

Sep 22nd, 9:00 AM

Design Schools as Incubators of Social Entrepreneurship

Daniela Selloni
Politecnico di Milano

Follow this and additional works at: <https://dl.designresearchsociety.org/learnxdesign>



Part of the [Art and Design Commons](#)

Citation

Selloni, D.(2013) Design Schools as Incubators of Social Entrepreneurship, in Reitan, J.B., Lloyd, P., Bohemia, E., Nielsen, L.M., Digranes, I., & Lutnæs, E. (eds.), *DRS // Cumulus: Design Learning for Tomorrow*, 14-17 May, Oslo, Norway. <https://doi.org/10.21606/learnxdesign.2013.132>

This Research Paper is brought to you for free and open access by the Conference Proceedings at DRS Digital Library. It has been accepted for inclusion in Learn X Design Conferences by an authorized administrator of DRS Digital Library. For more information, please contact dl@designresearchsociety.org.

Design Schools as Incubators of Social Entrepreneurship

Daniela SELLONI*

Politecnico di Milano

Abstract: *This paper aims to reflect on the intersection of design education, research and social enterprise incubation within a design studio run as part of the Master in Product Service System Design at the Politecnico di Milano, School of Design. Entitled "Accidental Grocers", it aimed to explore the potentialities of Service Design applied to "Local Distribution Systems" to provide the city with local food. Students were requested to rethink the way we do food shopping and to propose services based on collaboration, making use of existing assets, and creating unusual connections between profit and not-for-profit, amateur and professional, market and society. As experienced in previous workshops at Politecnico di Milano and Tongji University, the studio was related to an on-going action research project to create short chain food services in a district of Milan. The aim was to develop ready-to-use solutions, establishing direct connections with citizens and local stakeholders, using methods of community centered design and simulating the conditions for incubation in a real context. This experimentation field functioned as a "protected environment" to test potential service start ups and to develop entrepreneurial teaching and learning practices.*

Keywords: *service design education, service design research, incubation, start up, social entrepreneurship, social innovation.*

* Corresponding author: Design Department/DIS-Design and Innovation for Sustainability | Politecnico di Milano | Italy | daniela.selloni@mail.polimi.it

The relationship between teaching and research in service design
The relationship between teaching and research in the School of Design is very close.

In particular Service Design research has a recent history compared to other areas and this leads to its expression and development through didactic activities, optimizing processes and opportunities.

Pacenti and Sangiorgi (2010) identify three different Service Design research themes: investigations into the nature of services and of Service Design as a field, investigations into Product Service Systems, and investigations into social innovation and sustainability. When we talk about Service Design research, in this paper, we specifically refer to the third theme. This stream of research on sustainability and social innovation is strongly connected with existing examples of creativity among ordinary people to solve everyday problems by creating services related to food, housing, transport and work (Meroni 2007).

Combining research and teaching in this area allows creating a protected experimentation field in real contexts, where students, teachers and ordinary people work together.

Students play the role of budding researchers exploring the proposed areas and dealing with problems of a systemic dimension "...We believe these students can significantly contribute to "warming up" research thinking in this field... Actually, their involvement can result in a double achievement: practicing on real cases helps them to develop awareness towards sustainability and systemic thinking, and approaching these themes in design studios allows teachers to begin exploring new research topics with more freedom and creativity." (Meroni 2011)

This occurred in the design studio "Accidental Grocers", the main subject of this paper, run as part of the Master in Product Service System Design at the Politecnico di Milano, School of Design.

The studio followed the example of previous workshops realized with students of Service Design and Product Service System Design from the School of Design of the Politecnico di Milano, and of Politong Master Program – a double degree program between the Politecnico di Milano and the Politecnico di Torino in Italy, and Tongji University in Shanghai, China (Meroni 2011).

In both cases extensive design experimentation has been carried out involving students, institutions, local communities and stakeholders, within the overlapping research and educational context, using methods of community centered design (Meroni 2008).

Furthermore, Maffei, Mager and Sangiorgi (2005, p.2) notice a growing interest in Service Design experimentation within design schools and studio and suggest "a further evolution toward a concrete integration within service development practice and related disciplines and methods." They also investigate on the possibility of enhancing innovation through Service Design research and education, especially in the stream of research that we are considering, the one on sustainability and social innovation.

They conclude proposing a strategic role for Service Design research and education by integrating actors, competences and approaches, bridging divisions between disciplines and collaborating with the areas of technology and business.

