analysis also seems to support the conclusion that social and historical values are a determinant in the type of education about the Social Economy that students received. For example, Nova Scotia and Manitoba each give more weight within their curricula to overarching strategies; this is likely reflective of the strong history and contemporary articulations on Community Economic Development (CED) adopted by provincial governments in these provinces.

Researchers then engaged in a third approach to deepen the analysis of these courses. Researchers expanded the scope of analysis to include provincial policy statements, graduation requirements and student expectations to provide a fuller picture of the learning environment and consideration to the pedagogical strategies employed. Based on an initial literature review on transformative learning practices and efforts at curriculum reform in the area of citizenship education (and to a lesser extent, global education), researchers added in the following considerations to the analysis: what opportunities exist for community partnerships in the curriculum and how does the curriculum connect to students' real life experiences? This analysis is important because it helps to better explain why course material in certain provinces may be

better suited towards teaching about the Social Economy and suggests some best practices that should be considered in other provinces.

Lastly, researchers considered the following questions: how is the course subject framed?/what is the rationale for the course?; whose perspectives are most prominent in the course material?

Limitations of the methodology

As with any research, the project set out here is limited in terms of time, resources, method and focus. 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 Quebec has not been included in the provincial case studies. Given the unique culture and Social Economy in Quebec, this should be addressed in future research. In particular, researchers may want to consider what role, if any has the education system played in contributing to the strength of the Social Economy in Quebec?

Despite the limited number of provinces considered, this paper still attempts to cover a huge breadth of information, number of courses and indicators. On their own each of these are worthy debate and explication. Take for example Business Education courses; researchers noted repeatedly that Business Education courses reinforce the dominance of corporate, for-profit, sole proprietorship business forms. Co-operatives, non-profit partnerships, social enterprises are business forms that are notably absent from these courses. A case study on this one indicator alone would be a valuable contribution to the state of the research on Social Economy issues. Thus, this paper simply provides a 'snapshot' or 'birds-eye' view of what is happening across provinces, courses and indicators.

Another consideration in methodological discussions relating to this paper is that the provincial case studies have been conducted over a year by a number of different researchers, who have joined or left that project at various times. As many critical methodologists have acknowledged, the ideal 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 has 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 the “curriculum as intended and the curriculum as practiced” (Sears and Hughes, p. 18). While, “official curricula do 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 into the provincial curriculum in Manitoba were exciting, in reality many educators expressed frustration at the lack of support for this new curriculum. Limited opportunities for training, professional development and classroom resources and the general approach to the implementation of the new curriculum were all cited as areas where additional support was needed. Further, many curriculum statements are extremely open ended, leaving ample room for interpretation by educators. This points to the importance of the proposed future phases of this study that is designed to be an exploration of teachers’ views on the relevance of the Social Economy and an analysis of how Social Economy material is actually being taught in the

classroom. This study involves conducting a series of focus group interviews with teachers in each of the provinces/territories who teach in the various disciplines explored in the curriculum study.

RESULTS AND ANALYSIS

Policy level analysis

Drawing on available literature, researchers considered three types of ‘best practice’ across the four provinces under study: approach to service learning, examples of connections to local issues and, evidence of long term community partnerships.

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 organizations work together toward outcomes that are mutually beneficial. (Canadian Alliance for Community Service Learning).

Service-learning has a long history of youth work in the United States but, in Canada, adoption of service learning as a policy direction for youth has occurred more recently and in a more piecemeal fashion. Of the four provinces considered only BC 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). In addition to being the only province to explicitly require community service for graduation, Ontario's statement towards community service also strongly reflects Social Economy values of "civic responsibility" and "strengthening communities". While not a mandatory requirement in Manitoba, the focus of community-service learning in this province also reflects Social Economy values that seek to teach students "civic skills", and to recognize the "needs of others". However, the focus in Manitoba is on "volunteering for worthwhile causes or organisations" and is reflective of an approach that may lead to 'charity-based activities' rather than those activities that foster a deeper understanding of community involvement and reciprocity. In BC 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).. While these three perspectives on service learning: community engagement, charity and employment training are evident in all provinces to greater or lesser degrees, what is interesting is where the strongest focus seems to be placed. (See the Appendices for full provincial statements on service learning). Attention to these differences is particularly important because 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 and reciprocal benefits to student and community in achieving this; while the Canadian Alliance for Community Service Learning notes that these 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).

