

Entrepreneurship, employment, and Atlantic Youth: the way forward

Conference Notes - "5th European conference of Atlantic stakeholders. », October 2018

Context

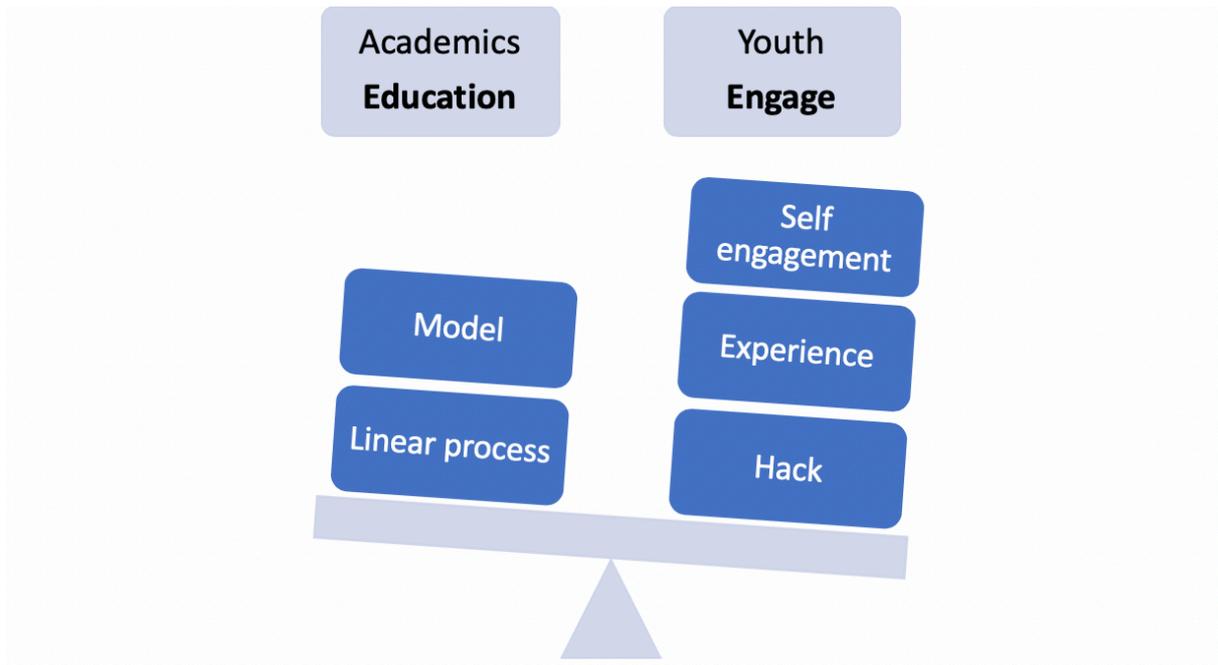
As part of the 5th Conference of Atlantic Cities in Vigo, L'Ecole de design presented a first advance of the work of the AYCH project, with Vida Lactea, in a workshop organized by the Conference of Atlantic Arc Cities. The workshop focused in particular on the issues of youth engagement in an entrepreneurship process. It was a question of making a first capitalization: what did the first year of work teach us about youth and entrepreneurship?

The AYCH project aims to explore creative approaches to engaging young people in entrepreneurship and learning. The particularity of this project is to have the youth services (Plymouth Youth service, Space, Vida Lactea ...) and the design schools (Plymouth College of Art and L'Ecole de design Nantes Atlantique) collaborate closely to create new alternative models of education and learning.

The AYCH QUEST project¹

Genesis of the project: diversity of approaches and partners: commitment & education
The diversity of partners and approaches has led us to refine our first very classic approach to the AYCH process. In the course of our exchanges with the partners of the youth services, the classical linear and processual journey from the idea to the incubation has gradually been enriched around an educational experience and a path, more adapted to the needs expressed by the participants in the AYCH project.

¹ <http://colossus.lecolededesign.com/forsoni/aych/doku.php?id=en:journeymap>



First exchanges between academic partners and youth services

These first exchanges resulted in:

- The enrichment of the definitions of stages such as internship, residencies, incubation (incubation) or key technologies (Key Technologies) which have been expanded to "stick" to diversity profiles,
- The need to capitalize and have tools easily appropriated and online,
- The possibility of defining stages and its course rather than entering a fixed process.