More specifically, in the design studio "Accidental Grocers" we can observe a multidisciplinary character in crossing Service Design research and education with overlapping fields of the social economy, social entrepreneurship and social enterprise

suggested by Murray, Caulier-Grice and Mulgan (2010), to be discussed in the following paragraphs.

The relationship between teaching and professional practice in service design

In design schools, teaching and professional practice enjoy a more consolidated relationship than in other university disciplines (such as humanities for example). This is because student would-be-designers carry out a practical placement with a company during their course of studies and in some universities, as Politecnico di Milano, this practice is mandatory to obtain a degree.

However, in this period of economic crisis and job shortage, we are witnessing another phenomenon that links teaching and professional practice in a novel way, especially in the area of Service Design.

According to Manzini (2011), the job of designers has changed not only from product to service designers, but it is evolving in "agents of social innovation", replicating good ideas and starting up new ones, acting as (social) entrepreneurs.

What is happening is that instead of carrying out a practical placement in a company or an agency, some students are becoming "entrepreneurs" themselves. In other words, many of the ideas developed in the teaching constitute service solutions that, when properly modified and improved, can really be launched on the society and on the market.

Several young people with innovative ideas have actually moved on from their student status to that of entrepreneur during the final years of their university education. Anticipating a long period searching for work, some of them decided early to "invent" it themselves and have taken the risk of carrying on with their own innovative ideas.

This also happens because setting up a service is much simpler than starting up a business producing objects. Often the resources required are few and available online, and low cost ICT plays a fundamental role in providing these services.

We provide an example of service start-up realized by a designer-student. It is not a random example, because it is connected to short chain food, the same theme of the studio "Accidental Grocers" and it is located in Italy.

Paolo Ferraris, student at IED Milano, established few years ago a start up called "Le verdure del mio orto - Vegetables from my garden." This is a service that creates a new channel for selling fruit and vegetables, establishing a direct connection between the farmer and the consumer by creating a virtual vegetable garden and delivering the results at home.

This example shows some key characteristics: it is a service start up; it is ICT based; it is the result of a student's entrepreneurship who makes profit of his Service Design practice; it is connected to job shortage and in a certain way it is also linked to social and sustainable values.

The transition from student to entrepreneur is therefore substantially bound up with the force of two drivers: one is social-economic i.e. the economic crisis (it looks rather like a contradiction in terms); the other is strictly technological, consisting of facilitated access to platforms and software, or to funding tools like crowd funding.

In addition, these service ideas turning into start ups are innovative because they were generated in areas that by definition produce innovation, i.e. education and research. In the UK, not a random example, 97% of highly innovative social enterprises are associated with the service offer (Alastair Fuad-luke 2009).

Within the same context, the UK, Nesta drafted a report on the necessity of putting entrepreneurship at the centre of higher education, arguing that

developing entrepreneurial teaching and learning practices demands a shift from transmission models of teaching (learning "about") to experiential learning (learning for) and offers students techniques that can be applied in the real world. (Herrmann 2008, p.7)

According to Nesta, entrepreneurship education exposes students to environments that enhance entrepreneurial mindsets, behaviours and capabilities. This process can be used to generate value in various contexts from the public sector and corporate organizations, to social enterprises and new start-ups.

In Italy we still need to understand the extent of this phenomenon, because we are experimenting a pioneer phase and undoubtedly not all Service Design students will be able to turn into social entrepreneurs.

Research as a "protected environment" for developing entrepreneurial teaching and learning practices

So far we have briefly examined within Service Design the relationship between teaching/ research and between teaching/professional practice, entrepreneurial practice in particular. So, to complete the relational network between the three areas, we should now examine the relationship between entrepreneurial practice and research.

The assumption upon which this paper is built is that Service Design research combined with education can provide an appropriate framework to foster social entrepreneurship. To use an expression by Ceschin (2012) this framework is a "protected environment", a "lab" conceived to test, learn and improve innovation on multiple dimensions (e.g. social, cultural, economical).

Actually, in the case to be examined (the design studio "Accidental Grocers"), research constitutes a context able to connect education and entrepreneurial practice in a novel way. Within this environment the passage of the service designer from education to practice is encouraged and facilitated.

