

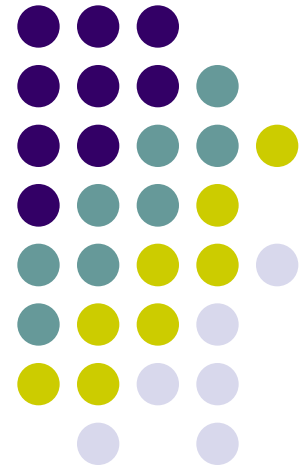
Service Learning in Social Enterprise

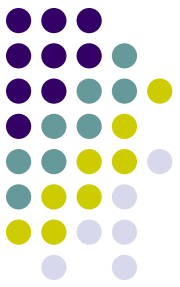
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Presentation Outline

- Development of Social Enterprise in HK
- Concepts of service learning (SL) and social enterprise (SE)
- Connecting SL to SE
 - Some key standards of high quality SL
 - Case examples in HK
- Guidelines for assessment

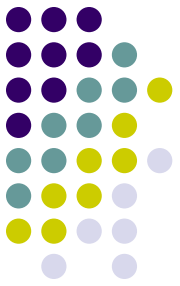


Development of SE in HK

SOCIAL ENTERPRISE INCUBATION CENTRE(SEIC)



HKCSS-HSBC
Social Enterprise
Business Centre
社聯·滙豐社會企業商務中心
Innovate · Invest · Incubate
創新 · 投資 · 孕育



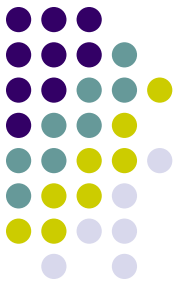
Development of SE in HK

- Social Enterprise Incubation Centre (SEIC)
 - Undergraduate and professionals
 - <<http://www.seic.hk/Home>>
- Heep Yunn School
 - Secondary school high form
- HKCSS-HSBC Social Enterprise Centre

Concept of SL



- Student's role: determined by the community needs, not by the learning goals of the student / institution (Lemieux & Allen, 2007)
- Enhance classroom teaching and learning interest, extend learning to the community, provide reflection time (Corporation for National & Community Service, 1990; Kesner & Eyring, 1999)



Concept of SL

- To foster personal growth and civic responsibility (Colby, Beaumont, Ehrlich & Corngold, 2008)
- Context based social experience
- Higher order thinking skills (Billing, 2004)
- Social networking
- To develop career path

Concept of SE



- Social Enterprise A Strategy for Success, UK Department of Trade & Industry (2002:7)
 1. ***Not being driven by the need to maximize profits for shareholders and owners***
 2. The surpluses are principally reinvested for that purpose in the business or in the community
 3. A business with primarily social objectives

Concept of SE



- OECD concept of SE (1999)
 1. Allocation and management of economic resources
 2. ***Integrates disadvantaged groups into the labor market while providing goods and services***
 3. ***Uses an entrepreneurial approach and draw upon the local environment to enhance their social and economic performances***

