

**A COMPETENT AND SOCIAL ENTREPRENEUR: THE EXPERIENCE OF THE LYCÉE  
“TITO LUCREZIO CARO” IN NAPLES<sup>1</sup>**

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*This paper aims to highlight the results obtained from the experimentation of a project for the development of entrepreneurial skills of students, drawing on the study of the art of local heritage to enhance the territory using digital tools appropriately.*

*The project stems from the school’s need to train the new generations to the culture of enterprise, activating the creativity and entrepreneurial spirit of students at the service of the territory for the promotion of tourism in the city.*

*To promote and develop both the European skills related to entrepreneurship and the digital skills of the DigComp framework and the more general soft skills inherent to the competences of young people in the 21st century, the project has combined the typical knowledge of “doing business” with the available digital technologies. The goal was to create a startup project that uses crowdfunding to support “social” enterprise and to raise funds for the restoration of a site of historical and artistic interest in the city of Naples, promoting sustainable tourism actions.*

*Enterprise culture is fundamental in today’s society. Everyone can develop their talents and creativity and put their skills at the service of society, not only to obtain an economic advantage, such as a job, but also to contribute to a benefit for the community itself, as in the case of the project. The tourist vocation of the city is another element that contributes to the training action of the project.*

***Key words:** Entrepreneurial skills, students, local heritage, enhancing the territory, digital tools, enterprise culture, entrepreneurial spirit, DigComp framework, sustainable tourism, soft skills.*

*Această lucrare își propune să evidențieze rezultatele obținute în urma executării proiectului pentru dezvoltarea abilităților antreprenoriale ale studenților, bazându-se pe studiul artei patrimoniului local pentru valorificarea lui, folosind instrumentele digitale în mod corespunzător. Proiectul pornește din necesarul școlii, de a instrui noile generații cu cultura întreprinderii, activând creativitatea și spiritul antreprenorial al studenților în slujba teritoriului pentru promovarea turismului în oraș. Pentru a promova și a dezvolta atât competențele europene legate de antreprenariat cât și competențele digitale din cadrul DigComp, și abilitățile generale inerente la competențele tinerilor secolului XXI, proiectul a combinat cunoștințele tipice “doing business” cu tehnologiile digitale disponibile. Scopul a fost de a crea un proiect de tip start-up care să utilizeze crowdfunding pentru a susține întreprinderea “socială” și strângerea de fonduri pentru restaurarea unui sit de interes istoric și artistic din orașul Napoli, promovând acțiuni de turism durabil.*

*Cultura antreprenorială este fundamentală în societatea actuală. Oricine își poate dezvolta talentele și creativitatea, pentru ași pune abilitățile în slujba societății, nu doar pentru a obține un avantaj economic,*

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<sup>1</sup> *This document is the result of collaboration between the two authors. However, it is possible to attribute the paragraph “Tito Lucrezio Caro experience in Naples” to Maria Di Benedetto. All others are by Luigi Umberto Rossetti.*

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*cum ar fi un loc de muncă, dar și să contribuie în beneficiu comunității, ca în cazul proiectului. Vocația turistică a orașului este un alt element care contribuie la acțiunea de formare a proiectului.*

*Cuvinte cheie: abilități antreprenoriale, studenți, patrimoniu local, punerea în valoare a teritoriului, instrumente digitale, cultură antreprenorială, spirit antreprenorial, cadrul DigComp, turism durabil, competențe transversale.*

**JEL Classification: A21, I21, I25**

### **Introduction**

The project stems from the school's need to train the new generations in business culture, activating the creativity and entrepreneurial spirit of students at the service of the territory for the promotion of tourism in the city. The soul of an enterprise is the culture that characterises it (Braia A., 2017), although there is no real definition in this sense. It is one of the most important softskills to achieve the entrepreneurial goal, an aggregate of human added value that determines its success more than financial capital.

In order to promote and develop both the European competences related to entrepreneurship and e-skills of the DigComp framework and the more general soft skills inherent to the competences of young people in the 21st century, the project has combined the typical knowledge of "doing business" with the available digital technologies. There is a need to help young people cope with the continuous and rapid changes in society and in their lives and turn them into real opportunities (Robiglio C., 2018). The aim was to create a startup project that uses crowdfunding to support "social" enterprise and raise funds for the restoration of a site of historical-artistic interest in the city of Naples, promoting sustainable tourism actions. The idea is to combine the transversality of creativity with other aspects of the context, not only economic.