However, Kahne et al. (2006) also note in their study of Cityworks, an innovative educational program to promote civic values, that despite a focus on service learning, “students’ service experiences were not generally linked to political analysis or action” (p. 402). 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). Thus, connection to local social issues, opportunities for self-reflection and a critical engagement with the issues is of fundamental importance in creating valuable service learning experiences.

Connection to local issues:

The importance of making connections to students’ lives and local issues has been widely documented. 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 note that unfortunately this teaching strategy was also among the least common elements of the curriculum under 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, what seems important are teaching strategies that begin in students’ personal experience and use these to make connections to important local issues. While it is ‘the norm’ 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).

And further that “this curriculum, therefore, has been designed to inform students about CED, its local history, and current status; equip them with the skills and positive attitudes essential to CED initiatives; *and engage them actively in CED undertakings in their own local communities*” (p. iii, italics added). It is perhaps not surprising that this course supplement provides an excellent example of the teaching strategies discussed here, CED after all is a strategy that is inherently rooted in community and with people-in-community. This course supplement provides an example of a strategy for increasing the amount and quality of Social Economy content in school curricula that should be applied in other provinces.

A second example of initiatives that may be useful in assisting students in making connections between local issues and their own lives are special awards or grants for activities that support the Social Economy. The Government of Manitoba, for example, awards grants of \$2000 to schools to “support the planning and teaching of a sustainability-focused unit” (Government of Manitoba, Manitoba Grants for Education for Sustainable Development) and another to support “innovative classroom or school projects” that support citizenship education (Government of Manitoba, Manitoba Grants for Innovation in Citizenship Education). In the past 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, to 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). These awards can be important tools in supporting individual teachers and students whose work supports Social Economy values. 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), in particular, note that in all of the five provinces that are considered in their study, educators 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 would be more effective than focusing on the vertical relationship, with Ministries of Education, for example. Sustained community partnerships imply going beyond simply making Social Economy resources available to educators or organizing one-off events or activities focusing on the Social Economy. We believe that a more comprehensive approach to fostering “community schools” and the mandated involvement of Social Economy actors throughout the curriculum development process are two examples of a more systemic approach to school-community partnerships.

According to the Association for Community Education-BC (2009)

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.

Community schools operate to achieve these goals in a number of ways, 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, for example. In short, community schools are informed by a perspective that sees schools as the ‘centre of the neighbourhood’. Despite the importance of positive community partnerships Levin (1995) notes that, “Schools continue to focus many more resources both on traditional programs and on remediation than they do on proactive work with parents and communities” (p. 220). This seems largely borne out by our own research. Of the provinces considered, only Manitoba and BC had any identifiable policy or programmatic support for community schools. In BC, the School Community Connections Program provides grants to “assist in transforming school facilities into vital, lively hubs for community activities and services” (Government of BC Community Connections Program, 2009). This program is a partnership between the BC Ministry of Education, the Union of BC Municipalities and the BC 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 of the potential of community schools can be found in the work of William Whyte School in the inner city of Winnipeg. 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 principle of William Whyte, refers to the school as a “community-based”, a term she uses 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 argues, “is to contribute to the development of an economic response to the problem of poverty and education” (Hunter, 2000, p. 123). This type of community partnership has immense possibilities to improve the type of education that students receive about the Social Economy as it both teaches about and models Social Economy ideas and values and places an emphasis on the development of long term community partnerships.

Nettles (1991) has developed a taxonomy of four approaches to school-community partnerships: conversion (of students to fit the school model); mobilization (to increase citizen participation in education), allocation (using community resources to strengthen education), and instruction (teaching students about community relations) (cited in Levin, 1995, p. 220). One approach that models both the mobilization and allocation approaches is the practice of ensuring the involvement of community partners throughout the curriculum development process. Institutionalizing this relationship in the curriculum development process can help to ensure that a diversity of perspectives is reflected in the curriculum and can help to solidify relationships between community partners (in this case, Social Economy actors) and the education system. Each of the provinces considered in this study employs a slightly different curriculum development process. While not explicitly covered in this study, we feel it is safe to contend 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 be beneficial to teaching about the Social Economy (See the appendices for list of curriculum development processes).