Service Design research, with its vocation as on-field experience with the communities, offers occasions, pretexts, tools that are useful both to teaching and incubation, becoming a sort of gymnasium for social enterprise. This environment becomes a "lab" to warm up service start-up incubation, offering to students the possibility of carry on their solutions in the real world.

The result of the studio "Accidental Grocers" is the production of semi-finished services: ready-to-use solutions generated and developed in this protected environment. This framework is the research place: a container that offers methodologies and allows for experimentation, failure, adjustment, implementation and hopefully incubation

A case study: developing ready-to-use-solutions in the design studio "Accidental Grocers"

A good example of how research and teaching can create a pre-incubation friendly environment for young start ups is "Accidental Grocers", a design studio run as part of the Master in Product Service System Design at the School of Design, Politecnico di Milano.

Context and actor system

During "Accidental Grocers" students became field researchers operating in a real context: that of zone 4, to the south-east of the city of Milan, a district that had previously been involved in "Feeding Milan" and had demonstrated a vocation for activism, participation and interest in the issue of services based on short supply chains.

Students were first asked to get to know the context, by applying research methodologies typical of urban ethnography. These are often borrowed by Design in order to analyze and interpret the environment of reference in the best possible way. Students undertook *action research* on the field, opening their research to the local community and various other stakeholders.

One of the key characteristics of this mix of research, teaching and social enterprise is the enlarged actor system.

The system consists of:

- an unusual group of researchers in that it comprises students, teaching staff and assistants;
- a community of pro-active citizens, local to the specific territorial area;
- a body representing public institutions, i.e. the local committee for zone 4 answering to the Milan city government;
- a food consultant from Slow Food;
- an incubator of sustainable social enterprise, in the form of Avanzi, a think tank active in the Milanese area in the design education and development of start-up companies
 - a cultural operator able to design public space, and promote and organize collective gatherings and events, in the form of Esterni;
 - an attractive, convivial space in the neighborhood of zone 4, to accommodate meetings of the various actors, such as co-designing sessions. This is located in the Cascina Cuccagna, a particularly significant place as it was saved by a group of pro-active citizens who recovered and renovated the building, which is part of the history of both neighborhood and city.

The outcome is that the design studio offers a rich, structured course of design education. The methodology followed is of learning-by-doing, with students taking an active part in society and the market. Learning occurs not only through traditional up-front teaching and design workshops, but also through experimentation on the field where student-researchers interact with different actors "guided" by a vision originally proposed by the teacher-researchers.

The various stages of the design studio "Accidental Grocers"

The process followed in the design studio falls into 7 main stages.

- 1_ LOOKING FOR CASES OF LOCAL DISTRIBUTION LINKED BEHAVIOUR
- 2_ ANALYZING CONTEXTS OF REFERENCE
- 3_ ELABORATING CONCEPTS
- 4_ CO-DESIGNING WITH THE COMMUNITY
- 5_ REVISING THE SERVICES
- 6_ IMPLEMENTATING THE SERVICES AND OPEN VIDEOTELLING
- 7_ READY-TO-USE SOLUTIONS FOR PROSPECTIVE START-UPS

1 LOOKING FOR CASES OF LOCAL DISTRIBUTION LINKED BEHAVIOUR

Students were asked to look for emblematic cases of everyday practices that are capable of generating informal economies. These came under rather unusual categories as listed below:

"Since you are going...": taking advantage of someone who is already going to a particular place for a specific purpose.

"Since you are passing by...": taking advantage of someone who is already taking a particular route (eg: commuters).

"Since you are doing...": taking advantage of someone who is already doing something on their own behalf or for someone else (p2p communities).

"You give me I give you...": new forms of barter and informal exchange.

"Can I do it for you...": offering skills and knowhow in order to do something that others cannot. (Not a p2p relation).

"Might use your..." engaging someone who has an asset (e.g. time, space, specific knowledge...) to share with others.

In this way student-researchers produced a case collection of informal economies that in a sense constitute an example of diffused, local distribution. The cases were not only selected by traditional desk research, but also through interviews, using ethnographic research methods.

2 ANALYZING CONTEXTS OF REFERENCE

Exploration of zone 4 took place on the field, as in many *action research* projects. Context analysis was divided into different parts and assigned to research subgroups so as to generate collective knowledge where each group added their own contribution. In order to create the neighborhood information system more easily, the exploration was divided into the following areas of analysis:

- Food related places
- Gathering points
- Hidden Landmarks
- Living neighborhood
- Moving around
- Underexploited places
- Events
- Creative Communities

The aim of identifying different areas of study was to collect both quantitative and qualitative information. The intention was to collect stories to create a narrative and a shared interpretation of the neighborhood.

