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Service Learning as a way to include social enterprises in business education

Prof. dr. Ingrid Molderez

Second European Conference on Service Learning in Higher Education

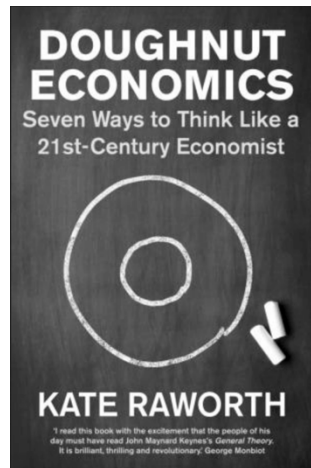
Antwerp, September, 19th - 21st, 2019



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- I. Critical aspects of mainstream economics
- II. Social entrepreneurship
- III. History of teaching social entrepreneurship at FEB Campus Brussels
- IV. Service Learning and social entrepreneurship: concept of student consultancy
- V. Reflections
- VI. Conclusion

I. Critical aspects of mainstream economics



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I. Critical aspects of mainstream economics

1. **Changing the goal: from an ever growing GDP to living within the doughnut.**

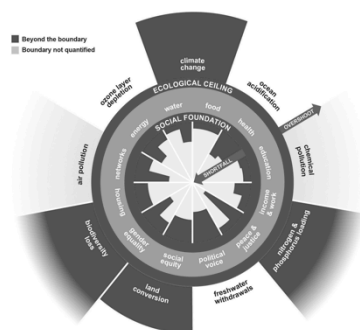
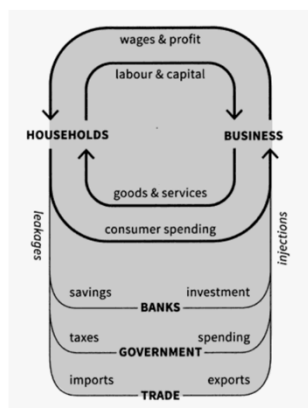


Image: Kate Raworth and Christian Guthrie/The Lancet Planetary Health

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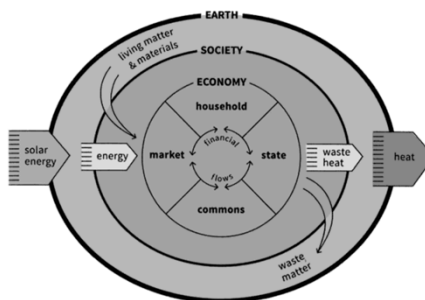
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I. Critical aspects of mainstream economics



The Circular Flow diagram, which for 70 years was the defining "textbook" depiction of the macroeconomy.

2. Changing Samuelson's circular flow diagram to an embedded economy



The Embedded Economy, which nests the economy within society and within the living world, while recognizing the diverse ways in which it can meet people's needs and wants.

Raworth, 2017, Doughnut Economics.

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I. Critical aspects of mainstream economics

3. Social adaptable humans instead of the rational economic man, the homo economicus

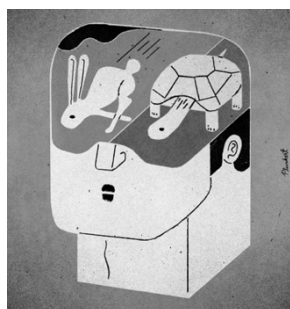


Illustration by David Plunkert, via The New York Times

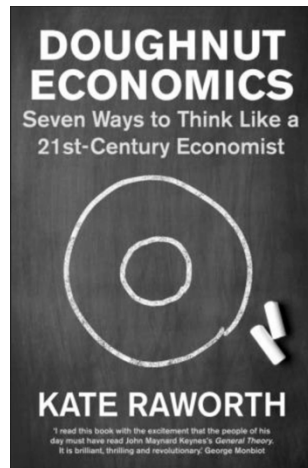
Imbalance between:

- System 1 thinking:
 - fast, instinctive, emotional, subconscious
- System 2 thinking:
 - Slower, deliberate, reasoning, conscious

