



TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Economic tools for social inclusion
Subject code	E000012909
Main program	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Third year] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Third year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Third year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Financiera
Coordinator	Prof. Javier Márquez Vigil
Office hours	2 hours weekly. previous appointment via e-mail
Course overview	Economic Tools for social welfare, including public policies and private initiatives, in both the economic and financial spheres, with a special focus on Microfinance. The course focuses on how economic artifacts can be used to combat socioeconomic exclusion and create welfare from a practical approach rather than theoretical. Therefore, this course takes an overview of microfinance as a way to guarantee financial health; labor integration; social business and circular economy; impact investing, and impact measurement and management.

Teacher Information	
Teacher	
Name	Carlos Ballesteros García
Department	Departamento de Marketing
Office	Alberto Aguilera 23 Social Impact Chair
EMail	ballesteros@icade.comillas.edu

SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
This course contributes to the professional profile of the degree by providing reflective and practical elements that allow students to be critical and compassionate towards situations of vulnerability and exclusion while being proactive in finding solutions based on the knowledge acquired in other subjects of their degree. It aims to provide an economic and management perspective with a focus on people and the planet.



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2026 - 2027

Prerequisites

None

Competencies - Objectives

Competences

GENERALES

CG2	Capacidad de gestionar información y datos provenientes de fuentes diversas para hacer un análisis crítico y un correcto diagnóstico de la realidad empresarial.
CG5	Desarrollar habilidades interpersonales que refuercen el aprendizaje de un trabajo autónomo, bien organizado y planificado y que esté orientado a la acción y a la calidad.
CG6	Pronunciarse de manera ética y comprometida sobre asuntos medioambientales, sociales y de gobierno corporativo que regulan un nuevo escenario empresarial.
CG7	Reconocer la riqueza de la diversidad y multiculturalidad de personas y enfoques de la realidad empresarial, siendo capaces de elaborar y comunicar en contextos diversos ideas, proyectos, informes, soluciones y problemas, en un clima constructivo y de respeto al otro.

ESPECÍFICAS DE OPTATIVIDAD

CEOPT(FF)	Conocimiento y comprensión de los principales mecanismos económicos para la inclusión social, con especial foco en las microfinanzas y los microcréditos.	
	RA1	Conoce los elementos básicos de las principales políticas y herramientas de inclusión social y valora las implicaciones de este tipo de iniciativas.
	RA2	Conoce las características y evolución de las Microfinanzas y Microcréditos en el mundo de la cooperación para el desarrollo y en el contexto de los países desarrollados.
	RA3	Comprende la importancia que tienen los Microcréditos como herramienta útil para reducir los niveles de pobreza y exclusión financiera en el mundo a través del autoempleo.
	RA4	Conoce y valora el papel de herramientas como las empresas de inserción y otras manifestaciones de la economía social.
	RA5	Sabe analizar el alcance y el impacto económico-social de estas herramientas desde el concepto de inversión de impacto.

Learning outcomes

RA1	Conoce los elementos básicos de las principales políticas y herramientas de inclusión social y valora las implicaciones de este tipo de iniciativas
------------	---



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus 2026 - 2027

RA2	Conoce las características y evolución de las Microfinanzas y Microcréditos en el mundo de la cooperación para el desarrollo y en el contexto de los países desarrollados
RA3	Comprende la importancia que tienen los Microcréditos como herramienta útil para reducir los niveles de pobreza y exclusión financiera en el mundo a través del autoempleo.
RA4	Conoce y valora el papel de herramientas como las empresas de inserción y otras manifestaciones de la economía social
RA5	Sabe analizar el alcance y el impacto económico-social de estas herramientas desde el concepto de inversión de impacto

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

1 What is social exclusion?

- 1.1 Conceptualización of exclusion, dimensions, types and risk factors
- 1.2 How to measure social exclusion
- 1.3 The concept of Need in the economic Thought
- 1.4 Theoretical approaches to poverty and related issues (E. Duflo; A. Fiske; A. Sen)
- 1.5 Models and axis for Integration

2 The Role of Corporate Business

- 2.1 The evolution of CSR
- 2.2 Business approaches to the Common Good: the so called New Economies
- 2.3 Bcorp, and other assesment standards
- 2.4 Legal framework (EU context) for Business for Good

3 Inclusive business at the base of the pyramid

- 3.1 The BoP and the missing middle concepts
- 3.2 Inclusive business at the BoP 1.0. Features and examples
- 3.3 Inclusive business at the BoP 2.0. Features and examples
- 3.4 Some ethical concerns

4 Public policies

- 4.1 Introduction to the Welfare State. (concept, pillars, models)
- 4.2 Welfare State in Spain
- 4.3 Some policies to guarantee welfare. The National Strategy Against Poverty

5 Employment integration tools

- 5.1 Unemployment: type, data and consequences
- 5.2 Social Integration Enterprises
- 5.3 Labor integration of People with disabilities



