

# INNOVATION CAMP



# FOR YOUNGSTERS

University of Akureyri  
Bridges



# INTRODUCTION

This booklet is intended as a general overlook for institutions (such as VET schools) and their partners who are considering whether and how to organize innovation camps as an educational tool and to address challenges within the fisheries and aquaculture industries.

The concept of an innovation camp follows the basic principles of collaboration, innovation and problem-solving. Camps such as these offer an opportunity for facilitators and teachers to work along the methods of problem based learning in an intense and out of class room learning event.

The innovation camp model - named The Innovation Camp for Youngsters - is designed to be held over 4 days where students of the ages 14-20:

1. Are presented with a common general innovation challenge from the fisheries or aquaculture industries through presentations, visits to local companies and multimedia tool such as educational videos and games (Kahoot!).
2. Define the specific problem they want to solve.
3. Generate, develop and evaluate ideas and concepts.
4. Develop a business model for their idea.
5. Present their idea and business model.
6. Vote themselves and are also judged by an impartial jury for the best idea.
7. Partake in an end of camp prize giving ceremony.



The Innovation Camp for Youngsters is developed for youths in pre-university education. This ensures that students do not require specific skills and can be organized for any line of study that has innovation as a priority.



# INNOVATION CAMP

## Base ideas for the Innovation Camp for Youngsters:

The Innovation Camp for Youngsters is designed for youths aged 14-20. The aim is to give young people the opportunity to get acquainted with the local fishing, aquaculture and related industries while also learning and innovating within a stimulating environment. The camp is designed to last for 4 days, for 4 hours a day. This leaves 4 working hours for teachers and other benefactors of the camp to evaluate and prepare for the next days activities. The camp can be set up and run by any institution, group or company willing to take on the project.

First and foremost; an accurate cost estimate is needed. This can be done by breaking down what is needed into sections such as;

1. Materials.
2. Location.
3. Logistics.
4. Teachers and salaries.
5. Provisions
- 6....

Market and value research used to estimate the cost of each section and a financial plan and overview drafted in accordance.

After all financial data is collected, aquaculture and fisheries companies can be contacted to see if they are willing to participate in the financing of the camp. This can be put into effect with meetings, presentations and multiple company collaborations.

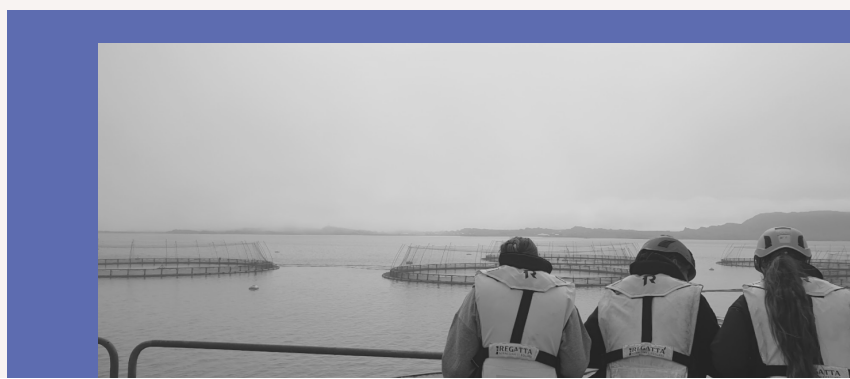
Once payment of all costs has been secured, teachers must be hired and teaching prepared.

It is suggested that teachers at the camp are students in fisheries science or aquaculture at a vocational school, either graduated or still studying. Visiting teachers are invited from companies within the sector and are employees of the companies in question.

Aquaculture and fisheries companies in the areas where the schools could be located finance the camp through sponsorship's and grants, e.g. teachers' salaries, teaching materials and other costs incurred.

In each placement, all aspects need to be thoroughly thought out and worked through to fruition, e.g. planning, how many youths can participate in each camp, teaching facilities and location.

It is necessary to plan the registration of students and how they are selected, perhaps in collaboration with local authorities/schools. Each group of students should not exceed 25 (number selected as optimal from experience) and then divided into smaller groups of about 5 students, who then work on projects and challenges together.



01

## What needs to be done, implementation:

Teaching materials and facilities need to be prepared and tools found, e.g. stationary, other necessary teaching materials, transportation, accommodation for teachers if needed and the implementation of innovative ideas. Design and implement evaluation models and solutions for student projects.

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02

## The role of representatives of local aquaculture and fisheries companies:

- Describe the activities of companies and present issues, examples that students can consider.
  - Be a guest lecturer / instructor at the school (camp).
  - Be part of an adjudication committee that evaluates students' suggestions for solutions to problems / ideas for the students to tackle.
  - Financial support and funding/donations for prizes and awards.
- Vocational schools in each area are invited to participate and come up with ideas for projects and programs.
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03

## General overview for logistics:

- Secure financing for the camp through local businesses.
  - Hire teachers.
  - Prepare study materials and design lectures.
  - Detailed camp itinerary constructed.
  - Organize student visits to companies.
  - Obtain at least one guest speaker from a relevant industry.
  - Welcome students.
  - Divide participants into groups.
  - Introduce the agenda of the day, e.g. group work, and mentors.
  - Introduce projects that will be submitted, ie. projects that are "real challenges" that will be voted on and presented to the jury.
  - Students start assignments and work according to the instructions and schedule.
  - Ensure that tutors are available to the student groups when needed. Teachers include mentors from companies and other stakeholders.
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## 04 Promotions and award ceremonies at end of camp projects:

- The adjudication committee meets each group individually and reviews the results of projects.
  - Prize giving.
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## 05 Graduation and after camp completion:

- The project manager(s) says words of thanks and certificates/prizes are handed out.
  - During the camp, mixed media is recorded during the week to produce a final video. After the course this is used to promote through social media and sent to those who took part in the project/ other interested parties.
  - Assessment questionnaires are sent out to students, teachers and other supervisors.
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# CONCLUSION

Innovation can mean to create something new, whether that is with a collection of older ideas and methods combined in a new way, or something entirely new at its core. The incorporation of Innovation camps encourages the creation of fresh ideas that inspire solutions to modern day problems.

The overall goal of this booklet is to provide inspiration and a general guide for an innovation camp that multiple facilities could utilize to encourage out-of-the-box thinking and create connections and opportunities for local youths and fishing, aquaculture and related industries alike.

By providing a space for youngsters to be educated in an innovating space and encouraged to ponder problems with the guidance of industry experts and older students, the more likely they are to release and realize their own full potential.

This in turn provides an opportunity for local industries to expand their network and utilize ideas formed through the camp.

The Innovation Camp for Youngsters is a simple program at its core that could be applied in a multitude of locations by a legion of establishments and/or groups.



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