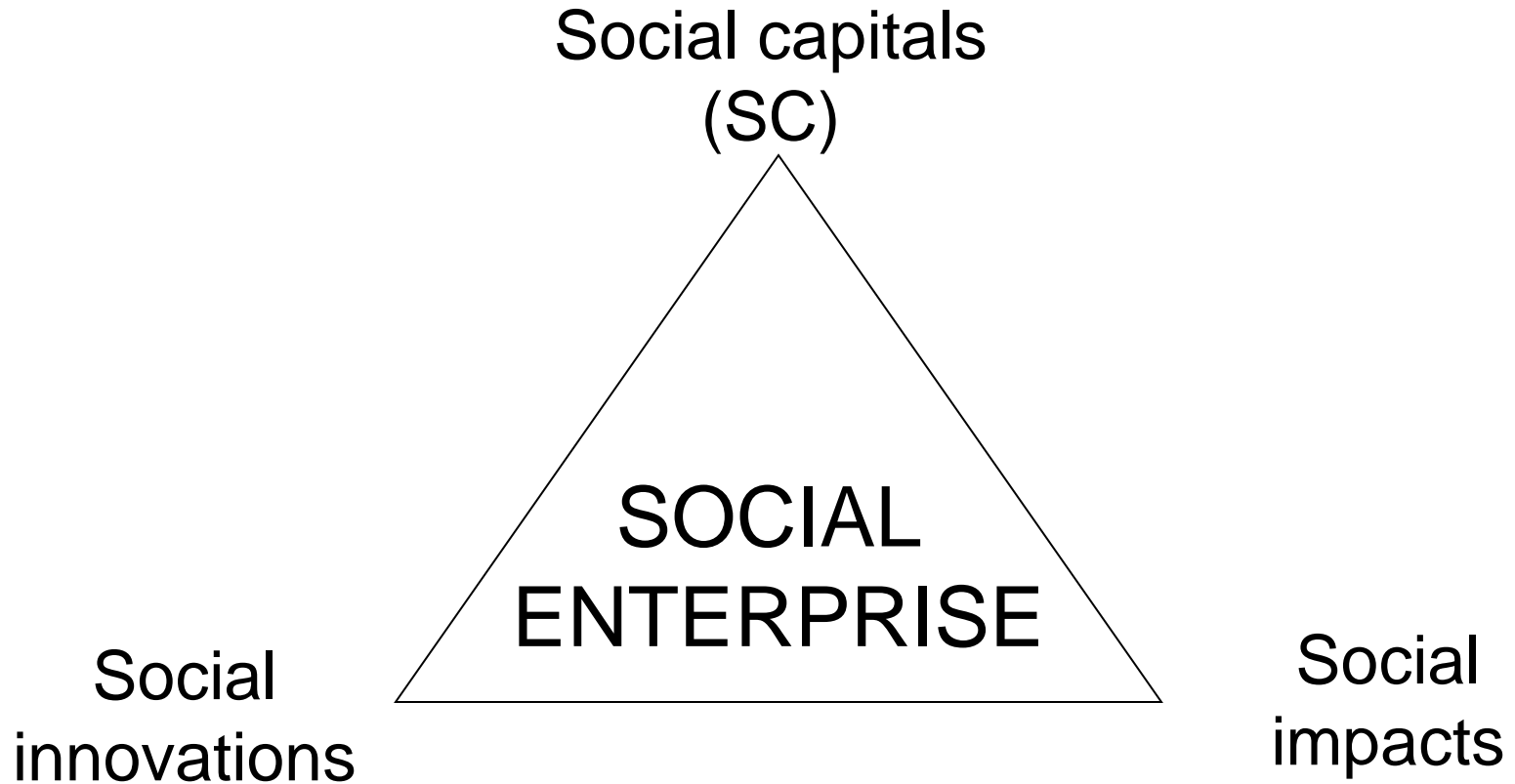
Concept of SE (Reference)



- Nonprofit Enterprise and Self-sustainability Team (www.nesst.org)
 - generate some of income in support of ***non-profit organisation mission***
- Virtue Ventures LLC (www.virtueventures.com)
 - any business venture created for a social purpose
 - ***mitigating or reducing a social problem or a market failure and to generate social value***
 - operating with the financial discipline, ***innovation*** and determination of a private sector business.

Triadic Nature of SE

- Raymond Yim



Triadic Nature of SE

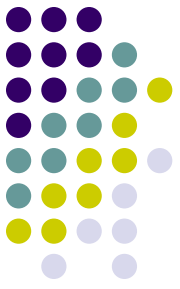
- SOCIAL CAPITAL



- Foley and Edwards (1997) stated the relationships between SC and SE
 1. ***SE is private organization formed and sustained by volunteers***
 2. ***SE is able to maintain relational networks***
 3. ***SE connects people with each other and build trust***

Triadic Nature of SE

- SOCIAL INNOVATION



- The Canadian J.W. McConnell family Foundation states the three process of social innovation:
 1. ***Social entrepreneur adopting a new program or concept that they may think add value to act on this opportunity requires leadership and vision***
 2. When the idea is developed in greater detail and start-up resources are secured
 3. When the idea is implemented, strengthened and made more effective