3 ELABORATING CONCEPTS

Idea generating and concept elaboration is the stage that most closely mirrors traditional design teaching methodology. After a brain storming session 8 ideas were generated, studied in depth and developed into an appropriate form for the subsequent co-designing activities.

4 CO-DESIGNING WITH THE COMMUNITY

In the co-designing sessions the student researchers submitted their ideas to two different communities. Obviously one of these was the community of zone4 residents, the second consisted of the group of producers who took part in the Farmer's Market set up in the framework of Feeding Milan. In so doing, feedback emerged from both the "demand" and the "offer" sides and there was no need for discussion with other actors in the chain, because the services proposed were already as disintermediated as possible, eliminating all passages between consumer and producer.

The co-designing activities were inspired by the community centred design approach (Meroni 2008) as a way to: work on-field within the local communities in order to design together the solutions for the problems they are affected by; take action and participate in the first person in understanding challenges and opportunities that emerge; use participatory design and service prototyping tools and methods as ways to design for democracy (Margolin 2012) and to motivate the stakeholders.

Co-design occurs by using various tools. Essentially, each group of student-researchers created a service mock-up for the resident community. The service mock-up, often a paper-cut mock-up, is useful because it stages the service making the actors, equipment, interfaces and action flows visible. This takes the form of a short narrative, made up of mouth to mouth stories, physical evidence and choreography, which makes it easier to understand how the service functions and what critical points there may be.

Co-designing with producers differs from co-designing with citizens because it has an informative rather than narrative value. It is not by chance that the tools used are mainly questionnaires and interviews, the purpose of which is to acquire knowledge, opinions and preferences on issues concerning the workings and the economic and environmental sustainability of the service.



Figure 2. Co-design session with the local community at Cascina Cuccagna. Source: Yanti li, Ege Samioglu, Francis Leo Tabios, Ludovica Vando, Jianli Wan



Figure 3. Co-design tools. Source: Yanti li, Ege Samioglu, Francis Leo Tabios, Ludovica Vando, Jianli Wan



Figure 4. Co-design tools. Source: Daniela Selloni



Figure 5. Co-design session at the Farmers' Market. Source: Yanti li, Ege Samioglu, Francis Leo Tabios, Ludovica Vando, Jianli Wan

5 REVISING THE SERVICES

The co-designing sessions produced a quantity of ideas that profoundly changed the initial service ideas, just as the initial hypothesis in a research process may be modified when confronted with the results of experimentation.

The solutions created were therefore implemented appropriately for revision by the experts from Avanzi and Esterni.

The revision carried out by the staff of Avanzi, specialized in enterprise incubation, essentially aims to bring the business model underlying the service proposals into focus. It is this activity that, more than any other, bridges the gap between teaching, research and social enterprise, since the services are selected and validated on the basis of their economic solidity, making them more or less ready for the market, generally as innovators.

A second revision is carried out by the experts from Esterni who, as cultural operators, are more attentive to the quality of experience offered. In addition, as specialists in organizing events in public spaces, they are able to assess the capacity of the services to gather people together and enhance social relations. This is particularly important when dealing with food, which should bring the added value of conviviality.

6 IMPLEMENTATING OF THE SERVICES AND OPEN VIDEOTELLING

After revision by the experts, the 8 service ideas were modified further and implemented so as to be narrated through a novel form of audiovisual storytelling that leaves the co-designing process open.

The student-researchers explained the service through a video with breaks at key points to enable questions to be put to the viewers. These concern viewers' opinions of some of the service characteristics, since the videos were designed to be viewed on the internet, with the possibility of receiving written feedback, as occurs in various online platforms. This procedure stimulates open, virtual, participatory designing, parallel to the ethnographic research formats being developed at the moment, such as digital ethnography.

7 READY-TO-USE SOLUTIONS FOR PROSPECTIVE START UPS

The outcome of the design studio "Accidental Grocers" consists of 8 service ideas ready to be incubated and launched on the market. They each require a provider: an entrepreneur to carry the process on from design project to service, and this role could be taken on by the students themselves. It often happens that designers fall in love with their own projects and wish to develop them. In this particularly moment of economic crisis, when jobs are lacking, many young people are becoming "start-uppers". It is for this reason that teaching and research should foster this passage and be prepared to acquire such expertise.