Lastly, at the level of the local classroom there are a number of opportunities for partnership with community organisations. In previous papers we have argued that many classes lend themselves to such partnerships; guest speakers from Social Economy organisations could be invited to address the class, Social Economy career fairs can be organised, or 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. In fact, several studies support the importance of this approach. However, the literature also demonstrates that

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 integrated into local school communities. Where community schools exist, Social Economy organisations should seek to participate in local school councils and 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.

What do the indicators tell us: Course Level Analysis

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

Table 1: Courses Analyzed

	Business Education	Social Studies	Career and Personal Planning
BC	Business (gr. 10)	Social Studies (gr. 11)	Career and personal planning (gr. 10)
Manitoba	Relations in Business	Social Studies: Canada- A social and political history (gr. 11)	Career Development (gr. 10)
Ontario	Introduction to Business (gr. 9/10)	Canadian History since WWI (gr. 10)	Career Studies (gr. 10)
Nova Scotia	Business Management (gr. 12)	Canadian History (gr. 11)	Life/work transitions (gr. 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 courses analyzed Nova Scotia was found to have the highest absolute number of indicators and average number of

indicators per learning outcome. Business courses across all provinces were found to have a high incidence of Social Economy indicators.

Table 2: Business Education- Indicator totals

	BC 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. per 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 (see the appendices for a list of most commonly cited indicators).

Given the variety of indicators across provinces, 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 had the strongest emphasis on overarching strategies and specific initiatives. While Nova Scotia and then Manitoba were the provinces most likely to focus on values based indicators. Within each province BC, Manitoba and Nova Scotia all focused most strongly on values based indicators compared to other types of indicators, while Ontario had its strongest focus on indicators dealing with overarching strategies. It is interesting

also to note the differences in the ways that the central focus of these courses is framed. For example, the BC 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 to play a role in business, for example in BC, the “perspectives of small business, corporate business, workers, labour unions and entrepreneurs” are considered; while in Ontario it is the perspectives of “individuals, communities and, organizations” that are considered. While it is difficult to assess how this type of issue framing impacts on the type of information that students receive in the classroom, this is worthy of further exploration as future papers assess teacher’s perspectives on the Social Economy.

Table 3: Business Education-Indicators by category

	TOTAL	Adjusted Frequency
International (including Quebec)	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 Career Education courses ranked the lowest of all subject areas.

Table 4: Career Education-Indicator Totals

	BC 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
TOTAL	1	2	10	13	3	12	84	99	0	2	1	3	0	2	59	61
Ave. per outcome	0.0	0.1	0.4	0.5	0.0	0.2	1.1	1.3	0.0	0.1	0.0	0.1	0.0	0.1	2.6	2.7

In Career Education, there is more commonality across provinces in terms of the indicators that were found to be occurring. Workers' conditions, trade unions, the role of women in economic empowerment, Aboriginal economic development and volunteerism all occurred 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. Nova Scotia and Manitoba were found to have the highest incidence of these types of indicators across provinces. Manitoba and Nova Scotia each dedicated the most time to discussions of overarching strategies (against other types of indicators) 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 5: Career Education-Indicators by category

	TOTAL	Adjusted frequency
International (including Quebec)	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 seem to 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 all occur 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 6: Social Studies- Indicator Totals

	BC Social Studies (11)				Manitoba Social Studies (10)				Ontario Canadian History (10)				Nova Scotia Canadian History (11)			
	D	I	P	T	D	I	P	T	D	I	P	T	D	I	P	T
TOTAL	3	1	32	36	22	45	12 4	19 1	0	6	4	10	0	0	85	85
Ave. per outcome	0. 1	0.0	1. 5	1.7	0.3	0. 6	1.7	2.6	0.0	0. 1	0.1	0.2	0. 0	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 7: Social Studies-Indicators by category

	TOTAL	Adjusted frequency
International (including Quebec)	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 teach about Social Economy values and specific initiatives. 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.

This suggests a number of future directions, including the further exploration of particular approaches that may be most effective for teaching in these areas. Teaching about Social Economy values for example, lends itself to teaching strategies that model these values through group work, consensus building exercises and classroom practices that model social responsibility. While beyond the scope of this research, these are the types of classroom activities that seem to be more common in education for younger years, and perhaps can be extended into the secondary school level. It is perhaps not surprising that examples of specific initiatives or forms of organization are commonly occurring indicators types, it is after all easier to discuss concrete examples and organisations in one's own community.

