

Lecture Notes in Civil Engineering

Giuseppe Amoruso *Editor*

Putting Tradition into Practice: Heritage, Place and Design

Proceedings of 5th INTBAU International
Annual Event



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An Innovative Training Model on Creative Entrepreneurship: Integrating Local Stakeholders with Summer Academies to Enhance Territorial Heritage

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Abstract. Cities are living organisms with their physical infrastructure, inhabitants and visitors passing by. And intellectual events have a considerable impact on both physical and cultural transformation of these organisms. This does not only relate to the advertisement impact that the event creates, but deeper, is about how the event engages with the society and gives active roles to the local stakeholders. Training of the creative class through the right methodologies of entrepreneurship has a huge impact in co-creation of cultural values, and boosting the communication of the local potential. Goal of this paper is set on presenting a unique model of training for creative entrepreneurship, which also serves as a model for the local valorisation of cultural, creative and territorial resources. Within this framework, CREA summer academy is introduced as a European scale best practice case. Following this, the OSTUNI academy 2016 is unfolded as a symbolic model of site-specific event, which is able to generate entrepreneurship potential to valorise the cultural heritage. Summer Academy events, linking to the intellectual infrastructure of their location, are more beneficial to the territories when they have a strong link to the local stakeholders, as taken for granted by CREA Summer Academy.

Keywords: Training · Design thinking · Entrepreneurship · Place making · Summer academy · Territorial heritage

1 Introduction

Place making is a multi dimensional process which involves many disciplines and actors integrating with the local values and potential. Young students and scholars are significant pillars of this process and can co-create the values of the destination within the appropriate platform of idea exchange. Training events, such as Summer Academies, provide this kind of platform between their attendees and local stakeholders. Providing knowledge on the dynamics of entrepreneurship is an important strategy in the process of recreation of local potential. If the focus of the training not only remains on the side of the attendees, but also addresses the local actors, this goal can be

achieved more successfully. This paper discusses the effect of proposing a multi-factored business model for training events. This model takes the local stakeholders and attendees as main voices of knowledge exchange for the improvement of entrepreneurship potentials.

1.1 Creative Minds as Pioneers of Entrepreneurship in Cities

Entrepreneurship and role of creativity is gaining more importance in management of urban structure and valorisation of territorial heritage. One thing to be pointed out here is Richard Florida's contribution to knowledge, highlighting that the creative class can lead to a great social transformation. Florida argues that, people engaging in creative fields such as design, architecture, and entrepreneurship are the creative minds who can be pioneers of growth of creative industries. Enabling them to lead this creative process depends on drawing the right scenario as well as respecting their space to generate innovative ideas [1].

Similar to this, Charles Landry has also discussed the impact of creativity in the discovery and valorisation of local talents. He draws attention to the fact that cities are like an organism, a fabric, which is woven by creative minds, which live connected to each other within a harmony. Thus, the content of the city have to trigger social innovation and entrepreneurship, so that these creative minds can have a platform to realize themselves [2].

According to this general scientific framework the territories should embrace the creative's, and even further, appeal to other ones who will bring a different perspective to assist the discovery and valorisation of local potential. Here, it is possible to argue that International Events, either in big or small scale, have a respectable impact on accomplishing this notion.

1.2 Training Events and Their Link to Territories

Territories benefit from the collaboration of academies and scholars in the maintenance of their various elements. This engagement can be based on collaborations for policy making processes, designing of the urban environment, scenarios that encourage networking with students and local stakeholders or events that aim to embrace locals and scholars under the same umbrella. Summer schools and academies have an essential impact in generating this kind of connection. There are several successful examples which aim to train the participating students as well as local talents, in the content of a short an intensive course program, taking the advantage of a pleasing season which displays the beauties of the city.

These academies may benefit from the intellectual heritage of the city which hosts them, like addressing a significant value of a city, and consider it as the framework of training. As an example of another approach, they can intend to emphasize an issue they wish to implement and make better integrated within the culture. Finally, the summer academies may also foresee a broader participatory scenario which not only

involves the attendees but also the physical and social structure of the territory and encourage both parties to engage in an innovative, participatory scenario.

2 CREA Summer Academy

The CREA Summer Academy European project represents an important best practice case in which research and training activities addressed to an international and intercultural panel of students are influenced by the local environments that host these activities but also conversely.

CREA Summer Academy is part of a European Project funded under the Horizon 2020 program. The project consists of 9 project partners from 7 European countries, working on entrepreneurship education. The main aim of CREA is offering a network of Summer Academies throughout Europe with the shared goal to support fresh new venture ideas combining entrepreneurship with creativity and ICT as the drivers for innovation [3].

Entrepreneurship education and the research activities related are achieving a significant value in the international training scenario; entrepreneurship, in fact, is increasingly being recognized as not only an important driver of economic growth, but also an initiator and contributor to societal change and social innovation. Having the notion of training local talents to boost the development of creative industries, CREA aims to enhance the entrepreneur spirits of not only the participants but also the local stakeholders of the host location.

