



Mo Guanxu

**SOCIAL ECONOMY AND SOCIAL
DEVELOPMENT PRIORITIES IN FUTURE
MANAGERS' EDUCATION PROGRAMS
IN CHINA**

CHINA'S NEW APPROACH TO FUTURE MANAGERS' EDUCATION

From traditional focus on
growth, efficiency, market
expansion



to social equity, environmental
responsibility, inclusive
development

The foundation of this shift – the integration of social economy and social development priorities into managerial education.

SOCIAL ECONOMY – A DIRECTION OF CHINA’S EDUCATIONAL REFORM.



Social enterprises, cooperatives, mutuals, and non-profits – address rural inequality, elderly care, environmental degradation, and community-based services.

Their growing role reflects China’s transition toward **“high-quality development.”**

Educational institutions are expected to prepare managers who **connect economic performance with social impact.**



TRANSFORMATION OF CURRICULA IN MANAGEMENT PROGRAMS

Principles of social economy: from technical and administrative competencies – to value-driven, mission-oriented leadership.

Leading universities and business schools – integrate courses on social innovation, responsible entrepreneurship, and stakeholder governance.

These reforms are supported by the **Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010–2020)** and by **policies** promoting common prosperity and rural revitalization.



PEDAGOGICAL TRANSFORMATION

Emphasis on **interdisciplinary** and **experiential** learning

Collaboration with:

- NGOs
- social enterprises
- local governments

Field-based projects:

- poverty alleviation
- community health
- environmental sustainability



Outcomes: **practical skills + civic responsibility**



INCLUSIVE INNOVATION & DIGITAL SOCIAL ENTREPRENEURSHIP

Preparing managers who can **design scalable, tech-enabled solutions** for social issues.

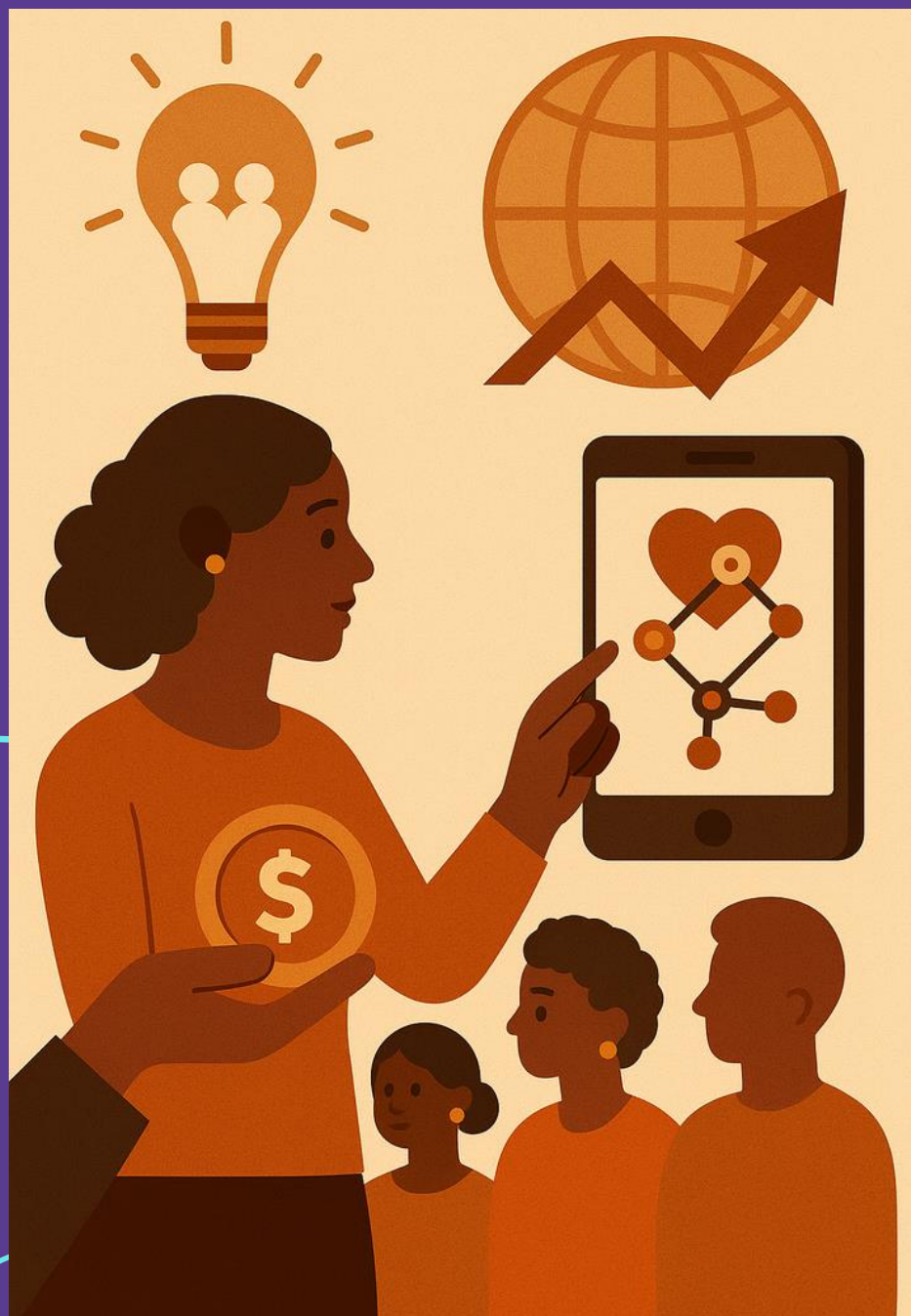
Examples:

- peer-to-peer lending in rural areas
- telemedicine for aging populations
- education technologies for disadvantaged schools

Managerial education

digital
transformation

social
inclusion



ROLE OF CHINESE SOCIO-POLITICAL TRADITIONS AND CONFUCIAN VALUES

Concepts:

- harmony
 - collective well-being
 - ethical leadership
- inform managerial education



Formation of “**glocal**”(global + local) managerial identity: **global frameworks + national culture.**

POLICY CONTEXT

National priorities:

- ecological civilisation,
- common prosperity,
- new-type urbanisation;

with **macro-level development strategies** — strengthen the demand for socially responsible managers.

Therefore, graduates are prepared for **labor market** and for **advancing social innovation**.

Social economy education as:

human capital development + instrument for societal transformation



CHALLENGES

Challenges:

- the need for clear evaluation frameworks,
- better integration with international standards,
- stronger links between academia and grassroots actors.

Education → multi-dimensional impact — economic, social, and environmental.

Essential ability:

- to manage with empathy,
- inclusivity,
- sustainability at heart.



CONCLUSION

- Integration of social economy & development priorities into management education

• Shift to purpose-driven education:
beyond technical skills  vision, ethics, sustainability

- A critical step for China & the global community in aligning business education with humanity's aspirations



Thank You