Source: De Grauwe, 2014, building on Daniel Kahneman

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I. Critical aspects of mainstream economics

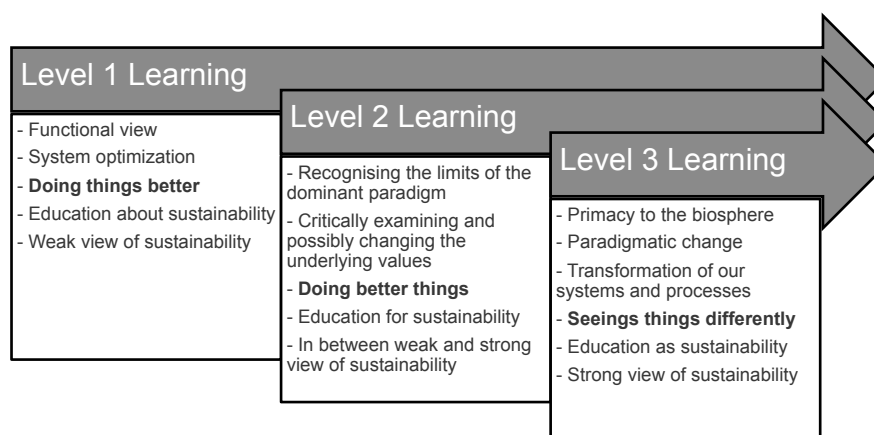


4. Dynamic complexity and feedback loops instead of the idea of mechanical equilibria.
5. A distributive economy instead of inequality.
6. Regenerative by design instead of 'cleaning it up again'.
7. Transition of being growth addicted to being growth agnostic.

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I. Critical aspects of mainstream economics



Sidiropoulos, 2014, 475, based on
Bateson's Three Levels of Learning

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II. Social entrepreneurship

Unreasonable People

They want to change the system.
 They are insanely ambitious.
 They are propelled by emotion.
 They think they know the future.
 They seek profit in unprofitable pursuits.
 They ignore the evidence.
 They try to measure the unmeasurable.
 They refuse to be made into superheroes.
 They are unreasonable because they are, well,
 unreasonable.

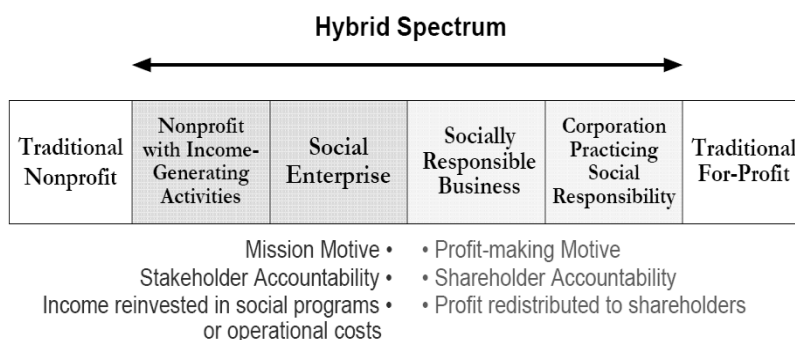
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Elkington & Hartigan, 2008.

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II. Social Entrepreneur

Hybrid organisations: Combination of social and business interests (Alter, 2003, 2006)



Source: Huysentruyt, 2009, p. 7, based on Alter, 2003, p. 9.

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III. History of teaching social entrepreneurship at the FEB Brussels

Themes:

1. Social economy (2008, 2009)
2. Sustainable mobility (2010)
3. Social versus sustainable entrepreneurs (2011)
4. Co-operatives (2012)
5. Social Innovation (2013)
6. Sharing Economy (2014, 2015)
7. Social economy & social entrepreneurship (since 2016)

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III. History of teaching social entrepreneurship at the FEB Brussels

Integrated in the curriculum

- A. Part of a course (CSR)
- B. Separate course 'Service Learning and Social Entrepreneurship' (new since 2019-2020)

Approach

- A. Round tables (2008-2015)
- B. Student consultancy as service learning (since 2016)