2.1 CREA Training and Didactic Approach

In CREA programme, interactive teaching methods and new didactics have been combined with an intercultural, action-oriented approach of entrepreneurship education teaching Creativity, Technology and Entrepreneurship in an interdisciplinary manner. In CREA, students turn their ideas into a concrete business idea, a start-up team and a first business model design. The academic and business prospective converge in CREA thanks to the diversification of the partnership composed by European Universities, Incubators, Regional Development Agencies and Business Support initiatives.

During the first two years of this projects, more than 300 students from 68 nationalities spread all over the world could attend one of the 13 different summer academies at leading Universities in UK, Italy, Estonia, Slovenia, Netherlands, Greece and Germany and learn about entrepreneurship.

CREA defines entrepreneurship education as the knowledge transfer regarding how, by whom, and with what effects, ICT- and creativity-driven business opportunities to create future goods and services are discovered, evaluated and exploited.

Based on this definition, one of the goals around which each CREA summer academy is set consists of raising awareness about and enhances societal aspects of entrepreneurship, with a particular effort on helping local entrepreneurs grow or promote social entrepreneurship ventures.

Students are the backbone of CREA Summer Academy, as being trainees whose learning progress and plans relate to the societal and local impact. Thus, here is a very strong emphasis that lies on the students' self-motivation, independence, curiosity, co-creativity, pro-activity, collaborative multidisciplinary working and teamwork. CREA's approach aims at making the young participants and their ideas merge with the cities and form business ideas that can be realized through testing. Therefore, within the duration of 2 weeks' academy, there is an entire day dedicated to idea testing which brings them out of the classroom and introduces to the local community, and allows them to apply the methodologies of action research such as observation, interviews, surveys or just talks with local people. This relies on testing the reaction of the target and getting feedback using the principles of co-design. This hands-on field research helps them notice the potential, test the methodologies and be inspired to produce new ideas.

Since CREA was established, one of its main drivers is the engagement between topic of the academies and the nature of the hosting location. Each Summer Academy, in fact, focuses on a topic in line with regional or national area of interest for innovation and growth, in accordance with the European guidelines on ICT and entrepreneurship. The added value of CREA is rooted in its building blocks: a network of partnerships between Universities, Incubators, Regional Development Agencies and Business Support Initiatives across Europe, each contributing to the shared goal and approach from their own area of expertise and context.

2.2 CREA Summer Academy in Ostuni, 2016

To enhance the efficiency of experience, students are asked to fill a survey at the end of each edition of CREA. These surveys help us understand the main drivers of the academy and provide us feedback on the maintenance and what are their criteria of selecting and participating different summer academies.

Since CREA has many partner institutions, the students have different options to consider to attend the summer academy. And when they are asked their motivation to choose the academy they have attended, they mainly give the feedback that location of the academy is an important factor. In the Greece Edition of 2016, for instance, 50% of the participants stated that they have chosen the academy since it is an appealing destination. The importance of activities linked to the territory also indicates the importance of location, as seen in the answers of Netherlands edition in 2015, for instance, where 35% of the participants indicated that social events like field trips had been the most utile tool to boost their learning.

The position of Ostuni, in which the second edition of Italian summer academy was settled, amongst other location was intended to be a positive challenge for participants and locals, since it had the potential to give birth to innovative initiatives.

2.2.1 Ostuni as a Location

Located in the Puglia region of South Italy, Ostuni has a peculiar architectural heritage. Thanks to its white walls and surroundings, it is known as "The White Town". It has valuable potential in terms of history and cultural heritage as well as natural beauty;

however, it is also facing the consequences that can be observed in many southern settlements in Italy. In contrast with the northern region, the entrepreneurs face several economic barriers despite the great potential a territory has. Therefore, the region can benefit very positively from a didactic approach of entrepreneurship blended with design thinking, and fostering the inspiration for creative start-ups (Fig. 1).



Fig. 1. Students at field work, during the design thinking session in Palazzo Tanzarella, Ostuni

The summer school could also have been realized in bigger cities like Milan or Rome, and have ended up in fruitful results. However, the main aim was to foster the idea of recreating local values facing the challenging conditions, aiming at boosting the local potential.

2.2.2 A Local Network of Partners in Ostuni

The active participation of end users in the design process, in other words the activity of co-design, is inevitably a very important phenomenon of today's world. Manzini describes the changing view about users as follows:

Those who have traditionally been considered as “people with problems” (i.e., service end users) can be recognized as “people with capabilities” (i.e., service co-producers): people with knowledge, time, and energy who can usefully contribute to the conception of a service and, most importantly, to its day-by-day production and delivery ([4], p. 96).