One of the major difficulties of the project is to acculturate the young people at these stages, but also the partners of the youth services who do not have the same level of maturity on these approaches of entrepreneurship. How to translate this very technocratic process (incubation, key technologies, workshops) and finally very dedicated to students of higher education in a vocabulary adapted for all (youth and youth services)?

A consensus has been established for more flexible and easily accessible processes for all. It remained to implement this approach in practice: a design thinking workshop was proposed by L'Ecole de design Nantes Atlantique to bring together the various stakeholders and make them work around this common goal.

Workshop and creative process (September 2018): how to make this approach more tangible for partners and young people?

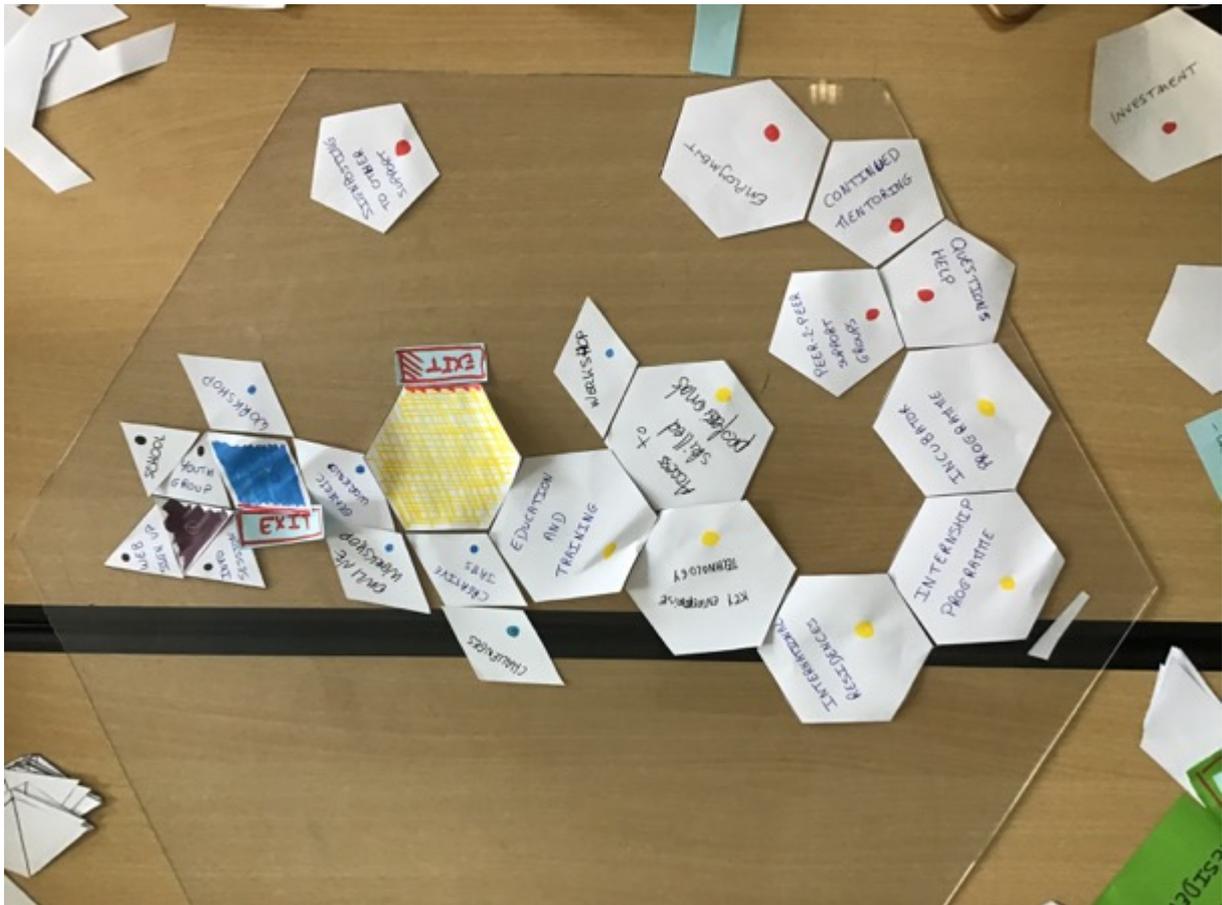
On the occasion of the steering committee in Nantes, a first design thinking workshop brought together education professionals and experts (Clément Gault, Anaïs Jacquard, Oli Raud, Elizabeth Zahoui, youth professionals (Ashton Community Center , Plymouth Youth service ...), and finally young people from the Nantes Atlantique School of Design to rethink AYCH users' journey, the stages and the vocabulary It should be noted that the tool was then developed within the sustainable city design lab by students potentially eligible for the project The student team was multidisciplinary (product design, space), mixed and international (France, Mexico, South Korea, India), supervised by an interactivity designer.