The 8 solutions have been returned to zone 4 in a public presentation at Cascina Cuccagna, to which various potentially interested stakeholders were invited.

They have in common the quality of using what already exists, creating innovation through the combination of elements already present in the territorial area.

> MECO_ a market that enables the residents of an apartment block to hold a farmers' market in their own front yard.

> JAM SESSION_ a platform that links producers to a multi-functional space, equipped with a common kitchen for jam making.

> UN SACCO SANO_ a platform that links parents with differing time availability, in order to cook healthy meals for their children during school hours.

> MENÙ CIFRATO_ a platform that links restaurant owners and producers to organize surprise dinners using left-over.

> BOX STOP_ a delivery service of local products by public transport network.

> FRESCA CONSEGNA_ a participatory logistics for periurban producers.

> 4SAPORI_ a delivery of quality food by the Italian postal service

> LEGAMI DI PANE _ a logistic system based on the routes taken every day by commuters that become active actors by transporting bread.

The 8 solutions are very different from one another. Some started with a brilliant idea and are already at an advanced stage of prototyping, others are weaker but with due adjustment they could constitute a valid service opportunity.

What is interesting is the hybrid environment of education and research in which they were generated and the revision process they went through to become services ready for the enterprise pre-incubation stage.

Social innovation and social entrepreneurship within the "protected environment" offered by research

The "Accidental Grocers" experience presents a promising mix of teaching, research and entrepreneurship, with the common aim of creating social innovation.

Mulgan proposes the following definition of social innovation: "social innovation refers to new ideas that work in meeting social goals." (Mulgan 2007, p.8)

The adjective "social" has many connotations, but it is interesting that it indicates the active role of people (consumers, citizens, but also institutions and organisations) in the realisation of innovation processes.

Social innovation is created by different actors: not only heroic single individuals endowed with initiative, but also governments, markets, movements, the academic world and that of research. More specifically, social innovation comes from the capacity to draw individuals, organisations and institutions together. We can affirm that this union of actors has occurred in "Accidental Grocers": companies and associations, foundations and universities, public and private institutions are all involved to a greater or lesser degree in the network that has built up this singular teaching and research activity. The social innovation described by Mulgan is characterised by the capacity to connect differences: it often uses new combinations or hybrids of elements that already exist; it crosses boundaries between different organisations, sectors and disciplines.

Mulgan also notes how social innovation is involving areas that coincide with the experimentation in "Accidental Grocers": "social entrepreneurship, design, technology, public policies, cities and urban development, social movements, community development." (Mulgan 2007, p.6)

He also lists the various stages of innovation as follows:

- generating ideas by understanding needs and identifying potential solutions
- developing, prototyping and piloting ideas
- assessing then scaling up and diffusing the good ones
- learning and evolving (Mulgan 2007)

What occurred in "Accidental Grocers" stopped at the second stage.

The 8 solutions developed reached the service prototyping stage, but stopped at the thorny phase of applicability and scalability. It is difficult to replicate and multiply a pilot project, especially if it has not gone through a proper stage of enterprise incubation. This is why it is to be hoped that the protected environment offered by Service Design research and education will be able to evolve into an incubation laboratory. The creation of such a hybrid container would make it possible to open the university world to the outside. Many design research units are already open to the

market and the business world, but what we are proposing is a wider opening towards society, a proper entry on the field that would foster the integration of design education and research elements in the fabric of our cities.

Working together with and strengthened by research activities, the educational offering of our universities is capable of approaching the areas of social innovation and the bottom-up initiatives that at this period in time are characterising urban areas, inhabited by Creative Communities (Meroni 2007) and bubbling with ferments that are transforming informal economies into social enterprise.

If the students from “Accidental Grocers” wanted to carry on with their idea, they would be destined to transform themselves into social entrepreneurs, because they attended a course that aims to create innovation by designing collaborative services (Manzini 2008).

They would correspond perfectly with Leadbeater’s definition:

social entrepreneurs will be one of the most important sources of innovation. Social entrepreneurs identify under-utilised resources – people, buildings, equipment – and find ways of putting them to use to satisfy unmet social needs. They innovate new welfare services and new ways of delivering existing services. (Leadbeater 1997, p.3)

The same definition also fits the type of service designed, both because this is part of the brief for Local Distribution Systems and because the course took place in a given territorial area in contact with a particular community, where it is easier to take existing elements and combine them.