This experience in Ostuni functioned very well as being a multi actor project addressing not only the participants but also the local stakeholders to develop and express creative ideas together which can be turned into an entrepreneurship scenario. The involved local actors belong to different sectors: in Ostuni the process engages municipality, region of Puglia, chamber of commerce, local SMEs, professionals and experts and trade associations. Local stakeholders functioning in different aspects of daily life were encouraged to participate the event, even though they were not attending the workshop. By doing this, the infusion of workshop fully with the local content was aimed and accomplished. For instance, an open talk in English, “CREA Ostuni open lecture”, was held every evening, and everyone was free to join. Moreover, two events in Italian called “Storie Meridiane d’impresa” were also held, considering a stronger participation of locals. Thus, information on entrepreneurship was provided instantly, to anyone who desires.

Moreover, participants could eat at local restaurants; thanks to the cards they were given. Having such kind of touch point between locals and workshop participants provided a solid ground in which start up ideas could be generated and improved in collaboration. All these activities have created an environment in which innovative ideas could be generated and shared freely, and new start-ups could be born thanks to the introduction of necessary tools and knowledge on entrepreneurship that was provided. As another benefit of this structure, the business model had been more sustainable and manageable thanks to the involvement of local stakeholders, who were very proud to host such an international event in their cities and be a part of this creative flow. The project not only brought an international design and business perspective to the territory, but also lead to the generation of concrete start up ideas (Figs. 2 and 3).



Fig. 2. Open lecture at chiostro Palazzo San Francesco, Ostuni



Fig. 3. “Storie meridiane d’impresa” lecture at Museo della civiltà preclassica, Ostuni

2.2.3 A Start-up Engaged with the Territory: MIT

The experience in Ostuni accomplished its goal to link participants with local values, and resulted in a collaborative start up concept which bonds students and local stakeholders. MIT, a project developed by the participating students, takes its base from the local crafts of the territory.

Main focus of the project was to address a contemporary demand, the search for sustainable products, and blend it into the story of local craftsmen. Starting from this point, the group of four students named Donatello Greco, Maria Paula Muñoz, Domenico De Pascale and Angelo Greco, with management and design backgrounds, have developed a sustainable toy design concept which aims to communicate the tradition and value of local craft.

The project aimed at catching up with current digital trends while communicating a traditional value, blended with a system design scenario. As a physical product it is modular, consisting of several small wooden pieces attaching into a cylindrical body through the holes they have, which refers to the traditional Pumo lucky charm souvenir from Puglia. The modular pieces enable to possibility of personalisation, which leads to a bigger potential of digitalisation. As a concept scenario, the product is conjugated with an App, where pictures of customized toys can be shared in an online network, where also communication and online selling of products can be made. Through this scenario, a traditional crafts and creative production of the territory is reinvented and reflected to a sustainable system design. Moreover, it is a significant example of how the effective methods of teaching entrepreneurship can embrace the recreation of local values and result in an innovative start up.

3 Conclusions

Territories, especially the ones who cannot realise their potential due to economic and bureaucratic challenges, benefit very much from the collaboration with scholars and creatives, since they can lead them through introducing new methodologies on entrepreneurship and design thinking. It is a very valuable strategy to train them and introduce them with young and international perspectives, and boost the local potential through this strategy. CREA Summer Academy has adopted this notion in all of the editions took place around Europe, and the experience in Ostuni stood in the forefront due to its scenario which effectively engage local stakeholders and turns the local potential in concrete start-up ideas.

Findings that stand out from the case scenario of Ostuni are as follows:

Summer academies succeed better in place making through co-creation when they propose a system fully integrated to the local resources.

To create a concrete business which engages with interests of local stakeholders and promotes the recreation of local values model for a summer academy, it is essential for boosting innovative entrepreneurship. The applied model consists of European and international methodology that, in a site-specific approach, adapts itself according to the local needs and resources.

Even more than a Summer Academy: the research and training method used in CREA is based on a practice-approach where the Summer Academies are designed as set of activities with some elements customizable according to the local eco-system of stakeholders. The two weeks of summer academy represent a trigger for a local long-term partnership between young entrepreneurs, institutions, universities, SMEs and the community of citizens. CREA went beyond the delivering of a training program; it has actually been a catalyst for a local long-term plan of development able to support entrepreneurship in the creative field and, at the same time, a way to promote a European cooperation of regions in this field.

A handbook to enable universities or other institutions to organize their own CREA summer academy stimulating innovation through Entrepreneurship, Creativity and ICT, is in progress and development phase will be introduced. Within this manual background and goals are to be summarised, the organization of the Summer Academies, the practice-based approach to training and coaching, the didactic strategies, the learning goals and possible educational activities and training methods.

In short, the system of CREA had been formulated at a European scale, and then applied to a local dimension. Departing from here, it is possible to say that this model is applicable to adopted in other Region and also in various countries.

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