### **The purpose of research**

Enterprise culture is fundamental in today's society. Everyone can develop their talents and creativity and put their skills at the service of society, not only to obtain an economic advantage, such as a job, but also to contribute to a benefit for the community itself, as in the case of the project. The tourist vocation of the city is another element that contributes to the project's training action. The aim of our study was to encourage constructive behaviour in the class group within itself and in its relations with other classes and with the school as a whole. To stimulate the individual pupil in the achievement of common goals by valuing the different abilities of each one and to help him/her discover his/her own talents with the primary aim of achieving self-fulfilment.

The active involvement of pupils was facilitated by a welcoming school, open to experimentation and research with a precise programme of actions to develop the five forms of intelligence: deductive or rational, emotional, creative, practical and strategic (Jaoui H., 2016). Porter himself, in "The Rise of the Creative Class", focuses economic development on technology, talent and creativity, which, when included as development variables in the local context, influence the competitiveness of the territory itself.

### **Research methodology**

The main objective of the approach used was the construction of a grounded theory (Tarozzi M., 2008), in the sense of Barney G. Glaser, Anselm L. Strauss. Starting from a circumstantial theory, deriving from empirical evidence found in the field to develop into a study of phenomena in a specific context (Cipolla C., 1995).

The study is part of the intensive case (Besozzi E., Colombo M., 2019), with the intention of defining typologies to then carry out comparative studies in the future to identify similarities and differences between cases; the events and experiences carried out represent the basis for arriving at universal theories and/or approaches.

***Results.***

The aim of the individual case study was to describe and understand the experience of the Istituto Superiore Caro in Naples in its structure, organisation and relationships which characterise the case itself, in its unique and unrepeatable specificity, and only secondarily to use the results collected to formulate hypotheses on more general issues.

The project was presented at the 2019/2020 Digital School Award, which is an initiative of the Ministry of Education, whose main objective is to promote excellence and the leading role of Italian schools in learning and teaching, encouraging the use of digital technologies in the curriculum, in accordance with the provisions of the National Plan for Digital Schools, and promoting the exchange of experiences in the field of innovative teaching

([https://www.istruzione.it/scuola\\_digitale/premio\\_scuola\\_digitale.shtml](https://www.istruzione.it/scuola_digitale/premio_scuola_digitale.shtml)).

The project passed the provincial phase with a first place and came second in the regional phase, an excellent result that confirmed the quality of the initiative.

***The "Tito Lucrezio Caro" experience in Naples.***

The High School Liceo Scientifico Statale "Tito Lucrezio Caro" in Naples is located in a district of the city with a medium-high socio-economic level. The presence of students from neighbouring districts makes the school population diverse and characterised by a propensity for inclusiveness and welcoming.

For this reason, the policies pursued by the high school include the promotion of "eco-cellent" initiatives and the vision of the school as a place for young people to socialise.

In line with the Liceo's mission, students are trained and educated not only in the knowledge of the contents of the curriculum subjects but above all to be citizens of their time with a special focus on the development of self-entrepreneurship, also taking advantage of the many opportunities to learn outside school.

The project "A social and competent entrepreneur" was developed precisely with the aim of illustrating what enterprise is and letting students experience what it means to be entrepreneurs today. The final project realised by the students was to elaborate a real business proposal for the valorisation of an artistic and cultural heritage of the city of Naples of interest for the project partner.

The project therefore envisaged the creation of a business incubator and a workshop for the development of organisational and relational skills in the field of self-entrepreneurship, through the creation of innovative ideas, the development of a business plan, the ability to work in a team, the planning of project activities and communication.

Twenty-five students from the three-year high school course took part in the project.

Because of the project's intrinsic characteristics, the educational pathway was included in the school's PCTO (Pathways for Transversal Skills and Orientation), enabling the students to make use of their training experience and their contact with the local business world to better orient themselves in the future of the professions and university.

School-to-work alternation is a teaching method introduced in 2003 and made compulsory in 2015 with the "Buona Scuola" reform, the aim of which was to combine the purely theoretical training of students with a period of practical experience in a public or private organisation.