The problem remains of the passage from pilot project, in an educational and research context, to enterprise outside in society at large.

Tools and expertise are required to:

- clarify the business models and understand how it may be possible to trigger the production of economic value without detriment to that of social and environmental value;
- identify a management system that is both efficient and socially responsible;
- build an appropriate partnership;
- build relationships with institutions and knowledge of public policies;
- raise capital.

An approach to some of these has been sketched out during the development of “Accidental Grocers”.

However, when duly included in the Service Design - creative community - bottom up framework, the question remains both open and multi-faceted: can research successfully bridge the gap between design education and social entrepreneurship? Can these protected environments play the role of incubation spaces?

The answer would appear to be affirmative, but calls research units to open up further towards the outside world and set roots in local territory and community. This kind of growth may be particularly opportune for Service Design activities and the exploration of collaborative services, because it not only provides a field of experimentation, but also a network of connections and a space for the diffusion of future evolutions.

In an imaginary but feasible scenario, it is as though our cities were strewn with recognised, institutionalised spin-off universities, hybrid nodes of research that could

be integrated with educational activity and social enterprise, fostering the shift from "learning "about" to "learning" for", as suggested by Herrmann from Nesta (2008).

References

- Cantù, Daria, Corubolo, Marta, Meroni, Anna, Selloni, Daniela, and Giulia Simeone. Forthcoming 2013. "Service co-design for local food systems". *Codesign Special Issue - Codesigning through Making*.
- Ceschin, Fabrizio. 2012. *The societal embedding of sustainable PSS*, PhD Thesis. Doctorate in Design – Politecnico di Milano.
- Fuad-luke, Alastair. 2009. *Design activism: Beautiful Strangeness for a Sustainable World*. London and Sterling, VA: Earthscan.
- Herrmann, Keith. 2008. *Developing Entrepreneurial Graduates. Putting entrepreneurship at the centre of higher education*, 7. Nesta, on line publication. Available from http://www.nesta.org.uk/publications/assets/features/developing_entrepreneurial_graduates
- Jégou, François and Ezio, Manzini. 2008. *Collaborative services. Social innovation and design for sustainability*. Milano: Edizioni Polidesign.
- Leadbeater, Charles. 2007. *The rise of the social entrepreneur*, 3. London: Demos.
- Maffei, Stefano, Mager, Birgit and Sangiorgi, Daniela. 2005. "Innovation through Service Design. From Research and Theory to a Network of Practice. A users' driven perspective", 2. *Joining Forces Conference*, September 21-23, Helsinki.
- Manzini, Ezio. 2011. "Social innovation and design. How designers can trigger and support sustainable changes". Proceedings of Cumulus Shanghai Conference 2010: *Young Creators for Better City and Better Life*, eds. Yongqi Lou and Xiaocun Zhu. Helsinki: Aalto University School of Art and Design.
- Margolin, Victor. 2012. *Design and Democracy in a Troubled World*. A lecture presented at the School of Design, Carnegie Mellon University, April 11.
- Meroni, Anna (edited by). 2007. *Creative Communities. People inventing sustainable ways of living*. Milano: Edizioni Polidesign.
- Meroni, Anna. 2008. "Strategic Design: where we are now? Reflections around the foundations of a recent discipline." *Strategic Design Journal*, 1 (1):31-38
- Meroni, Anna. 2011. "Design for services and place development. Interactions and relations as ways of thinking about places: the case of periurban areas". Proceedings of Cumulus Shanghai Conference 2010: *Young Creators for Better City and Better Life*, eds. Yongqi Lou and Xiaocun Zhu. Helsinki: Aalto University School of Art and Design.
- Mulgan, Geoff. 2007. *Social Innovation: what is, why it matters and how it can be accelerated*, 6-8. London: Young Foundation.
- Murray, Robin, Caulier-Grice, Julie and Mulgan Geoff. 2010. *The open book of social innovation*. London: NESTA – Young Foundation, on line publication [available at: www.nesta.org.uk/publications/reports/assets/features/the_open_book_of_social_innovation]
- Pacenti, Elena and Sangiorgi, Daniela. (2010). "Service Design Research Pioneers. An overview of Service Design research developed in Italy since the '90s." In *Design Research Journal*, Ges Ut Av Svid, Stiftelsen Svensk Industridesign, 1(10): 26-33.

