



**Local Governments and Social Economy:  
co-creation of paths for a green and inclusive economy**

**GSEF Global Virtual Forum  
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**Report format**

<b>Title of the session:</b>	Learning for social innovation and transformation
<b>Type of session</b>	Workshop
<b>Language:</b>	English
<b>Date:</b>	October 5th, 2021
<b>Time:</b>	18:00-19:30
<b>Participants</b>	16

**Name of moderator**

Valentina Verze - UNTFSSSE

**Speakers**

Romane Ardurats - Moustaqil, Morocco  
 Davorka Vidovic - Faculty of Political Science, University of Zagreb (Croatia)  
 Mariabel Dutari and Jen Wall - SEI  
 Hyung-Mi Kim - Department of Social Economy, Sangji University (South Korea)  
 Sun-Kyung Han - Cdot  
 Sofía Muñoz Fernández - RedEFES



### Summary of presentations:

**1st speaker: Ms. Romane Ardurats** - The Moroccan education system in question: an example of support for young people by an association which deals with NEETs

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**2nd speaker: Ms. Davorka Vidovic** - Action Research as a model for learning for social innovation

What is action research?

- it's a research method - not that used, does not belong to those common basic research methods
- participative, democratic, combines actions and research - it is research, conducted to gain some info but not on people, it's done w people - knowledge used to make a change, for improvement
- purpose: transformative, transformation is one of the key elements of learning
- use knowledge of the community, together w other stakeholders create a practice that is different from behaviour done before
- transformative for the individual and the community
- focus in social justice, always includes community - framework - always for community
- inclusive for marginalised groups to give them a voice to participate, hear from their experience
- social innovation happens in community, not at an individual or national level, in community think globally act locally
- based on the idea that all we need to know already exists in that specific community - they know what is best for them and what would improve their life
- participation - main principle of AR - based on equal participation of all members, they are to be seen and heard, role of the research is very facilitatory - there to help
- what Davorka did with her students - 36 students : divided in small groups, 3 students - SDGs as framework/ whole semester to work on their AR - defining the problem, social need, and address it, they need to identify the community, all parts of the community that have some interest / collecting data, talking to parts of the community, getting some agreement that would be beneficial for the community

how to improve it, set an action plan and implement it and reflect on it

- Facilitating information about zero waste lifestyle for students
- Development of mini windmill for the faculty building
- introduction of the vegetarian and vegan menus in student canteens
- development of QR code reporting system for waste management problems
- improvement of waste collection during 'ad hoc' public youth gatherings
- installation of plastic plugs recycling boxes in students' centres and dormitories
- development of slow-fashion social-media channels and fairs

some insights

- challenging to recognise communities



- food energy waste responsible consumption - main topics
- they developed a sense of community
- difficult for them to find and identify all members of communities and to approach them

**3rd speaker: Ms. Hyung-Mi Kim** - An Empirical study on education for SSE in university, South Korea

- program - LUSEE
- features:
  - it is a partnership between government and universities, collaboration between industries and universities
  - 1 year
  - currently sse is developed in korea, but education is accelerating - SSE leaders and managers need management to practice the social nature of SSE at the same time as conducting it
- achievement
  - total of 31 universities provided courses on SSE and almost 2000 people were interested in it
  - 200 people carried out internships in SSE
- outcomes
  - expanded SSE in university and over 30 courses in uni
  - became more involved in social innovation
  - built a syllabus and database - more enterprises provide internships
- features
  - curriculum - different from conventional
    - incorporating practice and theory - beyond that put into practice the SSE in workshops
    - create network of attendees
    - long term internships and social financing
    - LUSEE supported attendees after the course completion
- Sangji University
  - has a strong cooperative tradition and cooperates with the community
  - LUSEE designed to increase social entrepreneurship, management and collaboration
  - emphasis the role of coaching - two types of coach: assistant (personal support) and team (team planning and facilitate)
  - 56 attendees from 11 municipalities - 4 team seminars: small business, care, jobs for young people, and SSE in rural areas
- challenges:
  - encouraging the sharing of good practices
  - open exchange of curriculums and methodology: currently limited within each university
  - building platform of SSE learning in higher education
  - developing LUSEE governance: public fund initiative and public organisation and university's collective efforts in the LUSEE process and model development



- developing new LUSEE model for rural community
  - huge urban-rural gap regarding SSE learning
  - 1-2 week camp-type program in under-populated rural areas would foster urban-rural interaction and add vitality to the participants and rural community

**4th speaker: Ms. Mariabel Dutari and Ms. Jen Wall - School Programme for Ethical Enterprise Education**

- SEI - Social enterprise movement for 30 years - aimed to transform businesses and schools to create a new way of doing business by thinking the new concepts of how ownership and wealth should be shared
- transformative method to enterprise education
- primary and secondary education
- fosters and attitude and drive in young people - cooperate and cocreate with a variety of different people -social innovators, social entrepreneurs, parents, etc
- reduce inequality and society inclusive
- collective action and carry social innovation projects with adults to address these issues
- co-creation labs can be anywhere, when young people and adults get together to identify community challenges, and think about projects
- work alongside the community, instead of doing things for them
- problem solving is collaborative
- try to foster the mindset
- redefined children-adult relations - not adults telling children what to do
- projects all over europe - UK, France, Portugal and Spain
- benefits - valued, sense of belonging, proactive - report of outcomes after the projects and how the children felt
- SPEED
  - SIE with a business focus
    - within SSE of creating a social enterprise
    - shared wealth - defines wealth not just with money but anything social enterprises want to call wealth and how to share it
    - participatory and everyone has to be involved
    - students are able to use local - healthy products that only use eco friendly products
  - social enterprises led by young people
  - shared wealth and decision making
  - Eskdale school - environmental project with a social focus
  - Croatia, Germany and Greece - covid had an impact with this project
  - impacts - on people bc students feel empowered and they want to make a difference, on the mindset of how a social enterprise works

