



BuildingPolicy4 the Social Economy

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Partenariat sur l'économie sociale et la durabilité

Bridging, Bonding, and Building / Renforcement des liens et des capacités

Assessment of Social Economy Content in Nova Scotia Secondary School Curriculum

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PURPOSE

- To develop a portrait of Social Economy education in Canada that will help researchers to gain a better understanding of the extent to which senior secondary students are exposed to aspects of the Social Economy.
- To help researchers to understand the knowledge of the Social Economy that secondary school graduates in Canada can be expected to possess.
- To aid in the development of practical tools that are strategically directed at certain aspects of provincial curricula where it is determined that Social Economy content can most easily be integrated into the curriculum.
- To inform a discussion of 'best practices' that can aid in the delivery of education about the Social Economy.

METHODOLOGY

Specific Curriculum Outcomes were chosen for analysis because they provide both a similar frame of reference to the pilot study in B.C that focused on analysis of the Prescribed Learning Outcomes, and a picture of the expectations and outcomes of Nova Scotia's secondary school students

Curriculum reviewed: grade 10-12

Specific Curriculum Outcomes (SCO) were reviewed in: Social Studies, Technology Education, Personal Development and Career Education and, Business and Entrepreneurship Education.

Learning outcomes were coded to identify whether the Social Economy was *directly referenced, indirectly referenced, or potentially relevant.*

RESULTS AND ANALYSIS

Table 2: Summary of Keyword Indicators by Subject

Course	Direct Reference	Indirect Reference	Potentially Relevant	TOTAL
Global History			205	205
Canadian Economy	1	3	194	198
Global Geography		4	191	195
Entrepreneurship		1	193	194
Tourism		3	156	159
African Canadian Studies		8	116	124
Production Technology		1	117	118
Business Management	1	4	95	100

Canadian History			85	85
Electrotechnologies		1	73	74
Energy, Power and Technology		1	65	66
Workplace Health and Safety		7	59	66
Life-Work Transitions		2	59	61
Communications Technology		1	23	24
Canadian Literature			22	22

RECOMMENDATIONS TO THE NOVA SCOTIA DEPARTMENT OF EDUCATION

1. The Community Economic Development curriculum supplement to grade 9 social studies curriculum should continue to be supported, and its contents included across other courses, grade levels and subject areas:
2. Expand opportunities for community-based learning, including community-service learning:
3. Compile a list of existing teaching resources for use in teaching about the Social Economy:
4. Students are graduating with a high degree of knowledge about Social Economy values but would benefit from more education about Social Economy initiatives and activities.
5. Develop a Social Economy Education Working Group made up of Ministry staff, Social Economy activists, educators, and administrators:
6. If not already available, small grants should be made available to schools that are employing for innovative teaching and demonstration projects that can assist in teaching about the Social Economy.
7. A number of small changes could be made to improve the Social Economy content of Nova Scotia courses. For example, a peoples' history approach to Canadian History could be employed allow more opportunities to discuss the important role of the peoples' movements that form the backbone of the Social Economy in Nova Scotia.

RECOMMENDATIONS FOR RESEARCHERS AND OTHERS IN NOVA SCOTIA

1. Social Economy actors should build on the existing foundation of partnership in education within Nova Scotia by working with local school boards and educators:
2. While more research is needed, the Options and Opportunities program suggests elements of a Social Economy education model that may be implemented:
3. Another important element of CED education in Nova Scotia is its explicit focus and connection to the unique local history, culture and issues of communities in Nova Scotia:
4. Researchers should seek to widely disseminate the findings of this series of research papers by presenting at upcoming professional development day
5. s and, by organizing a workshop with education stakeholders.