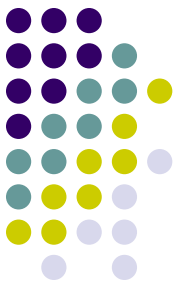
Triadic Nature of SE

- SOCIAL IMPACT



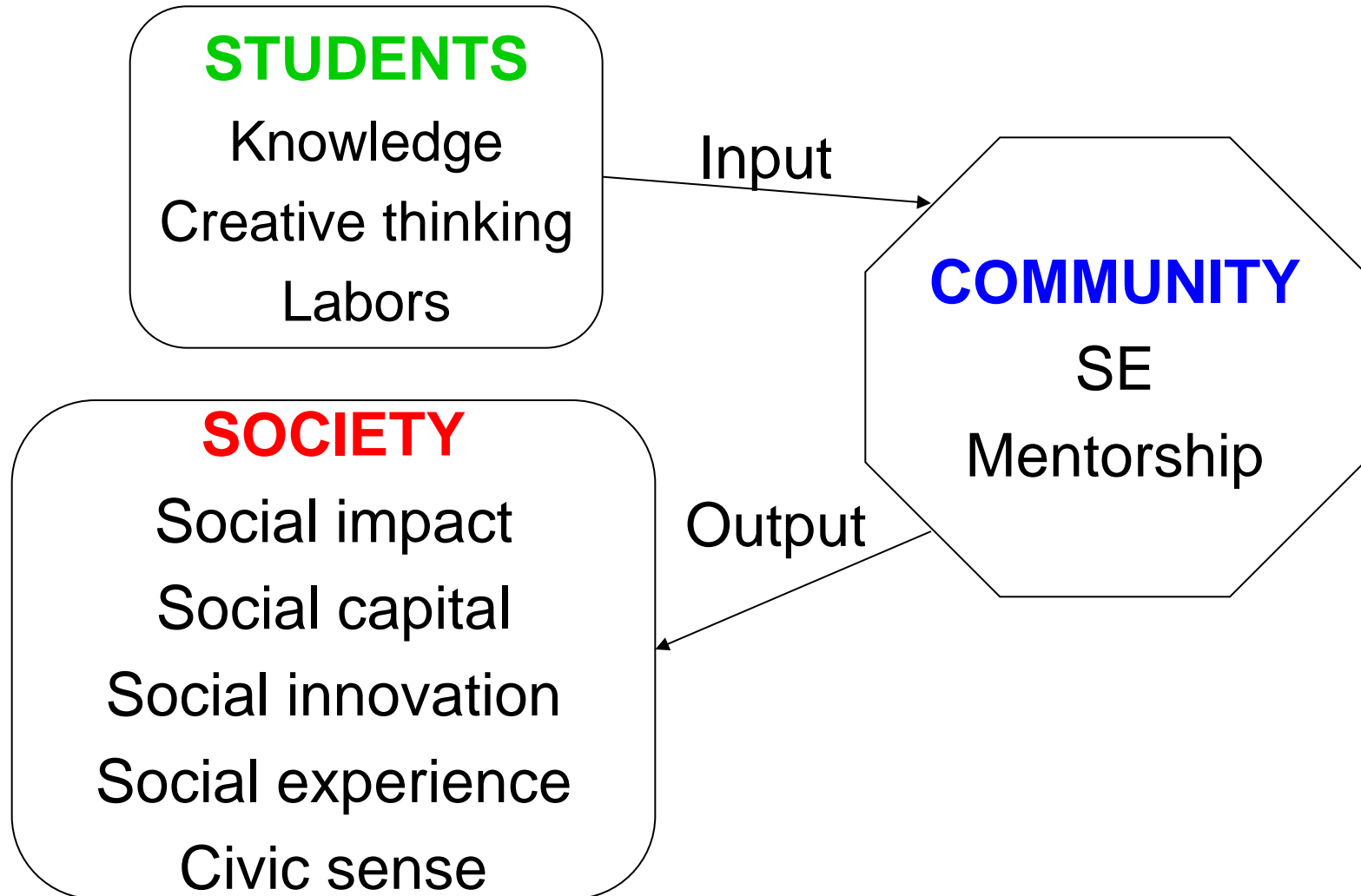
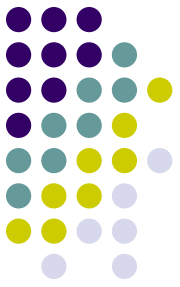
- International Principles of Social Impact Assessment:
 - SIA involves the ***process of analyzing, monitoring and managing the intended and unintended social consequence, both positive and negative, of planned interventions*** (policy, plan, program, project) and any social change processes invoked by those interventions its primary purpose is to bring out a more sustainable and equitable biophysical and human environment