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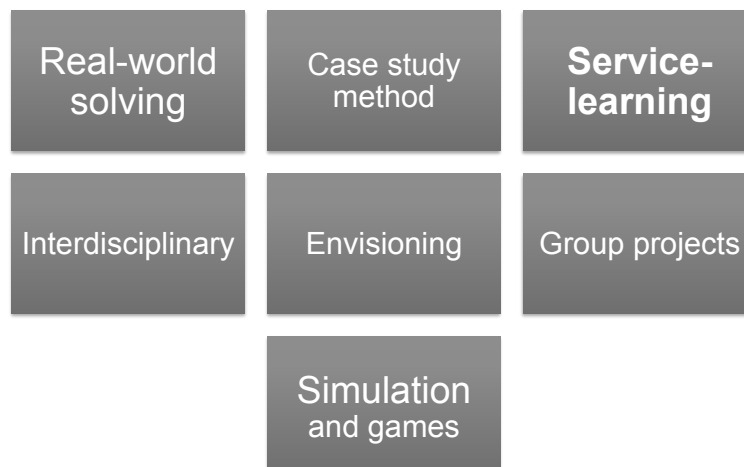
III. History of teaching social entrepreneurship at the FEB Brussels

Motivation to change

- Gift as reciprocal
 - Mauss, M., 1950, Essai sur le don
- Learning from doing
 - Tarrant, S. T. & Thiele, L. P., 2016, Practice makes pedagogy
 - MacVaugh, J. & Norton, M. 2011, Introducing sustainability into business education contexts using active learning
- Getting students out of their comfort zone
 - Brundiers, K., Wiek, A. & Redman, C. L., 2010, Real-world learning opportunities in sustainability: from classroom into the real world

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III. History of teaching social entrepreneurship at the FEB Brussels



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IV. Service learning and social entrepreneurship: concept of student consultancy

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Concept

“If our graduates are to cope creatively and
successfully with society’s most difficult
problems, they must be exposed as students
to those problems ...”

(Brundiers, et al, 2010: p. 309)

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Concept



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Concept

Session Social Economy & Social Entrepreneurship

Presentation & selection of social challenges

Analysis

Presentation

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Societal Case

- Describe the specific societal challenge
- What is the relationship/impact of the societal challenge with your organisation?
- Describe the relationship with sustainability?

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Concept

Versions of service learning:

A. Shallow version: (3 credits)

1. not obligated to go to the site and students get a challenge
2. obligated to go to the site and students do not solve a challenge

B. Deep version: (6 credits)

3. Obligated to go to the site and students get a challenge

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Cases 1. (2018)

Oxfam

REScoop

Taxistop





Okazi

Kind en
PreventiePlan
International

Growfunding

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	<p>How to increase the contributions of big companies?</p>
	<p>How to increase the participation of the older generation in using the app?</p>
	<p>How to stimulate citizens to participate and to use more windenergy?</p>
	<p>How to motivate youngsters to support Oxfam?</p>

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Cases 2. (2019)

Huis in de stad	Youth Start	't Atelier (Ecoso)
Pajopower	Fair and Square	Den Diepen Boomgaard
De Kringwinkel 't rad	De Overmolen	Het Pandschap
Planet B	Atelier Groot Eiland	CLTB

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Output:

- Presentation
- Executive summary
- Reflection report

Evaluation:

Criteria:

- Creative, out of the box thinking
- Fit with the social problem
- Respecting the context of social economy
- Use of relevant sources
- Reference to the used sources
- Convincing presentation, executive summary and reflection in comparison to other challenges

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Concept



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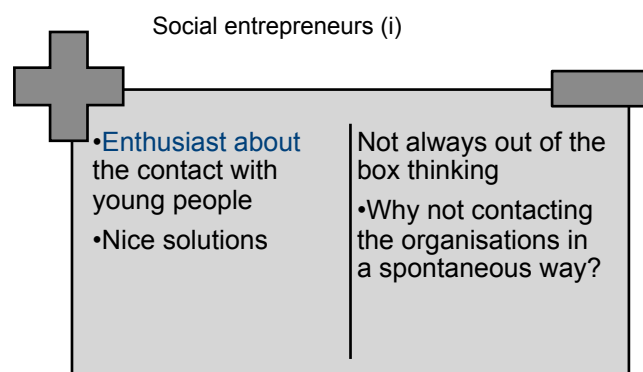
V. Reflections