In 2019, the School-to-Work scheme was given the name "Pathways for Transversal Skills and Orientation (PCTO)".

The activities were carried out mainly in extra-curricular hours in both synchronous and asynchronous modes. The possibility of using digital tools for sharing information and for the autonomous use of study materials and the elaboration of the final products of the didactic intervention helped.

## Il setting tecnologico



**Figure 1. Technological setting**

*Source: project activities*

The students had access to the school's digital equipment (multimedia classroom with Internet connection, immersive classroom).

The main difference between the two modes is the interaction relationship between teacher and student. In the first case, students have the presence of the teacher during the online lessons. In the asynchronous mode, on the other hand, students are expected to learn independently. Therefore, the learning materials necessary for learning are made available in a repository which generally corresponds to the platform used by the school.

The methodologies used were diverse and innovative, favouring student-centred learning and focusing on areas of knowledge such as:

- Leadership;
- Working in groups;
- Ability to design;
- Ability to present and defend an idea;
- Time management;
- Planning of activities.

While the main teaching methodologies used were:

- Flipped Classroom;
- Guided discussion;
- Brainstorming;
- Circle time;
- Learning by doing.

An important role was played by the Learning by doing methodology: trainees had to understand that running a business is an activity that is “learned by doing”, experiencing in a training environment the different managerial roles and the main responsibilities and actions, implementing specific strategies to operate successfully in the market and carrying out practical activities. The dynamics that develop during this process have been found to be powerful accelerators of learning.

The project was divided into three phases:

- Phase1
  - Team building (October 2019);
- Phase2
  - Entrepreneurship Today (November 2019 - December 2019, 15 hours);
- Phase3
  - The Target (December 2019 - 9 hours);
- Phase4
  - The valorisation project (December 2019 - January 2020, 12 hours);
- Phase 5
  - Product development (January 2020 - 9 hours)
- Phase 6
  - Dissemination and evaluation (February 2020 - May 2020, 6 hours)

The first phase involved the involvement of the 25 students and their respective Class Councils in which the training course was shared and the teachers of the subjects concerned were involved:

- Italian;
- History;
- History of Art;
- Business economics;
- English.

In the second phase, the students acquired elements of business economics, understood the link between social innovation and the valorisation of common goods, and learned the basics of business planning. In order to make the educational action effective, in this phase the school organised a series of meetings for the students with representatives of successful entrepreneurial realities and start-ups in the city.

In the in the third phase, the students, after having researched possible sites to be developed in the area, intervention strategies and possible financing tools, such as crowdfunding, identified the artistic and cultural heritage to be developed and, through the school, met and made agreements with the partner organisation.

The focus was on the Church of San Ferdinando di Palazzo, cared for by the Royal Archconfraternity of Our Lady of Seven Sorrows, a partner organisation in the project

In the fourth phase, students analysed the local context in which the property stands, assessing its strengths and weaknesses. They then visited the site, carried out technical inspections, collected information material, made videos and took high-definition photos. This was necessary to obtain information to be used in the analysis for the tourist enhancement of the target audience.

The videos and photos taken were viewed in the immersive classroom of the high school: on this occasion the students were able to examine in detail all the artistic details that are not always visible to the naked eye, also in view of the average or low luminosity of the environments visited.

At the end of the project the students elaborated their valorisation project and submitted it to the partner institution for approval.

In the fifth phase a plan was drawn up for the future development of the project proposed by the students, which essentially involved two levels of implementation:

1. Creation of digital and multimedia documents (essentially videos) accessible through QR Codes placed on the place to be enhanced and on totems in the areas immediately in front of the Church. The documentary material can be viewed by anyone with a QR Code reader and guides tourists to the discovery of the Church of San Ferdinando di Palazzo, from its history to the curiosities and legends intertwined with the architectural and artistic features not easily accessible or visible. The videos have been designed to be enjoyed both in bilingual mode (Italian and English) and by people with impaired hearing, as subtitles have been provided.