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus 2026 - 2027

6 Finance for Good

- 6.1 Financial exclusion and how to measure it
- 6.2 Microfinance
- 6.3 Sustainable Finance (ESG)
- 6.4 Blended finance
- 6.5 Impact investing
- 6.6 Venture Philanthropy

7 Housing

- 7.1 Housing as a human right
- 7.2 Homelessness and adequate housing
- 7.3 Measures. The Housing First principles

8 Digital and tech exclusion

- 8.1 Energy poverty. Concept and types
- 8.2 Some index
- 8.3 Accesible technology (concept and cases)
- 8.4 Digital literacy

TEACHING METHODOLOGY

General methodological aspects of the subject

The main teaching approach is based on the encouragement of active participation in class. The primary means of imparting knowledge and understanding is through lectures, but students are strongly encouraged to engage in problem-solving and independent reading, for which they are given extensive support and guidance on reading materials and their appropriate use. The creation of an emotional relationship between the student and the course is a second objective.

The main classroom activities are as follows:

A) Class-based teaching methods

1. Lectures

The purpose of lectures is to introduce students to the main areas of the course and to provide the grounding for further study. This traditional teaching method is a way of presenting the greatest amount of information to a large number of students relatively efficiently. However, it is expected that students will interrupt, make comments, and ask questions throughout the lecture, thus transforming it into an active learning process

2. Teacher Assisted group work and Class discussions and debates (Project based learning)

Student-centered, active learning strategy in order to develop student skills and knowledge. It involves the presentation of an area of study to a small group of students. Usually done before the lecture session on the topic related. Discussions constitute a primary teaching method in order to stimulate critical thinking. Students have an opportunity to make significant contributions to the learning of others, develop their own analytical skills, and articulate their ideas and opinions clearly. Discussion class where students study a subject in depth and exchange ideas. Often led by the students

3. Complementary and reinforcement activities



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus 2026 - 2027

Audiovisual (forums, documentaries) readings, keynote speeches, and other amenities are used to reinforce certain parts, summarize contents, and transition between different parts of the course.

4. Tutorials

An exploration of progress in the course with the lecturer, either one-to-one or in a small group. Resolution of learning problems and difficulties

5. Gamified activities

Activities that have been designed or adapted using elements and mechanics from games to make them more engaging, interactive, and fun. These activities can include elements such as points, levels, rewards, challenges, and friendly competition, with the aim of fostering participation, engagement, and learning

6. Quizzes and Exams

B) Remote methodology

1. Independent study

Students are expected to undertake independent study, which will concentrate on reading the textbook and researching in the library to carry out in-depth investigations of areas of interest. There is only a limited amount of information that can be covered in class time, so students will be expected to study independently on a regular basis.

2. Preparation for in-class discussions and debates

Students should search for information in order to solve the problem given and present the case to their classmates

3. Field visits and Fieldwork

4. Self-assessment activities

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS
Lecciones de carácter expositivo
60.00
NON-PRESENTIAL HOURS
Estudio individual y/o en grupo y lectura organizada
120.00
ECTS CREDITS: 6,0 (180,00 hours)

EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
-----------------------	---------------------	--------



Final Exam	• To measure understanding of fundamental ideas and knowledge • To measure comprehension of main theoretical frameworks • To measure critical thinking	50 %
Team work. Students must work in teams to solve a challenge given by the teacher.	• To measure the ability to use theories and constructs in practical applications and analysis. • Originality and formal aspects • Maturity and depth of analysis	20 %
Individual Work: preparation of a Learning Reflection Diary (free format) in which the student reflects his/her personal thoughts and reflections on his/her community learning process. It must be comprehensive, so it should include opinions on video forums' contents, readings, field visits as well as past personal experiences	• To apply theory into practice • Theoretical background (search and explanation) • Originality and creativity of the execution • Maturity and depth of analysis	10 %
Active participation	• To actively participate in debates and in-class discussions • To proactively contribute for in-class execution with new materials, readings and/or cases	20 %

Ratings

The final grade (FG) will be determined by the application of the following formula:

$$FG = 0.5 \times FE + 0.2 \times TW + 0.1 \times IW + 0.2 \times AP$$

Final exam (FE): A written exam that accounts for 50% of the final grade.

TW: Team work

IW: Individual work

AP: Active participation in class

The final grade is numeric between 0 and 10, according to the following scale: 0-4.9: fail; 5-6.9: pass; 7-8.9: good; 9-10: excellent.

The grade derived from applying the above weights is subject to the following rules:

- To pass the regular exam session (December-January / April-May, depending on the degree), the formula will only be applied if the final written exam achieves a minimum score of 6 out of 10. If the score is below this threshold, the TW, IW, and AP will not be considered, and the student will receive a failing grade.

- If the student fails the regular exam session, they have the right to an extraordinary session in June, where the written or oral exam must



have a minimum score of 6 out of 10. The final grade will be calculated using the following formula: $FG = 0.5 \times FE + 0.2 \times TW + 0.1 \times IW + 0.2 \times AP$.

