Architecture for Creativity & Entrepreneurship

A Participatory Design Program to Develop School Entrepreneurship Center in Vocational High School

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**Creativity & entrepreneurship
in vocational high school education**

What is expected from the students & graduates of vocational high school?

How can we teach creativity and entrepreneurship in vocational high school?

Entrepreneurship education

"… allows students to develop and use their **creativity**, and to **take initiatives**, responsibility and risks"

"… all kinds of experiences that give students the ability and vision of how to access and **transform opportunities**"

"… a **catalyst** for thinking and acting"

"… inject **creativity** into the learning experience"

[UNESCO, 2008; ILO & UNESCO, 2006]

Creative educational approach
>> using architecture as instrument of education

Objective: To develop a model of participatory design and building process in a vocational high school, which involves **participation** of the whole school community

School setting: SMK Prisma
>> a vocational high school in Depok, West Java

330 students, 39 teachers, 7 staffs
Four specialized fields: administration, marketing, accounting, IT

The school has an intention to provide opportunities for the students to practice their entrepreneurial skills

The potential

The school has agreed to develop a piece of land near the school to build an entrepreneurship center for the students

Program objectives

Physical objective: to provide a space that could support the development of entrepreneurship activities of the school.

Educational objective: to involve the whole school to develop creative ideas and to implement their creative ideas.

Throughout the process of involvement, it is expected that the students would gain certain knowledge and skills that would benefit their development especially in entrepreneurship.

Program Implementation

Initial dialog	→	Students' workshops	→	Design development	→	Physical construction
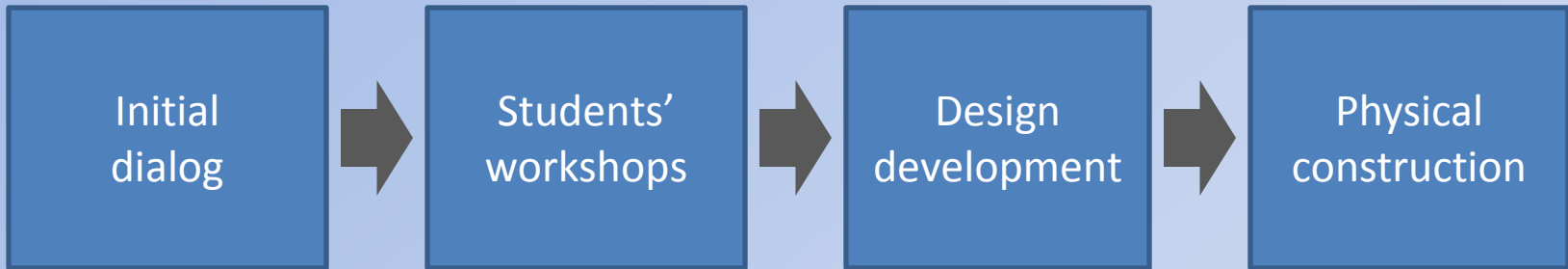
Who were involved?

Students: 'Core' team (32 students) + other students
Teachers
School management
Facilitators: architecture students & research assistants

Initial dialog

Dialogs with school community: teachers, students, alumni, school management

To ensure **similar vision** towards the program
To ensure the **commitment** of everyone involved
To identify school community **aspiration** and existing **potentials** as the basis for development

Students' workshops

Survey of entrepreneurship ideas among the students

Students' workshops

Brainstorming on potential business ideas
Discuss how to realize their business ideas

Creative ideas for entrepreneurship

Students' workshops

Build commitment in implementation
Discuss strategies and how the
students can contribute/participate

Yes, we can contribute ☺

Collecting material
Coordinating people
Working in field
Working schedule

_____
_____
_____
_____
_____
_____

Managerial skill
Stuffs needed: how to collect,
handmade/recycle, etc
How to involve everyone in
school?

_____
_____
_____
_____
_____

Design development

Modular spaces

Construction in stages

Flexibility for future development

administration

display

gathering

'core'
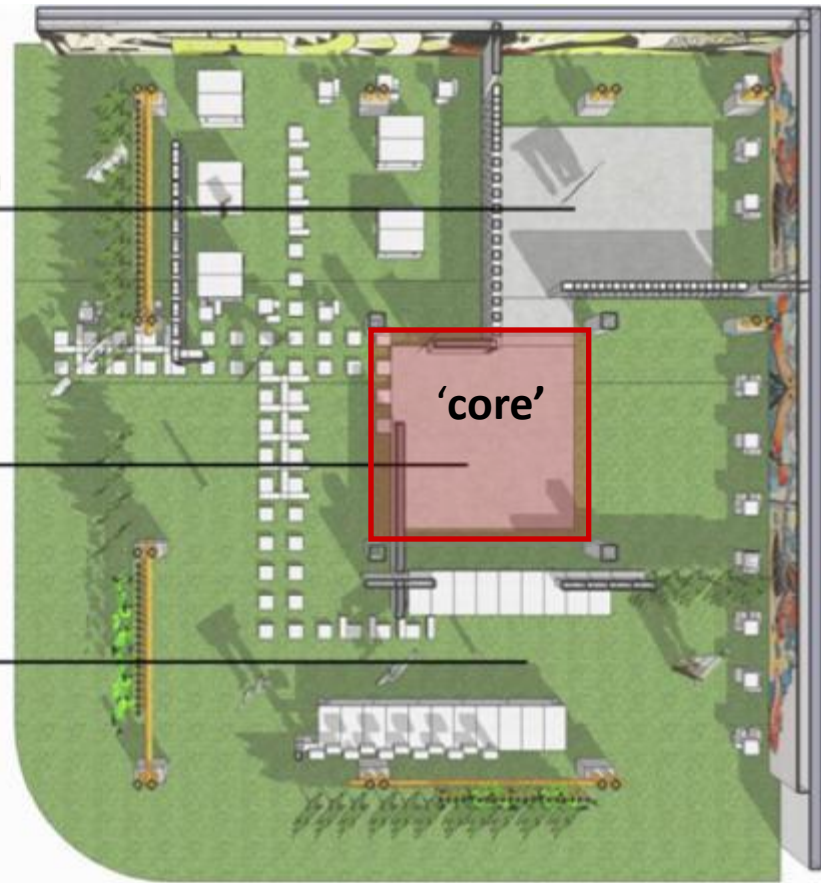
Design development

Mural as a medium for students' creativity

Bamboo structure: easy to get, easy to develop

Concrete brick from students
2 students = 1 brick

Plants contributed by students

Physical construction

Working together for site clearing
Gathering building materials (concrete bricks, plants)

Physical construction

Refurbish old furniture
Mural design

Physical construction

Program management

Program socialization for the whole school community
Documentation of construction stages
Future management plan

'A trigger' for further development

Views from the school community

The program was 'from us, by us and for us'

Various benefits: problem solving, understand entrepreneurship, communication, collaboration/teamwork, strong relationship

Students play the most prominent roles throughout the process

The need for strong organization to continue the program

Future plans by the school community

To complete the building construction

To assign teachers as program coordinator

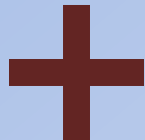To implement the program in relation to curriculum

To hold internal business competition

To establish collaboration with creative industry organizations and local government

Towards a model of educational program

Physical construction of building

+

Embedded educational purposes

Physical architecture as a representation of dreams and aspirations of school community

Exercise in planning, implementing, and managing creative ideas

Collective engagement, collective sense of belonging and responsibility.

A trigger for developing creative ideas, innovative spirit and 'can do' attitudes

Unfinished elements as challenges for further development and sustainability

THANK YOU

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