The strong adjusted presence of Social Economy indicators relating to overarching strategies suggests that there is perhaps a need to more clearly and concretely explicate, in the Social Economy literature, the meanings of these strategies. This explication may assist teachers in ensuring that students are exposed to lessons on these types of indicators. This also points to some of the difficulties in teaching about overarching Social Economy strategies that incorporate values and a host of different forms of activities. For Social Economy actors this highlights the importance of a clearly defined vision for the Social Economy, one that average citizens can engage with, with relative ease. Manitoba and Nova Scotia have stronger references to this type of indicator than in the other provinces, this is likely due to the strong history of cooperatives in these jurisdictions coupled with a strong contemporary policy environment that articulates a vision of the Social Economy (in both cases, a specifically CED focused vision).

However, any effort to strengthen the degree of Social Economy education that students receive 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. Bickmore also notes the importance of these subject areas. In discussing the state of elementary school education in Nova Scotia she notes the following:

Nova Scotia's "Time to Learn Strategy" recommends that in grades 4-6 teachers spend over 30 per cent of classroom time on English language arts and over 20 per cent on mathematics. In consequence, only about 4 per cent of time remains for health education, another nearly 9 per cent for physical education, and less than 8 per cent (110 minutes per week) for each of science and social studies (Nova Scotia Department cited in Bickmore, p. 363)

This trend is true at the secondary level as well. Thus, many of the courses analyzed that were found to have a notable representation of the Social Economy, receive only a small fraction of the attention of Math and Language Arts. This is of concern given that in the two provinces where Language Arts courses were analyzed, the representation of Social Economy content was found to be low. Thus future research should specifically consider the question of how best to incorporate teaching about the Social Economy into Language Arts and Maths.

However, all of the approaches discussed throughout this paper are important, as several studies have demonstrated that the combination of “policy development, selective targeted funding (even of small amounts of money), ongoing professional development, and continued emphasis and discussion by leaders can bring about change in school organization and instructional practice” (p. 222). In what follows we outline several proposals that begin to address these areas.

RECOMMENDATIONS

Recommendations for researchers and other interested in the Social Economy

- a. The most important recommendation that we can make to Social Economy actors and researchers is to stress the importance of pursuing curriculum and educational changes in a way that is systemic, sustained and collaborative. In order for us to see a marked improvement in the type and quality of education that students receive about the Social Economy, strategies need to occur at both the local and policy levels, however, what these approaches must share in common is their intentionality and degree of reciprocity with other education stakeholders.

- b. We stress the importance for Social Economy organisations to become familiar with course content and integrated into local school communities. Where community schools exist, Social Economy organisations should seek to participate in local school councils and 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.
- c. Further work should be undertaken to explicate and document Social Economy definitions and broad strategies in ways that are meaningful to educators and can easily be applied to teaching.
- d. A number of studies have stressed the importance of sustained horizontal partnerships between community organizations and school/educators. As the Social Economy movement proceeds forward with this research it will be important that the strategies we devise keep this in mind and work to develop partnerships based on reciprocity and mutual benefit. This involves more than developing materials and resources about the Social Economy for use in classrooms. Rather, this is to stress the importance of developing educational content in partnership with educators and that directly reflect existing curricular outcomes.

Recommendations for Ministries of Education and other education stakeholders

- e. This suggests a number of future directions, including the suggestion of particular approaches to that may be most effective for teaching about these areas. Teaching about Social Economy values for example, lends itself to teaching strategies that model these values through group work, consensus building exercises and classroom practices that model social responsibility.

- f. Develop consistent professional development opportunities and learning communities for educators on topics related to the Social Economy. Ensure that these include opportunities for sharing between schools and educational stakeholders.
- g. Encourage student involvement in all aspects of school governance. Research from the UK has shown that these initiatives encourage students to become life-long active citizens
- h. Encourage approaches to Community-Service Learning that encourage critical reflection and emphasize community engagement and analysis of social, economic and political issues rather than charity work. Where necessary, revise provincial policy statements to reflect this approach.
- i. Provide more support for community schools, especially those that would be considered “community-based” schools as exemplified in the discussion of William Whyte School.
- j. Revise existing curriculum development and review processes to explicitly and consistently include community partners (specifically for our purposes, Social Economy actors) from the beginning of the curriculum development process.
- k. Revise existing curriculum to make explicit, connections between students’ lives and local issues. The Nova Scotia CED curriculum supplement is an excellent example of this approach.