Based on shallow version of service learning (A.1.):

- i. Feedback from the entrepreneurs organised by the lecturer
- ii. Feedback from the students organised by the lecturer
- iii. Feedback from the lecturer
- iv. Research project by a master student (Zejnepe Ibrahim)

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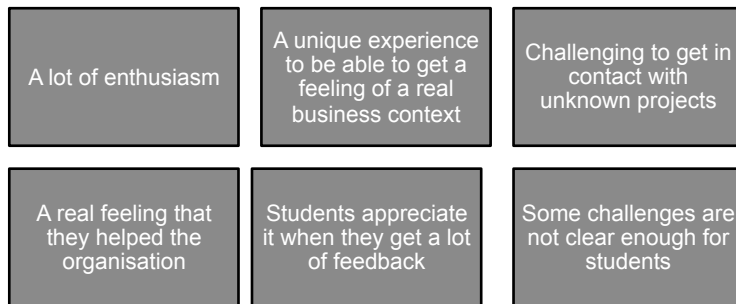
V. Reflections



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V. Reflections

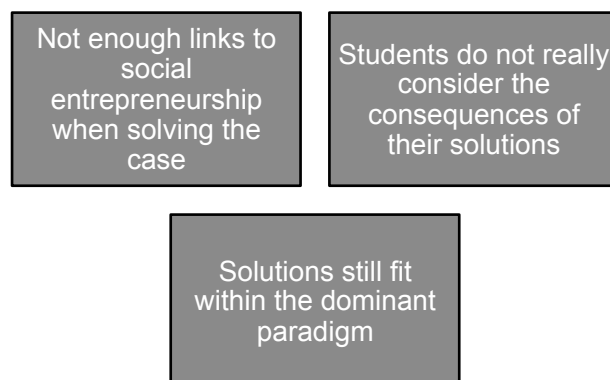
Feedback from students (ii)



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V. Reflections

Feedback from lecturer (iii)

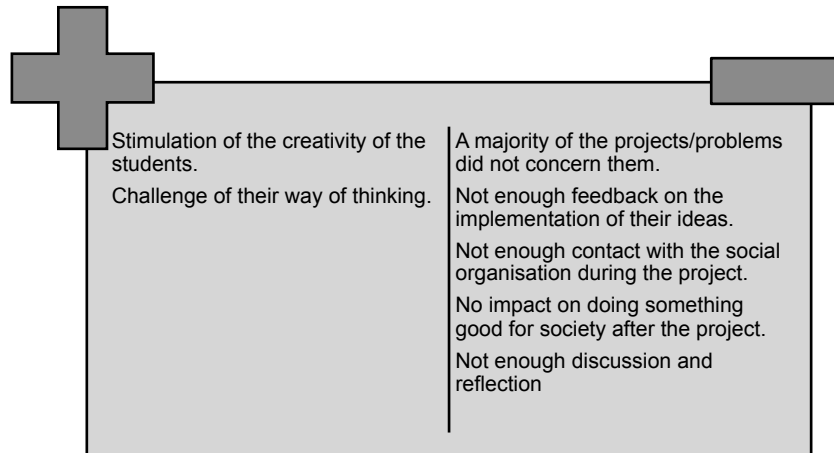


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V. Reflections

Feedback from students (iv)



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IV. Conclusion

Important elements to consider when setting up a deep version of service learning: 'Service Learning and Social Entrepreneurship'



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Service Learning and Social Entrepreneurship



Together we will make it!

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Thank you for your
attention.
Happy to hear your
reflection.

Prof. Dr. Ingrid Molderez
Warmoesberg 26
1000 Brussels
ingrid.molderez@kuleuven.be

