Workshop 1

What are the educational needs of the social economy?

Social Economy
4Ces

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About our Research

- Desk based research on existing provisions across 5 countries (UK, France, Spain, Italy and Greece)

- Mapping existing Master Level programmes

- Reviewed existing educational and training programmes

- Conducted interviews with educators and SE umbrella organisations

- Organised workshops with all key stakeholders

Key Findings…

Challenge:

- Developing essential skills for running SE organisations

What can be done?

- Balance theory with practical examples and opportunities for experiential learning in the SE programs

- Develop sustainable partnerships

Approach?

- Foster collaboration between different SE actors

- Offer opportunities for students to work with SE organisations during the program of their study

Key Findings…

Challenge:

- Disconnection between SE's values of community development and local embeddedness on the one hand, and HEIs' common detachment from their local environment.

What can be done?

- Weave closer ties between HEIs and local SE actors.

Approach?

- Develop more tailored programs to address local needs
- Strengthening partnerships with local actors and across geographies

Key Findings…

Challenge:

• There is also a disconnection between the values of SE (e.g. inclusivity, democracy, equality, justice) and SE education which fails to reflect student diversity.

What can be done?

• Promote diversity in content, modes of delivery and teaching methods in order to cater for a diverse student body.

Approach?

• Broaden and diversify the student audience to promote a more inclusive and diverse SE

• Participatory methods for creating new programmes

• Non-westernized and/or economic-centric content

Key Findings…

Challenge:

• There is some disconnection between the social and the economic element of the SE in many programmes. Programmes, depending on their location within the social sciences or business schools and their country of delivery, tend to emphasise one aspect or the other.

What can be done?

• Reconcile both dimensions so that students will develop the competencies required to manage the complexity of SE organisations. Related to this challenge is the need to develop a better balance between practical skills (both soft and hard skills) and theoretical knowledge.

Approach

• Include a strong grounding in the social sciences (e.g. political economy, democratic governance…) as well as in economic management.

• Provide opportunities for facing and negotiating different demands and objectives.

Key Findings…

Challenge:

• Develop and promote SE education within the institutional context of HEIs that runs counter to the values of the SE economy and the development of inclusive SE programmes.

What can be done?

• Problematise the role of HE institutions

• Spread SE education to other settings

Moving Forward…

- How can we increase the role of SE actors in SE education and build tighter connections between the two?
  - How far should these connections go?

- How can SE education be made more inclusive and diverse, and how can it make SE itself more inclusive and diverse?
  - How can SE education attract a greater diversity of students from different social and ethnic backgrounds?
  - What are the key barriers to strengthening inclusion and diversity?