

## WORKSHOP SESSION INFO

Day 2, 5th October 2021

- **Session title:** Learning for social innovation and transformation
- **Date / Duration:** October 5th, 2021 / 18:00-19:30 Seoul time (9 AM UTC)
- **Session format / Language :** Workshop Sessions / English
- Important notification: via zoom and website live streaming

○ **Target audience:** education and training professionals, researcher and students, all the interested Social and Solidarity Economy actors, governments and private institutions who support projects for learning and training, as well as innovation and entrepreneurship incubator opportunities

○ **Session Objectives/ Descriptions:**

• **Background**

The Social and Solidarity Economy (SSE) seeks a change of paradigms, where people and the environment are placed at the center, above the exacerbated accumulation of capital, in that sense, education as a liberating and transforming tool transfers those values and principles based on human rights to its practice in daily life. Therefore, it is possible that, by introducing the vision of SSE in all areas of knowledge, it is possible to bring the concept closer to everyone, simplifying it, making it more tangible and understandable. The idea is to motivate people to become agents of social and economic change through generation of a critical and participatory awareness for a transforming economy, which is, from its conception, more supportive and fairer, in the service of the collective welfare of people in the communities.

Education is one of the most influential factors in the advancement and progress of people and, therefore, of societies. In addition to providing knowledge, it enriches the culture, values and principles that characterize human beings, therefore, it is essential to promote strategies in the field of education and research on Social and Solidarity Economy aimed at achieving the acquisition of tools to sensitize people about the universal principles that the Social and Solidarity Economy incorporates in society and relations between all citizens: equity, justice, economic fraternity, social solidarity and democracy.

On the other hand, in terms of learning, it is important to consider the need to implement innovations in educational practice from the paradigm of popular education and the learning community. Since education is present throughout the life of human beings, this means that education can adopt an inclusive and rights-expanding stance.

The SSE represents a possibility that contributes practices, experience, and knowledge in the construction of alternatives to current development models, these are proposed by its own protagonists from their individual and collective action, so the challenge is methodological: to make theory in practice. The social and solidarity economy is studied, in addition to conventional initiatives, through practical epistemic analysis due to the need to build and implement alternative strategies to the current system. From this perspective, experimental strategies that are accompanied by the design of methodologies for field practice acquire relevance, to relate thought and action from economic science.

• **Objectives**

To recognize the importance of promoting educational practices based on values and principles related to the social and solidarity economy, which make possible a greater humanization in the formation of people at all levels.

To promote pedagogical strategies based on the acquisition of critical knowledge, under participatory and inclusive perspectives, which enable an education free from ideological and moralistic subjections.

Promote research and the generation of knowledge about and from the social and solidarity economy, with due scientific rigor but taking up, rescuing, and systematizing the experiences and empirical knowledge that the activity and development of the SSE has generated and generates on a daily basis.

• **Main question: What should be the actions or strategies of individuals, governments, groups, societies, countries, to achieve a better and more inclusive world? What key actions should be promoted from the local level?**

• **Guiding questions**

- What would be the role of academia in the dissemination of scientific and current knowledge for the benefit of all people, especially for youth?
- What actions and strategies can be put in place to promote cooperative and SSE education, with a social and solidarity vision, in formal and non-formal schemes throughout life-long learning?

○ **Moderator and Speakers**

- **Moderator** : Valentina Verze/ ILO and UNTFSSSE
- **Speakers** :

	<b>Organization (Country)</b>	<b>Name</b>	<b>Presentation title</b>
<b>Speaker 1</b>	Moustaqil (Morocco)	<b>Ms. Romane Ardurats</b> Researcher	<b>The Moroccan education system in question : an example of support for young people by an association which deals with NEETs</b>

			<p>With the framework of the GSEF2021 forum, I see an opportunity to highlight issues that have not yet been put on the agenda. I would like to share the presentation of NEETs in Morocco (using a qualitative and quantitative survey that was carried out by LONDH and UNICEF in 2019), but also with testimonials from Moroccan NEETs, as well as the actions carried out by Moustaqil since 2018 to open an informative discussion on the issue of young people in the Moroccan urban context. I will also highlight the situation of vulnerable young people as well as putting into perspective the issues that affect them. I would also like to involve the young people the initiative as well as those working for the skills development program in order to clarify my statements and animate the discussion.</p>
<p><b>Speaker</b> <b>2</b></p>	<p>Faculty of Political Science, University of Zagreb (Croatia)</p>	<p><b>Ms. Davorka Vidovic</b> Researcher</p>	<p><b>Action Research as a model for learning for social innovation</b></p> <p>Action research approach has been recognized as successful in fostering learning and change towards sustainable development and social innovation (Cebrian et al., 2015: 708). The main feature of this approach is that it is highly participative and collaborative and it is oriented towards change. It is based on a presumption that the community itself 'knows the best' and researchers (only) facilitate the process of recognizing existing local resources and needs, as well as the creation of a solution (Skrabalo et al., 2006). This contribution will discuss the potential of action research in learning about social innovation based on the case study of an academic course at Croatian university. In its nature, action research approach is highly participative and inclusive - students do not deal with an imagined problem for which they create a top-down solution, but quite contrary - they participate in gaining information and data from the field and co-creating solutions from the bottom-up, together with other stakeholders. The change that has been created in this process is not only happening in local communities but also within students themselves, thus they do not only learn about the process of sustainable development but become the agents of change themselves.</p>
<p><b>Speaker</b> <b>3</b></p>	<p>Department of Social Economy,</p>	<p><b>Ms. Hyung-Mi Kim</b> Professor</p>	<p><b>An Empirical Study on Education for Social and Solidarity Economy in University, South Korea</b></p>