**Figure 2. Qr code History of the Church of San Ferdinando di Palazzo**

Source: project activities



**Figure 3. Qr code Front of the Church of San Ferdinando di Palazzo**

Source: project activities

2. Future development in synergy with the partner institution. This level concerns:
  - Provision of a website;
  - Areas with free wifi for the use of additional services via the Internet;
  - Billboards/roll-ups/banners at strategic points in the city or at public transport stations to draw the attention of citizens and tourists and to encourage them to visit the city;
  - The activation of synergies with the main local stakeholders:
    - Curia;
    - Municipality of Naples;
    - Campania Region;
    - Tourist agencies operating in the area, Oriental University of Naples;
    - Japanese Consulate for a number of artistic artefacts linked to the history of Japan;
    - Associations;
    - Museums.

In addition, issues closely linked to the future development of the project were addressed:

- Sources of funding;
- Administrative and legal requirements;
- Legal fulfilments;
- Crowdfunding;
- Fundraising;

- Marketing.

In the second phase, the project was disseminated both within the class councils concerned and throughout the school community. The school also had the opportunity to disseminate the training project as good teaching practice. In fact, the project was presented at the 2020 Digital School Award, winning the provincial phase of the award and coming second in the regional one .

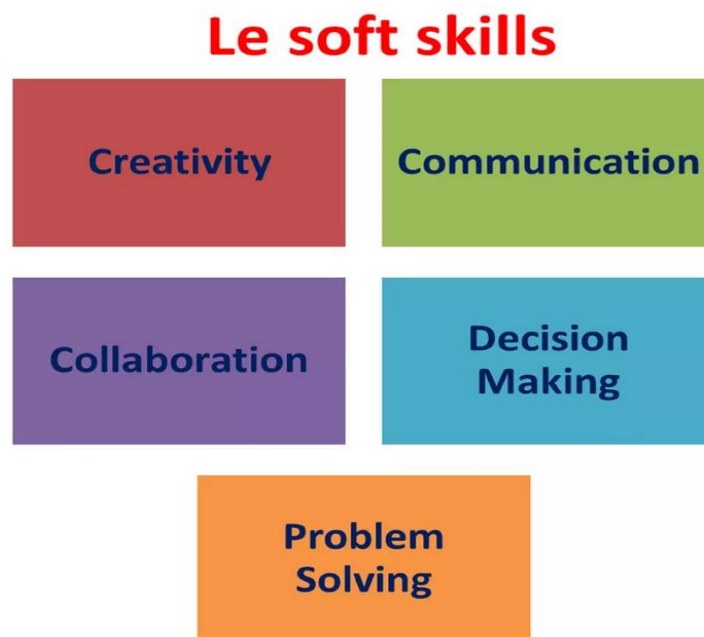
The school assessed both the process and the learning outcomes by preparing evaluation rubrics. The students were evaluated both by the teachers of the Class Council involved in the project with regard to the level of subject matter skills achieved and by the partner institution with regard to the entrepreneurial skills acquired in the PCTO process (PCTOs contribute to enhancing the educational value of in-itinere orientation, where they put students in a position to develop a gradual and increasingly an attitude of gradual and increasing awareness of their own vocations - MIUR Guidelines on PCTOs). All the teachers of the Class Councils assessed the transversal relational, collaborative and organisational skills observed in the period of the project.

The phases of the simulated enterprise are:

- Choice of orientation path;
- Entrepreneurship today;
- The target;
- The project;
- The products;
- Future development.

Particular attention was paid to personal and social skills, including soft skills, i.e. transversal and transferable soft skills, i.e. transversal and transferable skills through the operational dimension of doing.

The main soft skills used in the project are:



**Figure 4. Soft skills**

*Source: project activities*

**Implications.**

This study implements the modest school literature with a focus on the historical reconstruction of events and an in-depth study of the activities carried out and their place in the context in which they occur.

It makes an important contribution to the issue of structuring innovative interventions by educational institutions in which students become active participants and no longer passive recipients of teaching.

The attempt is also to be able to guarantee, starting from local needs, a certain degree of temporal and territorial replicability of the experience.

It is through the activation of synergies between the different local actors of the community that innovation processes can be effectively implemented, also guaranteeing a durability that can go beyond the promoters themselves.

This experience opens the field to future research paths that can further deepen the relationship between schools, territory, public policies, citizens and innovation.

The proposed model can offer practical implications for policy makers and educational leaders, as it can be a useful tool with which to create networks between schools and synergies with the territory and offer a contribution on the scalability of innovation interventions.

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