

## ***O1-A3 Report on the Workshop about “A Scuola d’Impresa” within Italian Schools***

### **Introduction**

On March 2015, international partners of the TBG project received a wide documentation based on the business ideas of the teams of “A Scuola d’Impresa”. The documentation sent included the Power Points of the business plans, the promotional videos and the final presentation produced by each of the teams competing. The teachers responsible of TBG used the material, translated in English, for a first formative activity to carry on with the students.

After this initial stage, a transnational workshop in Foligno followed in May. Five students, accompanied by professors, from each country partner came in Umbria. It was also the occasion to discuss about the methodologies and operative aspects of the project promoted by the Umbria Research Agency (AUR). The students of “A scuola d’impresa” took the floor and explained to their foreign colleagues their own experience, what they did and how they did it. The Umbrian schools hosting the foreign delegation were three: the Technical Technological Institute “Leonardo da Vinci” of Foligno, the Institute of Higher humanistic and artistic education of Terni, and the Comprehensive Institute “G. Mazzini” of Magione. The Italian students, after having presented their works in English, listened to their foreign colleagues, professors included, in order to answer to their questions.

The meetings were held at a time when the third edition of "A scuola d’impresa" entered the final phase and the regional competitions were coming. These were formative moments for everyone present in which "A scuola d’impresa" and TBG have enriched each other. Also, during the workshop in Foligno, a foreign delegation of students took part at the laboratory "B-Plan" focusing on activities aimed at strengthening and developing the capacity for creativity and innovation.



## Technical visit

**Monday 04 May**

*Technical visit of a "A scuola d'impresa" school, Magione.*

Technical visit at one of the schools that participate at the project "A scuola d'impresa".

The students will had chance to see how the Italian students were working at the finalization of their business idea for the 2015 edition of the project.



**Wednesday 06 May**

*Technical visit of a “A scuola d’impresa” school, Terni.*

Technical visit at one of the schools that participate at the project “A scuola d’impresa”. The students had the chance to see the presentation of some of the projects that were selected last year, such as “Paperplane”.



## The “B-Plan” laboratory

### PART ONE: Workshop Introduction

#### *CITY BUSINESS PLAN: “PLAN B”*

“Plan-B” is a workshop that stimulates solutions that can overturn and renovate a preconceived idea, definable as “Master Plan or Business Plan”.

The lab focuses on the visit of four small areas of Foligno’s city which are analyzed in detail by 4 groups of students.

Upon returning from the tour, all participants formulate questions about specific aspects of the city; these questions are written on “post-it” and subsequently “post” them on a big map of Foligno. The map becomes a blackboard from where each student chooses to answer a question and try to solve the enquires arose. The way to answer the questions though involves a problem-solving process, students have to develop a solution plan but through a micro-project called “Plan-B”, this involves the creation of a new specific micro design of the city, highlighting the changes needed and so showing the solution.

The goal of the workshop is the development of a Plan- B by defining a new idea of a European city in accordance to the observations and analysis made by the students.



### PART TWO: Development Workshop

#### *ACTIVITY 1: Exploration*

4 small areas of Foligno were analyzed in detail by four mixed groups of students. Each group was allocated into different areas, which were explored with a city’s map given to each one. This experience allowed them to create a new relationship with a new environment. Their personal interaction with the new city made them to internally created a comparison between the structure of the present environment linked to their own city. This process helped them to stimulate internal responses to their personal needs of an urban space, and developed a wider interrelatedness knowledge of two diverse environments.

### ACTIVITY 2: After-exploration

Upon returning from the tour, all the students were asked to reflect individually on their personal observations and interesting aspects of the city. Then, it was requested to formulate questions raised through the analysis process about their relationship with Foligno. The final questions were written down on post-it.



### ACTIVITY 3: European scenario

The final list of questions written on post-it were afterwards posted on a big map placed on the table. The students were asked to pick up different post-it and try to find a solution to the problem, but as importantly requested, had to be based on an innovative idea.