Recommendations for future research:

- l. Given the weight that Language Arts and Maths receive in the education system, a future project should focus specifically on the degree to which these courses can be used to educate about the Social Economy.
- m. 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 also focus on assessing

teachers' perceptions of the Social Economy and the degree to which they feel comfortable educating about this subject area. This project has already been proposed, this is simply to stress the importance of this project. A future research project should investigate the type of education that teachers themselves receive about the Social Economy.

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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; Neamtam, 2002; Wilson & Mills, 2007)
- **Community economic development (CED)** (Downing, 2004; Fairbairn, 2007a, p. 2; Levesque, 2007; Neamtam, 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; Neamtam, 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; Neamtam, 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)
- **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 organizations, 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; Neamtam, 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**
- **Social movements** (Neamtam, 2002)
- **Solidarity Economy (ties into social movements)** (Levesque, 2007; MacPherson, 2007; Neamtam, 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 B: SOCIAL ECONOMY INDICATORS- GROUPED BY PRIMARY TYPE

(NB: many may fit into more than one category)

CONCEPTS

a. Overarching Strategies: *implies a broader vision than specific initiatives, may cover many types of initiative at a time (e.g. CED can include co-ops, CSA, social enterprises etc), includes a set of values and principles. NB: I've included co-operatives 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

b. Forms of organization/specific initiatives: *these initiatives are often part of a larger overarching strategy, they are often focused on a specific issues, set of activities or business form. These can be taught about 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 organizations, 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)

c. 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.*

Canadian CED Network: 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

d. International (including Quebec): *These are connections to the Social Economy movement globally.*

International social economy
Solidarity Economy

VALUES

e. 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

APPENDIX C: Community Service Learning

Prov.	Volunteer hrs mandatory?	# of hours	Statements that describe province's approach (source)
BC	Yes	30	<p>Community Connections Life after graduation includes the world of work and community responsibility. Graduation Transitions, students gain employability skills through part-time hours of work experience and/or community service. (http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_g)</p> <p>Community Connections Prescribed Learning Outcomes <i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • demonstrate the skills required to work effectively and safely with other individual and collaborative workers, by <ul style="list-style-type: none"> – participating in at least 30 hours of work experience and/or community service – describing the duties performed, the connections between the experience and employability/life skills, and the benefit to the community and to the student <p>(http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_g)</p>
MB	No		<p>Community Service SIP Students can make a contribution by volunteering for worthwhile causes. The civic skills, knowledge and attitudes obtained from such community service increase a student's self esteem and maturity, and provide more awareness of life in the community. A credit may be available to a student who participates in senior years for graduation purposes and does not require departmental approval. (http://www.edu.gov.mb.ca/k12/policy/sics_sips.html#comservice)</p>
Ontario	Yes	40	<p>As stated in <i>Ontario Secondary Schools, Grades 9 to 12: Program and Policy, 1999</i> (OSS), every student who begins secondary school during or after the first year must complete a minimum of 40 hours of community involvement as a requirement for an Ontario Secondary School Diploma (OSSD). The community involvement requirement is to encourage students to develop a better understanding of civic responsibility and of the role they can play and the contribution they can make in supporting and strengthening their communities. (Ontario Department of Education Policy/Program Memorandum No. 124a)</p> <p>There is also a separate, "Expanded co-op" program through which students can earn co-op credits towards their compulsory high school graduation requirements and "earn optional co-op credits" (http://www.edu.gov.on.ca/morestudent/coop) is a work placement program.</p>
Nova Scotia	Optional	Co-op: 25 in school and 50 hrs community placement (for 1/2 credit)	<p>Community-based education programs encourage the expansion of learning opportunities for elementary, junior high, and senior high school students by bringing them to the community 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 in acquiring relevant knowledge and skills required in today's society. It also provides a better understanding of employment requirements and the links between the knowledge and attitudes they are acquiring in school and their future plans assists students in making informed decisions about their education and in acquiring relevant knowledge and skills required in today's society.</p>