- From the third exam session onwards, the final grade will be the higher of either the final exam grade (as long as it is at least 5) or the grade obtained considering the continuous evaluation, if the student has completed it.

Attendance at teaching activities is mandatory for all students. Missing more than one-third of in-person classes may result in the inability to take the exam in the regular session of the same academic year.

USE OF CHATGPT OR OTHER AI TOOLS.

The use of AI to create complete assignments or relevant parts, without citing the source or tool, or without explicit permission in the assignment description, will be considered plagiarism and regulated according to the University's General Regulations, Article 168.2.e: "engaging in actions intended to falsify or defraud the academic performance evaluation systems." The consequences of this include "temporary expulsion of up to three months or prohibition from taking exams in the next exam session after the imposition of the sanction, in one or more subjects the student is enrolled in, [...] in addition to receiving a failing grade (0) in the respective subject, [...] [and] prohibition from taking the exam for that subject in the next session."

Specifically, in this course, the instructor may allow the use of AI tools for specific course activities, provided that the student adheres to the following obligations:

A) Permitted Uses:

Type of Use	Description
Writing support	Using AI to generate draft sentences, or correct grammar.
Brainstorming	Generating initial ideas for essays or presentations.
Summarizing and analyzing	Getting summaries of complex texts or explanations of concepts.
Review and improvement	Asking for suggestions to improve coherence, or structure.
Assisted translation	Translating texts with student editing.
Code or formulas	Getting help writing or reviewing code, formulas, or logical structures.
Critical reflection on AI use	Including a section in the assignment explaining how AI was used, how it contributed, and its limitations.
Tool citation	Clearly stating which AI tool was used (e.g., ChatGPT, Gemini, etc.).



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2026 - 2027

(e.g., ChatGPT, Copilot, etc.)

B) Prohibited Uses:

Type of Use	Description
Submitting fully AI-generated work	Presenting an assignment as your own, using AI as your own.
Failing to cite the tool used	Using AI without acknowledging its use, specifying which parts were generated by AI.
Using AI when explicitly prohibited	Ignoring specific instructions from a teacher or assignment about AI use.
Fabricating sources	Including citations or references generated by AI that do not exist or are inaccurate.
Replacing critical thinking	Using AI to answer reflection questions without adding your own analysis or insights.
Avoiding the learning process	Relying on AI to complete assignments without understanding them.

Failure to comply with these obligations will be considered improper use of AI, with the consequences outlined above.



WORK PLAN AND SCHEDULE

Activities				Date of realization	Delivery date
Summary of student work load					
In class					
Theoretical Sessions	Practice (team work)	Academic Oriented activities	Exams and other assesment		
25	10	20	5		
Remote					
Self-work on the theory	Self-work on the practice	Team Work	Individual Study		
20	20	50	30		
ECTS: 6			180 hours		

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- Yunnus, M. & Weber, M (2010) Building Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs Publica Affairs: New york
- Prahalad, C. K. (2008). The fortune at the bottom of the pyramid: Eradicating poverty through profits. Pearson, Londres
- Ballesteros et al. (2025) *Financial-health: a-shared-value-approach for the financial-sector* <https://files.griddo.comillas.edu/financial-health-a-shared-value-approach-for-the-financial-sector.pdf>

Complementary Bibliography

- Banerjee, A. V., & Duflo, E. (2007). The economic lives of the poor. Journal of economic perspectives, 21(1), 141-167.
- Gupta, V. (2013). Fortune at the Base of the Pyramid (BoP) Revisited. S. Khilji (Ed.). Emerald Group Publishing Limited.
- Lwesya, F., & Mwakalobo, A. B. S. (2023). Frontiers in microfinance research for small and medium enterprises (SMEs) and microfinance institutions (MFIs): a bibliometric analysis. Future Business Journal, 9(1), 1-18
- Yunus, Muhammad, Moingeon, Bertrand and Laurence Lehmann-Ortega (2017). A World of Three Zeroes: the new economics of zero poverty, zero unemployment, and zero carbon emissions. Scribe Publications.
- Ostrom, E. (1990). Governing the commons: The evolution of institutions for collective action. Cambridge university press.
- Schwab, K y Vanham, P. (2021) Stakeholder Capitalism: A Global Economy that Works for Progress, People and Planet. Wiley; Londres
- Sen, Amartya (2001). Development as freedom (2nd ed.). Oxford New York: Oxford University Press
- SiAT-Social Inclusion Assessment Tool. <https://thedocs.worldbank.org/en/doc/478071540591164260-0200022018/SiAT-Social-Inclusion-Assessment-Tool>
- Yunus, Muhammad, Moingeon, Bertrand and Laurence Lehmann-Ortega (2010), "Building Social Business Models: Lessons from the Grameen Experience", April-June, vol 43, number 2-3, Long Range Planning, pp. 308-325



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

Syllabus
2026 - 2027