Before proceeding with the task, a group discussion took place. Particularly interesting was the intercultural dialogue between the students about their own city structure comparing to Foligno.

As a result, many remarkable considerations arose which developed into the creation of a European scenario, where the mix of ideas from different backgrounds were producing a unique place, defining a new European city.

### ACTIVITY 4: Project

Subsequently the group discussion, students individually focused on the questions chosen. They had to offer a new solution, however not only through words, but with the media of a drawing.

Consequently, taking for instance the following question from a student - "Why are the supermarkets so little in Foligno?" - the written answer to solve the problem was - "you can build a new building in Foligno for Market" - the innovative way was that the market building had to be made of glass, as the student explained.

The final written answer was actually reproduced as a micro project, the "Plan B". So, the student contributed to the micro design of a new European city by creating a design based on the innovative idea of having a new building in the city made of glass - a "transparent building as a market" - as the student proposed.

### PART THREE: Conclusion

#### ACTIVITY 5: Post it

All the final mini projects drawings were posted on the big map, as can be appreciated bellow. The goal of the workshop was the development of a “Plan-B”, as can be seen, the designs overlap the map defining the new idea of a European city sewn up by many young ideas.

In conclusion, the “Plan-B” workshop offered the students the following opportunities:

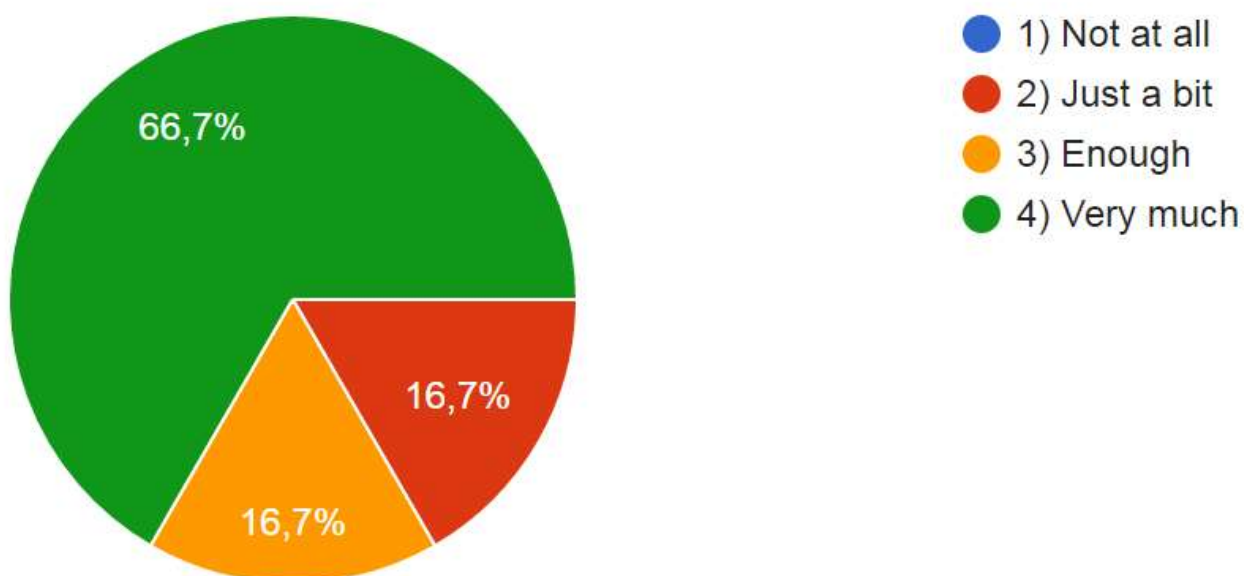
1. A new perception of a new city environment.
2. The ability to analysis a new urban space identifying both the negative and positive factors.
3. The comparison process of different cities structures at a European level.
4. The awareness of how perception describes the multiples ways in which people receive information from their surroundings, allowing them to know their environment
5. Individual thinking and analysis processes.
6. Group discussion and team work.
7. Creativity growth.
8. Cultural interactions.
9. Stimulation of internal responses to identify specific personal needs from a city.
10. Lastly, and mostly important, the problem-solving process, the knowledge learnt of how a “Plan-B” can stimulates solutions that can overturn and renovate preconceived ideas.