	Sangji University (South Korea)		<p>It is only recently that education for Social and Solidarity Economy (SSE) has begun in Korean universities. The current SSE in South Korea emerged in the 1990s with self-help enterprises coping against poverty after Asian currency crisis. SSE became an umbrella concept in public policy in about 2012 when the Framework Act on Cooperatives was enforced. As of December 2019, estimates suggest that the SSE sector in South Korea has over 27thousands enterprises with 284,875 employment, as of March 2021, the Korean National Assembly is deliberating on the Social Economy Act, and 200 of the 228 municipalities have enacted ordinances on Social Economy. How about Education for SSE in Korea? Since 2012, some secondary schools have been conducting education for SSE in their social studies and civil lecture for SSE also has been steadily increased across the country. Meanwhile, college education for SSE has the strength to carry out organized systematic learning on SSE, so some leading universities have been challenged by SSE in higher education granted and matched with Korea Social Enterprise Promotion Agency since 2013. With the goal of raising change makers of SSE to challenge social problems in their communities utilizing university educational infra, each year, four universities are selected as <b>"leading universities for SSE education"</b>. The universities provide original curriculums for SSE one year. During the 9 years "leading university for SSE education" program implemented, SSE majors set up in 8 undergraduate schools and 10 graduate schools. Among 55 universities that carry out SSE curriculums, 31 universities formed a network for SSE education. This research suggests an interim check on education for SSE in higher education, especially focusing on the <b>"leading universities for SSE education"</b> program. How effective and how much show their collective impact? What challenges and implementations for public institutions, SSE sector, and community? This study explores these research questions.</p>
<b>Round of questions &amp; answers</b>			
<b>Speaker</b>  4	SEI (United Kingdom)	<b>Ms. Mariabel Dutari and Ms. Jen Wall</b>	<b>School Programme for Ethical Enterprise Education (SPEED)</b>  This project combines new approaches of social innovation, social inclusion with development of key competencies of pupils in four European countries (UK, Greece, Croatia and Germany) in social enterprise as well as involving the local community with SPEED school enterprises. We will focus on the UK case study,

			in the Eskdale School in North Yorkshire, England. This is a video about the school's current situation: <a href="https://www.youtube.com/watch?v=j4Kok49rNvo">https://www.youtube.com/watch?v=j4Kok49rNvo</a>
<b>Speaker 5</b>	Cdot (South Korea)	<b>Ms. Sun-Kyung Han</b> Founder and President of Cdot Global Social Economy Representative from the Seoul Social Economy Network SSEN	<b>Future Transition Campus (for a sustainable future)</b>  With the structural change in the global economy due to low growth and low employment, the Social and Solidarity Economy(SSE) has been touted as new solutions to a wide variety of socio-economic problems such as unemployment and poverty. In South Korea, SSE has rapidly grown after the IMF crisis as an answer to the economic stagnation. Since then, SSE has proved to be a highly innovative way to resolve societal challenges and thus improve our life. The world in the face of COVID-19 witnessed a crisis of human civilization - the catastrophic impacts of climate change, social inequity, and political polarization across the world. Cities are now encountering an urgent need for a radical transformation, which can only be achieved through a critical reflection on relationships among ourselves, non-human actors, nature, and our perception of the sustainable future. In this regard, SSE is expected to play a much larger role in COVID-19 response in terms of re-balancing efficiency and resilience throughout the economy. SSE organizations also need to develop their capability to innovate towards a more ecological civilization. The Future Transition Campus is designed to foster a sustainable future by offering a new learning approach to social innovation. Essentially, it is intended 1) to strengthen peoples transition capability including systems thinking, future literacy and collective storytelling, 2) to provide decentralized learning platforms, and 3) to take account of social innovation, a team of teams, and global social networking. And in doing so the campus will ultimately strive to create a new social imagination to make the transition towards an equitable future for all. The Seoul Metropolitan Government has reached out to C. with such urgency, and C. has collaborated with Dark Matter Labs for the development of the contents and HBM for the operation of the learning experience.
<b>Speaker 6</b>	RedEFES (Red por la Educación en las Finanzas Éticas y	<b>Ms. Sofía Muñoz Fernández</b>	<b>Ethical Finance Education as a Tool for Transformative Economies for a Green and Inclusive Future</b>  The Social Forum process has allowed the generation of multiple and enriching local and international encounters, as well as the opportunity to actively participate in spaces of inter-confluence. All of this has contributed to forging relationships

	Solidarias) (Spain)		<p>and mutual learning not only among ethical finance organizations themselves, but also between these and other networks and entities in transforming economies. Thus, ethical finance has become visible as the necessary gear for these economies, also highlighting the commitment to collectively build a comprehensive and democratic ethical financing system. Ethical and solidarity finance we aspire to constitute ourselves as the necessary gear for transforming economies. We understand that our role must go beyond financing and have a political dimension to be that gear that supports, accompanies, disseminates and of course also finances projects with a global vision. From the confluence of ethical and solidarity finance we think that we must work to transform power with our own strategies in alliance with other transforming economies and movements, to jointly face the systematic violation of human rights and the environment of large corporations and the growing appropriation by the hegemonic banks of concepts such as environmental and social sustainability, a practice known as greenwashing and socialwashing. For this reason, we have proposed actions such as critical shareholders as well as political influence to promote national and international legislation that favors the extension of ethical and solidarity finance. As a fundamental point, we consider formal, non-formal and informal education on Ethical Finance as a tool for transformation together with different organizations, teachers, movements.</p>
<b>Round of questions &amp; answers</b>			
<b>Closing remarks</b> <b>2 min per speaker</b>			