The joint approach helped to define a first tool, AYCH quest or journey maker that made it possible to materialize the stages of the journey into a game, but also to broaden the definitions of the various stages.



The shift of the journey maker: moving from a linear approach to a diagram to a personalized approach based on the path of the young.



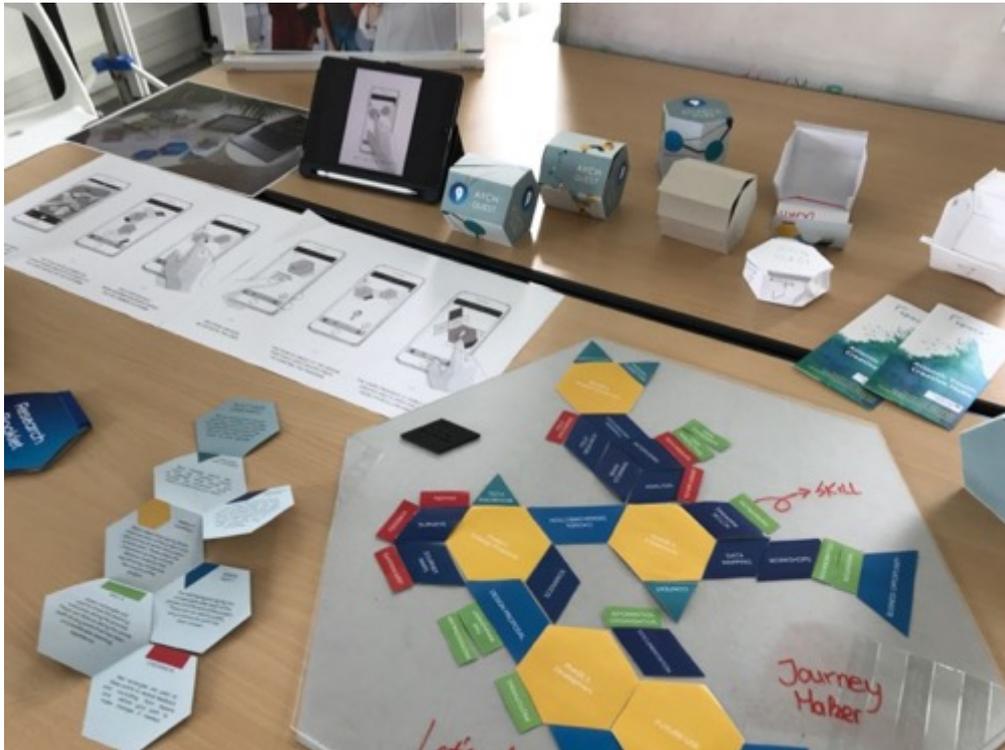
The steps (and English) were then reworked together with a working group dedicated to this approach (Dan Barton, Oenone Thomas, Eli Zahoui) in a more didactic approach (starting the journey instead of creative jam, make it happen for residences, etc.)



Elements of design

- The tool is easily transportable or printable at the scale of each hub
- The formal vocabulary is simple
- The honeycomb shape of the main stages of the course is designed to maximize the interactions between the stages.
- An application was thought out, but the animation is a game to maximize interactions.
- To guarantee anonymity, a photograph of the course and the elements is made by the user at each stage of the course, with an avatar.

Numerous digital tools to describe and manage a project or a course already exist. Like Slack, they are most often dedicated to the professional world and have a degree of sophistication that can put off. In addition, they are essentially digital which serves the commitment. Conversely, we find physical tools and manipulables but rather to organize daily. These are more or less open: an agenda for example is too linear vis-à-vis the diversity of the public touched by AYCH; a whiteboard and / or a series of post-it are on the contrary too open and lack of frame.



