

## Chapter 7

# Social Entrepreneurship and Participatory Experiences of Service–Learning in University Business Training

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### ABSTRACT

*The chapter presents a proactive analysis of the teaching of inclusive entrepreneurship based on the progress of an investigation. Theoretical development involves the concepts of entrepreneurship as opportunities management and inclusive entrepreneurship with pedagogy, didactics, pedagogical practice, and professional practice. From this conceptual framework, the idea of participatory experiences of service-learning and citizenship that is not yet an elaborate concept or idea, but rather, it is a construct with a strong pedagogical and didactic dimension that defines relevant horizons of action to consolidate from the curriculum, specific processes of professional training.*

### INTRODUCTION

The text presents a proactive analysis of the teaching of inclusive entrepreneurship based on the progress of an investigation. Theoretical development involves the concepts of entrepreneurship as opportunities management (Stevenson, 1990) and inclusive entrepreneurship with pedagogy, didactics, pedagogical practice, and professional practice. From this conceptual framework, the idea of *participatory experiences of service-learning and citizenship* that is not yet an elaborate concept or idea, but rather, it is a construct with a strong pedagogical and didactic dimension that defines relevant horizons of action to consolidate from the curriculum, specific processes of professional training.

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There is a concern today for the aging of the population throughout the world, especially in the wealthiest countries. In Europe, the elderly 65 are 19.4% of the population, that is, around 78 million people, and this trend is increasing at least 2.4 points every ten years (Maâlaoui, 2019). In the United States, the situation is not different; there, the number of older people exceeds that of those under 18 (Maâlaoui, 2019). Something similar occurs in some Asian countries such as Japan. This phenomenon is already being related to a decline or aging of the entrepreneurial spirit of the elderly. That is, there is concern because the entrepreneurial spirit is decreasing with age (Pilkova, Holienka, & Rehak, 2014) and because there is less and less linking of the young population in the labor market (Stypinska, Franke, & Myrczik (2019). Facing the problem may initially point to the improvement of the quality of life of older people (Pilkova, Holienka, & Rehak, 2014), but also, and with greater emphasis, to build new training strategies that guarantee a permanent renewal of the spirited entrepreneur to the extent that the population is aging. In this sense, university education becomes a possibility of solving this problem; that is, the formation of entrepreneurship, in this case, of social entrepreneurship, is a contribution to strengthening the spirit of entrepreneurship in the elderly and as management of business opportunities. (Stevenson, 1990).

That is, today, it is urgent to rethink the teaching of entrepreneurship and its application variants. Therefore, concerning this chapter, a theoretical balance that involves advances in an ongoing investigation is presented, which investigates about inclusive entrepreneurship that can be connected from university education to adult entrepreneurship.

Inclusive entrepreneurship is an innovative, inclusive intrapreneurship model that can boost the development of human capabilities (Max-Neef, 1993; Nussbaum, 2012) because it seeks to transform possibilities into skills (Taylor, 2015; Agudelo, 2011; Irizar, 2004; Audretsch, 2006; Varela, 2013; Gámez, 2013); and social entrepreneurship (Gámez & Cortés, 2018; Conde, 2014). The goal is to make entrepreneurship a participatory experience (Fernández, 2006) of service-learning in the perspective of Luna (2010), Martínez (2008), Cechi (2006) and Bohórquez (2013) whose foundation is the idea of volunteering as analyzed by Cabezas (2001) and Brugoni (2009). Service-learning experiences are susceptible to systematization for training purposes as investigated in the studies of Jara (2012), Barragán (2010, 2015), Amín, Usaquén, Pizarro, and Hernández (2016), Castillo, Gómez, Gutiérrez, Peñaranda, and Quesada (2016), Mancera, Martínez, Rodríguez, and Salazar (2017), and Zayas, Gozávez, and Gracia (2019). Participatory service-learning experiences are also connected with citizens (Zayas, Gozávez, & Gracia (2019) and to this extent, they can be planned to complement the objectives of university professional training. The teaching of inclusive entrepreneurship aims to innovate (Gómez & Calvo, 2011) from a pedagogical practice that manages to emancipate and develop the human being (Zuluaga et al., 2003, 2005; Quiceno, 2003a, 2003b, 2006), and in this sense the reflection has a propositive horizon.

## **DESCRIPTION OF THE STUDY**

The study was conceived as a macro proposal or macro project proposal anchored to the research dynamics that arise within the Master of Education Sciences of the University of San Buenaventura – Cartagena branch. It is described as a long-term study with start date 2019 and deadline 2024. To support long-term developments, three (3) baselines were defined:

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