## Professors' evaluation on the Workshop experience

After the Workshop, we have asked the participating teachers to express their satisfaction on the activities carried out during the meetings with the students of "A scuola d'impresa". Having finally received 6 answers from Turkey (1), Croatia (1), Greece (2) and the Netherlands (2), hereby we present the results of the evaluation

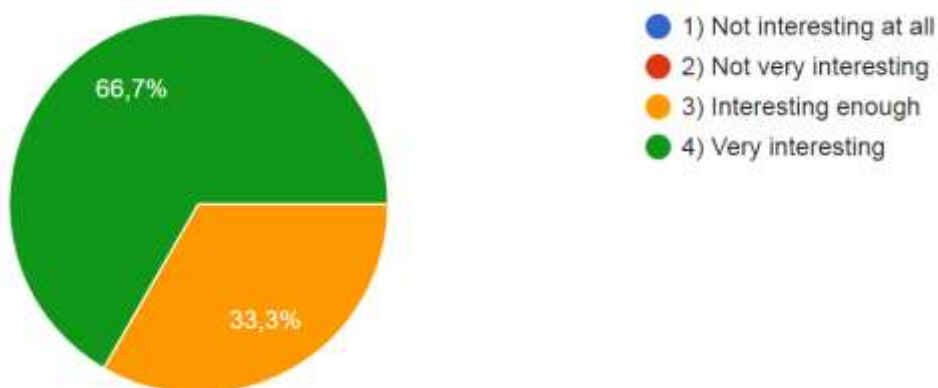
### Overall satisfaction



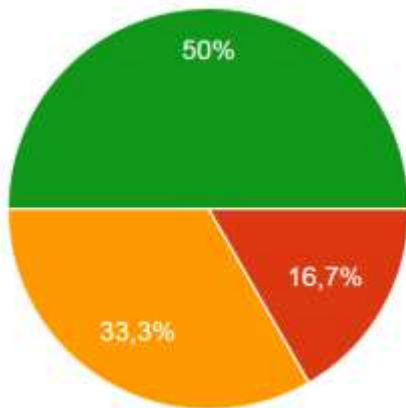
### Comments

- 😊 We have visited two schools. In the first one we have seen the last versions of the business ideas presentations that were going to take part in the competition. In the second school we have seen the successful ideas of the previous year. That was really very useful.
- 😊 A good structured entrepreneurial scheme from idea to setting up a business
- 😊 I liked even the fact that some parts of the presentations were carried out in Italian, although it was hard for some to follow especially at the beginning.
- 😞 The English level and attitudes of the students in the first school was frustrating. Their presentations were really weak. But the second school was viceversa.