Presentation of the journey maker: an application is considered but finally abandoned.



Poster realized to engage young people in the project

The next steps

The next steps in the development of the tool, whose principle is now tested and validated, will be:

- A deployment in each hub provided by a video tutorial or online, as well as OPEN SOURCE files to print in each hub,
- Tests,
- A version 2 to be developed in September 2019.

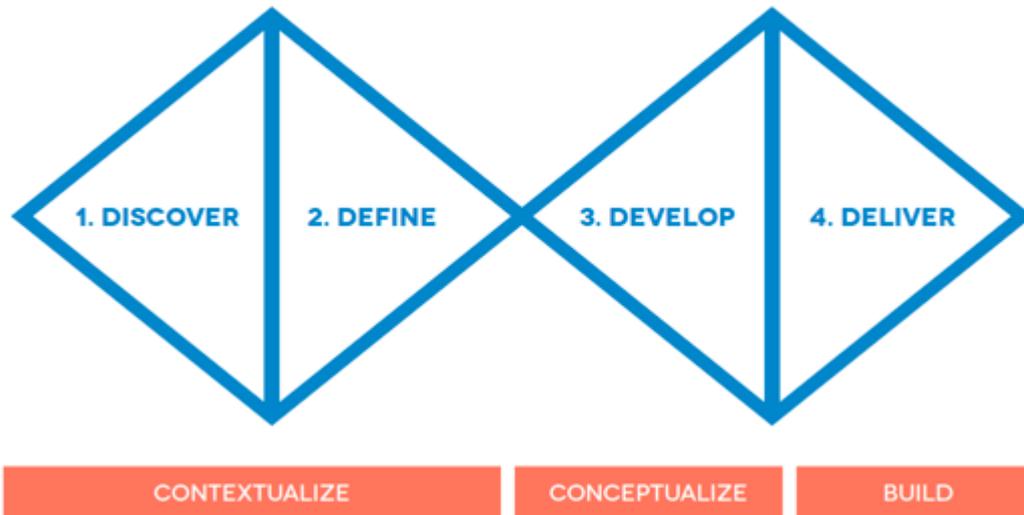
The success of this tool will be measured in the ability of young people to own it throughout the course.

2. Create new tools

The AYCH project approach follows a methodology and a process of design thinking. At each stage of the process is often associated a tool that we seek to test and then transpose at the scale of each hub, leaving margins of appropriation. Here again, the difficulty lies in working closely with the various services to define adapted, adaptable and appropriable tools. The tools are broadcast on a platform (WIKI) and are open source (share alike 4.0) and tested during creative jams or workshops conducted and animated directly in the hubs. The tools test is the subject of full reports on the Wiki.