Connecting SL to SE – with some key standards of high quality SL



- Service-Learning
 - Meaningful service
 - Identify community need and provide mentorship
 - Civic responsibility
 - Active engagement and creative thinking
 - Knowledge and value sharing
 - Career development and networking
 - Evaluate the social impact of project
- Social Enterprise
 - Non-profit
 - Social objective
 - Social entrepreneurship
 - Design and implement entrepreneurial project
 - Social innovation
 - Social capital (network and trust)
 - Social impact

Connecting SL to SE – a win-win model (Raymond Yim)



Connecting SL to SE – Type I



- Community need to some extent identified
- SE balance of budget
- Identification of new market niche
- Serving as SW intern, voluntary workers
- Provide consultations

Connecting SL to SE – Type I



- Tuen Mun Café
 - NGO-managed SE
- Stewards Ltd Company
 - SE owns a Limited Company (by shares)
- MentalConnect Ltd.
 - NGO set-up a SE
- Senior Citizens Home Safety Association
 - SE registered as a NGO
- Fullness Hair Salon
 - Social Entrepreneur owns a SE (limited by shares)
- YMCA hotel
 - NGO owns large scale business operations

Connecting SL to SE – Type II

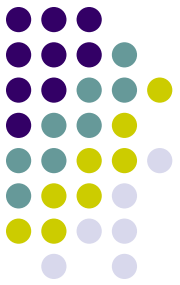


- SE deficit, identifying the need of community, draft business plan, conduct market research and assist in project implementation
- SEIC and CUHK partnership
 - Business plan and site visit
- Heep Yunn School
 - Victoria Park foodstall



Overseas Models of SL

- Pure SL: send students out to community to serve
- Discipline Based SL: students presence in the community throughout the semester
- Problem Based SL: student vs. community like consultant vs. client
- Service Internships: students work 10 – 20 hours in a community setting
- Undergraduate Community Based Action Research: for rare students experienced in community works.
- Capstone Courses: for final year students to transfer from world of theory to world of practice.



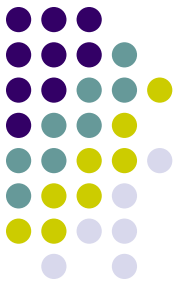
Points to note

- Student evaluation of community need is a valuable asset that should be documented
- Objective assessment of the feasibility of student's business plan by community and independent person
- Service prioritized, then learning



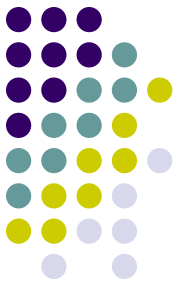
Points to note

- To SE business or non-profit groups:
 - Primary client – disadvantageous group
 - Secondary client – customers
 - Tertiary client – SL students
- Action research – consultation not decision making
- SEIC professional consultancy Vs undergraduate extended classroom learning – service quality
- Impact of withdrawal from serviced community or SE



Assessment

- Constructive feedback from the service recipients
 - Community members and customers
- Self-evaluation by students
 - Based on reflection on project's social impact
- Objective assessment by academic supervisors
 - Service goal achieved?
 - Learning goal attained?



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