### How do you judge the matters discussed during the meetings organized in the Italian schools?

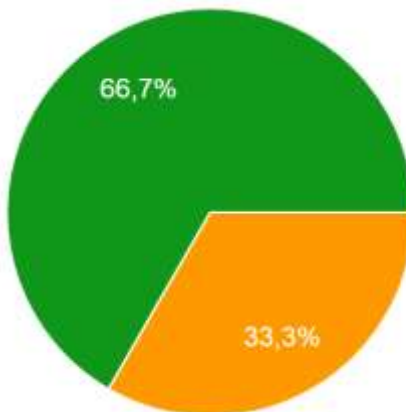


*Were the discussed matters presented in a clear way?*



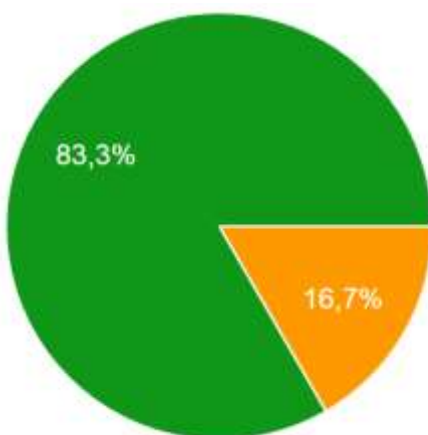
- 1) Not at all
- 2) Just a bit
- 3) Enough
- 4) Very much

*Do you think the activities carried out were useful in order to reach the expected goals of the TBG project?*



- 1) Not at all
- 2) Just a bit
- 3) Enough
- 4) Very much

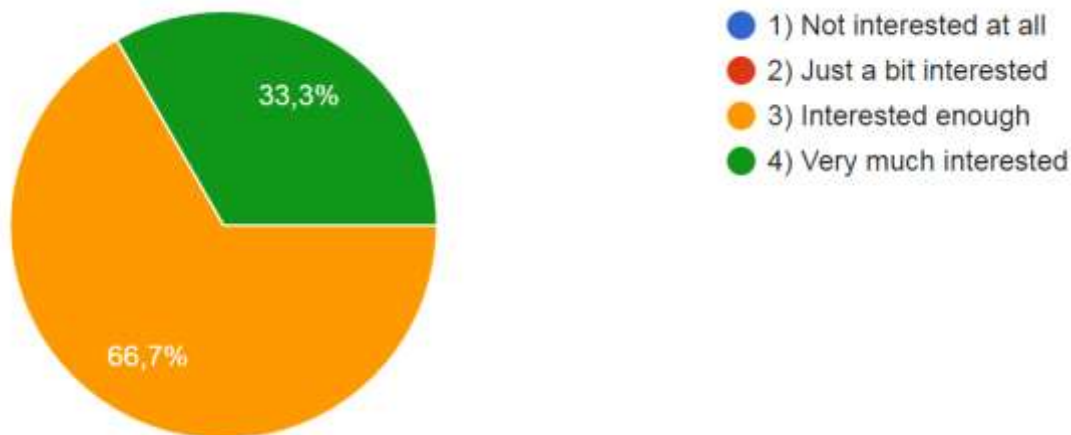
*Do you think the "A scuola d'impresa" model could represent a valid example to take in account in order to better carry out the activities planned by TBG?*



- 1) Not at all
- 2) Just a bit
- 3) Enough
- 4) Very much



**What was, in your opinion, the grade of interest of the students that you accompanied during the meetings that took place in the Italian schools?**



As a last question, we have asked the teachers to think again about the moments when they met live the experience of “A scuola d’impresa”, thus providing any comment about their impressions, underlining negative and positive aspects.

- ☹️ The only negative was that we didn’t have the time to see the detailed process of the project, because of the lack of time.
- 😊 It was a good structured entrepreneurial journey whereas the framework delivered to the students was perfect. This enabled them to work out a concept from idea to setting up a business, the use of business plans, social media and marketing strategies...
- 😊 Very clear and structured module built up of the entrepreneur journey!!! Positive: although the module is very structured, there is enough space to think out of the box!!!
- 😊 I was impressed with the level of communication skills the students presented. I admired the enthusiasm of individual students and the fact that they seemed honestly interested in the project. The issue was with the number of participants, while I agree there should be as large number of students as possible, I have to note that there were instances where I felt the group was maybe just a bit too large for the effective work.
- 😊 Unforgettable moments full of creativity, innovation, motivation and cooperation on international multicultural level. Very interesting indeed.
- 😊 In the first school, though there were great information, because of the too weak presentation technique, lack of dominance for what they have in hand and present, it was difficult to follow the presentations and catch important concepts. However, the second school provided us perfectly organized and effective presentations.