**5th speaker: Ms. Sun-Kyung Han and Julie - Future transition campus (for a sustainable future)**

- been working for 8 years to capitalise SSE in korea



- direction - systemic change, platform for learning exchange
- aiming at
  - developing the thriving society for all in response to the long-term emergency era
  - offering core capabilities of transitional social innovation for government, private sector, civil society and citizen sector
  - proliferating the pursuit of ecological civilisation in the society
  - creating the transnational values to build up the new society
- 3 core capabilities - system thinking, collective storytelling - diagnose the problem through system thinking
- community based networking
- 50 week experiment - how to build a future scenario together
- outcomes: learned the importance of teamwork and leadership - networking
- next steps:
  - another experiment in another city famous for industry - social innovation and solidarity to revitalise their economy

**6th speaker: Ms. Sofia Muñoz Fernández** - Ethical finance education as a tool for transformative economies for a green and inclusive future

- serious ecological crisis and global inequality - poverty, social exclusion - especially women in the global south
- alternatives: ethic finance, SSE
- diverse organisation on ethical finance that show that another economy is possible - another model of economic education is possible and urgent
- 2018 - network education on ethical finance - brings together people, mainly teachers, organisations, platforms that promote ethical finance that puts in the centre people - not only economic benefit, but also ecological and social benefit
- the idea is to bring tools that allow young people to go from a critical approach on the economic system and to think about the alternatives
  - promotion local action, change of behaviour, responsible consumption of their money - local action as social participation in your community
- workshop - where teachers, organisations worked on the necessities of the teachers and schools to introduce in schools the ethical finance and transformative economies
  - access to resources, and contact with people that are working on this - was a challenge
- 2019 - workshop at a global scale
- goals - facilitate a space that puts together pedagogical and methodological resources that incorporate the analysis of social, economic and environmental impacts of the financial system and promote a transformative education on ethical and solidarity finance
- at the end of 2019 published the website
- 2020 world social forum on finan



- thinking on economic education model workshop - share the different resource to work ethical finance
- awareness campaign to promote economic education in an ethical and pluralistic way

#### Answers to the MAIN QUESTION:

**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 \_\_\_\_\_ level?

- o Answers:
  - **Davorka:** do things together, collaboration of different kinds, nothing can be solved by one single person - promotion of collective work
  - **Hyungmi Kim:** take geographical constraints away, remote learning - develop new learning system
  - **Mariabel and Jen:** need a more balanced knowledge-skill education system not just knowledge
    - foster social innovation as part of the curriculum
  - **Julie and Sunkyung:** collaboration - collective action, core creation process, do experiments and manage together - together is the key word
  - **Sofia:** insist on promoting critical and pluralistic and ethical education in economics, in formal and non-formal schools, especially formal

#### Answers to the GUIDING QUESTION:

- **Question #1:** 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?

#### Relevant Questions and Answers from Audience:



**Question: Valentina Verze** - Why did you decide to work in this area/your organization? What are the key elements - based on your experience - that can boost social innovation and make it replicable?

- **Answers:**

- **Davorka** - for a decade enrolled in research of social , important to develop research project that is broader - creation of social agents and motivate students to become social agents
  - how to boost - technology is huge tool that we have in our hands, maybe encourage some partnership with technology, hubs, accelerators to teach students to use technology to address social change
- **Hyungmi Kim** - social innovation fosters - psychological confidence in organisations, cooperative researchers and experience to care my, consumer cooperatives organise sustainable consumption and promote innovation collectively
- **Mariabel and Jen - (Jen)** work on this field bc of what she was seeing in secondary school did not represent what she believed should be taught - wanted to get into enriching UK education and she's doing it through these projects; EDUCATION can boost social innovation - to make young people not think they cannot help and make a change
  - **Mariabel:** in school had the opportunity to be part of an enterprise project and that experience showed her that it is more important to teach students that there are other ways of entering the economy with another way of thinking and solving social and environmental issues - create companies that produce products that gives their money but is not the main focus, it also helps changing the world for better
- **Julie:** worked in the private sector, mass production - kind of fed up with the government and that the society would never change if the government is dominant in the market - she knows change will take a long time, just trying to change the society, for the future society it will be different and better
- **Sunkyung:** fascinated with innovators, creation of a new narrative, make a change
- **Sofia:** has always been involved in transformation organisations, believes that the economic and financial systems are poor and have a big impact on environment and society - transformation of financial system is a big boost for social justice
  - education is the most important and long-term way of transformation
  - boost: help teachers to be able to replicate education activities that they can do in their own field



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