



# 1<sup>st</sup> Colloquium on Economics Education

Issues in  
Contemporary  
Economics Education

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# Enhancing Pluralism in Economics Education

Two different crises:

- Economics crisis.
- Economics education crisis.

Deeply interrelated.

Economics presented as a monolithic discipline.

- Evolving in a linear way.
- Mainstream economics *is the* economics.
- The very word *heterodox* related to alternative paradigms is misleading.

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Limited discussion within the discipline.

- Mainstream economists not talking to heterodox ones.
- Heterodoxies confined within their own schools (journals, conferences...).

Limited discussion between economists and other scholars.

- Where is economic history?
- What about history of economic thought?
- Not to mention economic sociology...

Fortunately, spaces for discussion are growing (WEA, NET, ...).

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The *Center for Market Education* is trying to be one of those spaces.

- Aiming to enhance the debate level in Southeast Asia.
- Colloquium, seminars, educational modules.

It is the moment to focus less on the crisis itself and to start working for an alternative educational model.

Promoting vertical and horizontal relationships.

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### Vertical relationships:

- Networks within a school of thought.
  - Teacher/student relationships.
  - Journals, conferences...
- Less of a problem at the moment.
  - Alternative schools are growing in consciousness and external attention.

### Horizontal relationships:

- Discussions between different schools.
- Discussions between economists and other discipline scholars.

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## Multiple steps:

- To walk outside each school comfort zone.
  - Improving the conversation among economists.
- To walk outside the discipline.
  - “The social process is really one whole indivisible. Out of its great stream the classifying hand of the investigator artificially extracts economic facts. The designation of a fact as economic already involves an abstraction, the first of many forced upon us by the technical conditions of mentally copying reality. A fact is never exclusively or purely economic; other – and often more important – aspects always exist. Nevertheless, we speak of economic facts in science just as in ordinary life, and with the same right; with the same right, too, with which we may write a history of literature even though the literature of a people is inseparably connected with all the other elements of its existence”. (J.A. Schumpeter).
  - Economists need to be exposed to a wider training, which includes history, philosophy, sociology,...

## Enhancing Pluralism in Economics Education

Most probably, it should be useful if economists would restart asking themselves: what is economics?

Are we sure we all agree on this? Have we simply given up on such fundamental questions?

Are we still looking for truths and explanations or are we statistically testing hypotheses?

Hopefully, this colloquium in particular and CME activity in general will help creating a healthy space for debating these issues.

## Enhancing Pluralism in Economics Education

I hope that the main point of agreement will be that there is a high level of disagreement.

Disagreement is key for pluralism and for breaking the wall of what Lavoie called the objectivist bias in economics.





**THANK YOU**