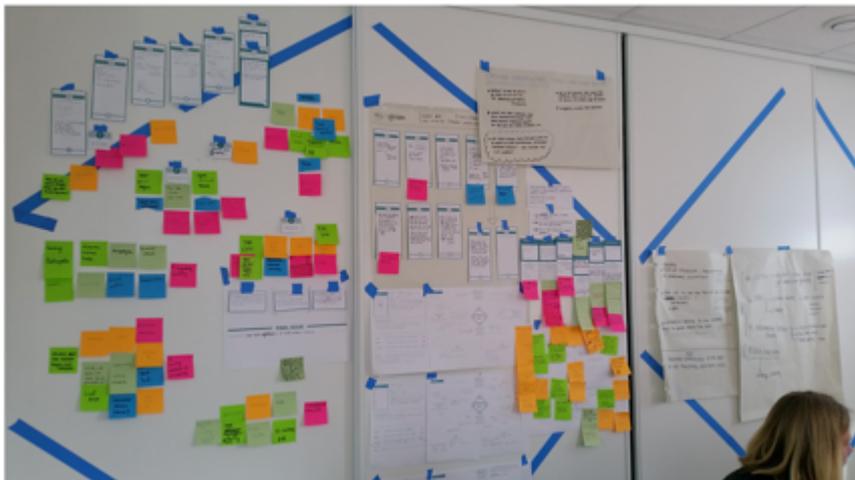
DOUBLE DIAMOND METHODOLOGY

> 3 SETS OF TOOLS



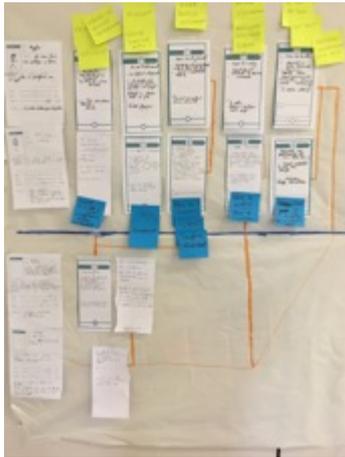
From the classic method called double diamond ...

... to a reinterpretation of tools with youth services.



Reinterpretation of tools 1: the case of innovation challenge in Nantes

Specific workshops have been held (in Nantes and elsewhere, in different contexts such as the Innovation Challenge in Corsica) to improve the definition and portability of tools. These tools are simple and easy to access.



Or as part of a workshop (2030 PEPITE seminar in Ajaccio).

Reinterpretation of tools 2: the ECHO FAB LAB project

A project within the framework of the ECHOFABLAB project with a fab lab from Nantes has allowed to develop a particular project around the issues of engagement of young people in difficulty in the process of design thinking. Several tools have been developed with an ambition to go through the whole process, with an ambition to be on the theme of the game.

Créanium² is a fun activity to discover the creative method of design. In itself, Creanium presents itself as a board game in the form of a cube. It involves four players and a coach. The course has five stages that synthesizes the development of a project as it approaches designers. Each step sees one side of the cube unfolding, physically translating progress into the process.

² <http://colossus.lecolededesign.com/forsoni/aych/doku.php?id=fr:echofablab>



"Creanium" is a game-like design that presents the steps of design thinking in a fun way.

Future tests are planned with the participation of the platform C in Nantes and young people (date to be defined).

3. SHARE: how situations can inspire us to develop other tools: the case of AYCH OCEAN³

In July August 2018, VIDA LACTEA organized a SUMMER CAMP on islands off VIGO bringing together young people from several nationalities.

The goal was to get young people to take action to clean up the oceans.

The action took place in several stages:

- observation and waste collection time
- development of prototypes to facilitate pickup
- incubation of projects.

This approach allowed a broad mobilization of young people and especially a commitment through a period of significant immersion. It has been made possible by a broader definition of the concept of prototype or incubation, permitted also by the day dedicated to prototyping within the CREATIVE JAM at LUGO.

It also make us think about new tools in participatory youth observation issues allowing for increasing engagement in project development.

³ <http://colossus.lecolededesign.com/forsoni/aych/doku.php?id=en:aychcases>

Preliminary conclusion, first thoughts and challenges

1. In one year, the results of this AYCH process are translated firstly L'Ecole de design in **an innovative pedagogy for the students of the master** who support the young people of AYCH in the management of projects (case of the 1st creative jam or support to youth in Plymouth, or innovation seminar dedicated to building and testing tools).
2. **Challenges of portability and ownership:** the first step in this AYCH project was to develop tools for youth. These tools will continue to be developed. The real question is portability and ownership from one hub to another. A first workshop was held at a distance with Plymouth City Council to help a group of 4 young people develop their idea around "Virtual Reality & Empathy" for young people with dyslexia. The possibility of sending ambassadors (young designers of the School in support of the various workshops is beginning to be studied).
3. **A pedagogy that changes classical processes: the difficulties inherent in this stage of the project result from two sometimes contradictory visions of a linear and academic process versus an open process.** How to adapt the courses? How to get out of a strictly start-up process in favor of a learning path for technologies in the construction not of a business but of a more personalized course (a school outside of school)? Is not the building of confidence, the motivation (soft skills) that should rely on this type of project more than the final achievement? Motivation and youth engagement (agency) are the drivers of this approach and the factors of success.
4. **A two-way enrichment :** we have benefited from the contributions related to the practices of the other hubs, which considerably enrich our tools: the VIDA LACTEA approach on prototypes and observation in the framework of the AYCH Ocean project. Many tools already used by youth professionals are extracted from these exchanges.