		<p>Short term: 5-25 hrs</p>	<p>employability skills including academic, personal management, and to career, occupation, and job skills; and labour market knowledge and u</p> <p>There are two categories of community-based education:</p> <ul style="list-style-type: none"> • Co-operative Education: one-half credit courses or full credit co community/workplace placements (50-100 hours in community a experience). • Short-term Placements: community/workplace learning experie hours, designed as an integral part of a public school program or a course. (Public Schools Program, 2003-2004)
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APPENDIX D: COMMUNITY SCHOOLS BY PROVINCE

Prov	Community Schools
BC	<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” (http://www.acebc.org/what.htm).</p> <p>School Community Connections program 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><u>Goals of SCC:</u></p> <ul style="list-style-type: none"> • to encourage and facilitate the co-location of services for students, their families and the larger community within school facilities; • to make greater utilization of available or new school facilities, and • to encourage collaborative, long-term facilities planning that takes into account the needs of the community as a whole.
Manitoba	<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 ththe Community Schools Partnership Initiative</p> <ul style="list-style-type: none"> • 21 community schools listed on government website
Ontario	No information available
Nova Scotia	No information available

APPENDIX E: Curriculum Development process

Province	Curriculum Development
BC	<p>There are opportunities for public feedback on curriculum documents under development through the Education website. Feedback is encouraged from “teachers, parents, education partners and stakeholders.”</p> <p>Your input is valued and plays an important role in helping the Ministry make final decisions in development of the IRPs. Opportunities for district in-depth curriculum reviews, or piloting a specific, new or revised curriculum are available for certain subject areas. (http://www.bced.gov.bc.ca/irp/irp.htm)</p> <p>According to the Ministry of Education, “the formal process for the development of provincially prescribed curriculum involves 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. The External Review involves soliciting expertise relevant to a particular curriculum under development/revision.” (http://www.bced.gov.bc.ca/irp/draftcurriculum_process.htm)</p>
Manitoba	<p>In developing curricula, Manitoba follows a process that involves: curriculum development teams, curriculum review, validation, authorized provincial use and, continual updating.</p> <p>A curriculum development team is a working group comprising:</p> <ul style="list-style-type: none"> • a departmental project leader/specialist who has expertise in the subject area/course under development, 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 <p>Curriculum development team members are selected through a nomination process.</p> <p>A curriculum development team is responsible for:</p> <ul style="list-style-type: none"> • gathering and coordinating all relevant research (e.g., curricula in other jurisdictions, subject area research, learning theory, and evaluation tools) • receiving and assessing information from educational partners such as scholars, industry representatives, and other educational organizations and associations • developing and writing documents, taking into consideration all relevant research, expertise, and requirements • revising/evergreening curricula <p>Review panels comprise educational partners who are invited by the department to provide feedback on the curriculum at various stages in its development. Educational partner representation is coordinated by the project manager.</p> <ul style="list-style-type: none"> • representatives from various governmental departments/branches • representatives from educational partners such as business, industry, labour, manufacturing, and other organizations • representatives from professional organizations • representatives from postsecondary education and training institutions • representatives from Advisory Councils for School Leadership through the Manitoba Association of School Principals and the Fédération Provinciale des Comités de Parents <p>Feedback from review panels is used to improve the document under development.</p>
Ontario	<p>The Ministry of Education sets curriculum policy and defines what teachers are required to teach and what students must learn in each grade and subject. A consistent, province-wide curriculum is thereby ensured. However, implementation strategies are left to the professional judgement of teachers, enabling them to address individual student needs and to deliver curriculum in a context that is locally meaningful. (http://www.edu.gov.on.ca/eng/parents/faq-parents.htm)</p>

	<p>Ontario follows a cyclical curriculum review process to “ensure that Ontario’s curriculum adapts to 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 writing teams drawn from school boards across Ontario”. A Curriculum Council, has also been introduced. The 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 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.” (http://www.edu.gov.on.ca/curriculumcouncil/)</p>
<p>Nova Scotia</p>	<p>Under the auspices of the Atlantic Provinces Education Foundation, development of Atlantic curriculum is a consistent process. Each project requires consensus by a regional committee at designated decision points with equal weight in decision making. Each province has established procedures and mechanisms for consultation and consulting with education partners, and it is the responsibility of the provinces to ensure that stakeholders are involved in regional curriculum development.</p>

