



Integrating Doughnut Economics into business education: a rough guide from DEAL

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This document guides people involved in business education to integrate the concepts and tools of Doughnut Economics into undergraduate or graduate business education. This includes bringing Doughnut Economics and distributive and regenerative enterprise design into education programmes by:

- Delivering a lecture and/or seminar as part of a broader module.
- Setting assignments.
- Creating an entire module or programme.
- Integrating it into campus incubators and pitching competitions.

Possible educational objectives

1. Students understand the concepts of Doughnut Economics, including the Doughnut, as well as regenerative and distributive dynamics.
2. Students understand the concept of distributive and regenerative enterprise design and the great diversity of relevant design possibilities.
3. Students are able to identify ways that enterprise design can enable or hold-back regenerative and distributive ideas in businesses.
4. Students build the essential (soft) skills to lead, facilitate, and propose some ways the design of businesses can evolve, including in creating the favourable conditions for transformative discussions to occur.
5. Students build the practical skills that are required to help make the enterprises they create and launch regenerative & distributive by design.

Available Materials

- [Video introduction to redesigning business through Doughnut Economics](#) (16 minute intro to the core concepts).
- DEAL's *Doughnut Design for Business* (DDfB) tools ([core tool for 5 hour workshop](#) and [taster tool for 2 hour workshop](#)). The slides can be downloaded for presenting the core concepts.
- DEAL's [tool to create government policies](#) that foster regenerative community-owned businesses.

- DEAL's [What Doughnut Economics Means for Business paper](#), with detail on the core concepts and examples of businesses.
- Case studies of how enterprise design can enable regenerative & distributive ideas (publication as [stories](#) by the end of 2023).
- DEAL's list of [Academic articles and reports](#) and other academic [tools](#).

Suggested module structure

Week 1: Intro to the Doughnut & Doughnut Economics

Week 2: Intro to regenerative & distributive dynamics

Week 3: How businesses are pursuing regenerative & distributive goals

Week 4: Intro to enterprise design to enable regenerative & distributive goals

Week 5: Exploring the role of enterprise design in either enabling or holding back regenerative & distributive goals (incl relevant facilitation skills)

Week 6: Students apply the DDfB tool to businesses to explore regenerative & distributive ideas, and enterprise design (in-class workshop plus discussion)

Week 7: Presentations of students on regenerative & distributive ideas and accompanying enterprise design for businesses they applied the DDfB tool to

Week 8: Looking at enterprise design alongside broader system change
Each session would be approximately 1-2 hours

Possible assignment questions

Making use of DDfB tools and DEAL's materials:

- Identify 3 businesses who are pursuing cutting-edge activities or strategies focused on addressing global challenges, and explain how the design of their enterprise has enabled them to pursue these.
- Identify 3 Global challenges that can be enabled at a business level through innovations in enterprise design.
- Compare 2 companies in a similar industry that have different enterprise designs and explore how their respective designs enable or prevent them from pursuing particular activities, investments or strategies.
- Design an enterprise that is regenerative and distributive by design using the DDfB framework (explain the design plan).

Physical Materials needed

- Projector (all sessions).
- Round tables for group discussions (desirable for most sessions).
- Printed canvases, markers, sticky-notes & blue-tack for sessions 6 & 7.

Engaging companies & entrepreneurs

Business schools often have networks of business leaders they engage with regularly. Sometimes these are individuals from local businesses, sometimes they are networks of alumni, or businesses that engage in their specific research and education programmes. Academics, students and others connected to the business schools can run workshops for such businesses in their broader community. For instance, the business leaders can spend a day or half day doing a workshop on Doughnut Economics, and can choose to charge an appropriate fee for doing so. All materials and guidance to run such workshops are in the creative commons and can be found on DEAL's website (as a [2 hour](#) or [5 hour](#) workshop). If running workshops in such a manner, DEAL asks that the business school [registers on DEAL's platform](#) (via [this form](#)), and follows the do's and don'ts contained in the DDfB tools.

Business schools that run incubator or accelerator programmes for entrepreneurs are also welcome to use either of DEAL's DDfB tools (as a [2 hour](#) or [5 hour](#) workshop) and are invited to register on DEAL's platform (via [this form](#)).

Sharing learnings

This guide brings together some initial insights from those involved in integrating Doughnut Economics into business education and will likely be updated over time. To foster learning across practitioners, DEAL invites all such educators to share their insights on [DEAL's platform by creating a story](#).