APPENDIX F: 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?
BC	<p>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)</p>	<p>According to the course introduction, small business, corporate business, and entrepreneurs considered. Attention is given to employee, employers, consumers ‘</p>
MB	<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 to 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 to discussing employer and employee perspectives, the focus remains on the employer’s perspective. Reference to this is found in the statement: “students to describe qualities that they value in staff.” Thus, very often in the course the perspective of the employer. Even when “employee needs and contributions” are couched in language that places emphasis on one’s personal skills and attributes, the employee’s perspectives on their relationship to workplace democracy.</p> <p>However, this course is the only one that discusses types of workplace relationships that exist within an organization (e.g. in corporation)</p>
ONT	<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 understanding the needs and problems, and generating solutions for individuals, communities, and organizations.</p> <p>It helps students to recognize the role of business as they are applied in the world of work. The study of individuals and diverse people with their needs challenges students to create products and services that improve the quality of life. (p4)</p> <p>The business studies curriculum is designed to help students acquire the habits of mind that are characteristic of a democratic society characterized by economic, political, and social change and understanding with regard to individual and group cultures in Canada and the global context. It emphasizes appreciation and valuing of the contributions of business to society.</p>

		<p>people to the richness and diversity also involve respect and responsibility and an understanding of the rights, responsibilities of citizenship. P 25</p>
<p>NS</p>	<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, business management from the perspective of employees. However, the course rationale states that students are trained to “meet the needs of the customer” rather than challenge or change the existing status quo. In this way, the course reflects a student-centered approach.</p> <p>In other places in the curriculum, such as in the course on Business and Society, we consider the impact of business on society, suggesting the perspective of community and social responsibility in this course.</p>

APPENDIX G: MOST COMMON INDICATORS

Business Education			
<p>the bottom line” (social, environmental, economic), environmental and economic sustainability, Social accounting, entrepreneurship, volunteerism</p>	<p>MB Workers' conditions, Co-operatives, Corporate responsibility (context dependant), Consensus building, Trade unions, Ethical trade, Leadership and governance, Local marketing strategies/'Buy local' strategies, Social marketing, Collective responsibility</p>	<p>ONT Social economy, Co-operatives, Improving community conditions, Social enterprise, Social entrepreneurship, Corporate responsibility (context dependant), Non-profit, mutual, or co-operative enterprises, Social accounting, Social marketing, Social responsibility</p>	<p>NS Democratic decision making, Leadership and governance, Accountable and transparent governance, Co-operatives, Community economic development (CED), Environmental and economic sustainability, Non-profit, mutual, or co-operative enterprises, Aboriginal economic development, “Triple bottom (social, environmental, economic) Corporate responsibility</p>
Career Education			
<p>Ethical trade, Environmental and economic sustainability, Responsible/ethical consumerism, Workers' conditions, Democratic decision-making, Improving community conditions, Positive and citizenship, “Triple bottom</p>	<p>MB Workers' conditions, Advocacy and agency, Role of Women in economic empowerment, Trade unions, Volunteerism, Co-operatives, Social economy Social entrepreneurship, Aboriginal economic development, Community economic development (CED)</p>	<p>ONT Trade unions, Volunteerism, Workers' conditions</p>	<p>NS Social responsibility, Workers' conditions, Role of Women in economic empowerment, Volunteerism, Advocacy and agency, Democratic decision-making, Improving community conditions, Consensus building Leadership and governance, Aboriginal economic development</p>
Social Studies			
<p>Advocacy and agency, Aboriginal economic development Ethical trade, Social movement, environmental and economic sustainability, Improving community conditions, Social economy, Social responsibility Workers' conditions, strengthening human and financial capital</p>	<p>MB Environmental and economic sustainability, Improving community conditions, Ethical purchasing, Ethical trade Aboriginal economic development, Consensus building, Social responsibility Local marketing strategies/'Buy local' strategies, Food security Local producers and locally produced goods</p>	<p>ONT Aboriginal economic development, Role of Women in economic empowerment, Social movement, Trade unions, Workers' conditions</p>	<p>NS Aboriginal economic development Workers' conditions, Improving community conditions, Leadership and governance, Role of Women in economic empowerment, Social movement Advocacy and agency, Democratic decision-making Environmental and economic sustainability, Social responsibility</p>