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SOCIAL NUMERIQUE

BUSINESS PLAN

Digital education through digital
technology

With the support of the Faclab of the Department of Digital
Innovation of the University of Geneva.

faclab



**UNIVERSITÉ
DE GENÈVE**

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1. Executive Summary :

a. Starting situation

Digital tools are part of everyone's life and fundamentally transform our daily lives, whether in terms of security, inclusion, social and cultural practices or employment.

Faced with these changes, as individuals, we have to adapt by developing new practices and new skills.

These changes fundamentally alter the work of childcare professionals as well as the educational work of parents, creating a great deal of misunderstanding and fear, often relayed by the media.

For children and adolescents, the situation is even more complex because they are not able to analyze these changes. They have to evolve in a changing context and have very little opportunity to exchange with competent adults.

In some form, prevention of the risks of digital use is already present in some prevention institutions. However, it focuses, as for its other sectors, on risk prevention with conferences and the provision of brochures. We believe that this is not enough to meet the immense diversity of needs created by this new societal context.

At Lesa.teliers, we believe it is necessary to adopt a complex practice that simultaneously addresses several needs while experimenting with new approaches ourselves.

We would like to propose a program of interventions aimed at experimenting with the development of digital skills in children and adolescents, training professionals in social, educational, cultural and school actions to integrate digital technology into their approaches and projects, and training parents to use digital technology for educational purposes.

Through the articulation of these three axes of work, we guarantee an expertise ranging from daily experimentation and constant contact with youth culture to the creation and implementation of training for adults, whether professional or not.

b. Goals

Support the development of social, cultural, professional and technical skills of children and adolescents by experimenting with innovative approaches using digital tools.

Support the development of digital and pedagogical skills of professionals in social, community, cultural and school actions.

Support the development of parents' digital and educational skills.

c. Financial requirements and use

Today, we need 56 784.6 CHF that we will use to create our SàRL, invest in a company car, invest in digital material and realize our project of building our own pedagogical tools via what we called our «Minecraft box» (see activity report).

Thanks to this financing, we could keep our activities for this year 2023 in order to become autonomous in 2024 thanks to the development of our network and some of our skills (marketing in particular).

2. Business Model :

a. Key partner

University of Geneva: via their Faclab, by providing a promise of collaboration, room, material, projects, the university network and a research framework on project-based pedagogy.

Association noetic and city of Fribourg: via the implementation of several Minecraft courses, several summer camps and the provision of their infrastructure.

The association Sésame of the school district of Rolle: via the implementation of several Minecraft workshops and the provision of their skills and equipment.

The Haute école Pédagogique du canton de Vaud : via the implementation of a research framework on project-based pedagogy and game-based pedagogy.

The Cybercoach association: via the prospection and the provision of potential clients.

b. Key activities

Minecraft workshops to develop digital skills for children, teenagers and young adults.

Animation of digital education activities in social, educational, cultural and school environments.

Training and conference for parents and professionals on the use of digital technology for the development of social, cultural and professional skills.

c. Key resources

Unique multidisciplinary skills located between community development, social work, pedagogy and digital uses.

Unique and innovative projects with a very strong potential for skills development through an effective and original multidisciplinary methodology.

Strong capacity of adaptation and reaction, great mobility, creativity, hospitality.

d. Value proposition

We create a playful and dynamic proposal of digital education through digital technology.

Our approach is complex and does not only inform, raise awareness or prevent risks, but integrates these aspects in a complex pedagogical process which makes the approach attractive, non-moralistic and permeable to the culture of our users.

e. Clients / users

Our clients are social, cultural and educational institutions facing digital issues that can be solved through digital education.

These institutions have three groups with specific needs, our offers are designed to meet them.

For institutions with a public of parents, we propose conferences allowing their public to better understand the practice of their children, we approach the digital issues in a complete and complex way to avoid the attractive simplicity of giving only too simple and general rules to answer their daily problems.

For the professionals, we train them to integrate the issues related to the use of digital technology in their professional posture, their institutional projects and their daily activities.

For children and teenagers, we offer places for exchange, awareness, information and development of skills through the use of digital tools.

f. Client relations

According to our observations, the professionals of the institutions we are interested in are not immediately interested in complex activity and training programs for several reasons. Either because they are not aware of their lack of competence in the digital domain, or because they do not think that the digital issue requires special attention in their institution.

Our communication strategy is therefore to establish a procedure to approach institutions with simple activities that will stimulate the emergence of needs.

For this, we propose simple awareness activities over an afternoon, for children and teenagers. This allows the professional who hires us not to have to integrate digital technology in his practice for our first contact.

Thanks to this animation, we gather information on the needs of the institution, its approach or the team's opinion on digital and start a relationship based on the potential needs that would emerge from the discussions.

For associations, we propose a presence on conferences and committees to directly reach all decision makers.

We delegate the research of children and teenagers participating in our Minecraft workshops to the institutions that supervise them (e.g. noetic academy and center Sésame).

g. Channels

Social networks :

Communication of the company's activities and especially the Minecraft projects taking place via the association noetic with whom the possibility of using the images of the

workshops was negotiated.

The Minecraft workshop is a product that is easy to communicate and easy to interpret for all audiences, its benefits quickly jump to the eyes even for the less convinced. The channels used are Linked In and our website.

Associative networks:

Setting up an active network with, at the center, the maintenance of quality relations with video game creators, the Swiss e-sport federation, the Geneva e-sport federation and the game labs of the UNIL and the HEP but also associations of neighborhood houses, the cantonal federation of leisure and meeting centers of the canton of Geneva (FCLR).

Professional networks

Use of the network of neighborhood houses and the Fas(e), which has great potential and is willing to unite the Geneva associations around them.

Use of the intercenter network regrouping youth centers and neighborhood houses from Coppet to Lausanne through the Vallée de Joux.

i. Revenues

Billing of services

Private and public fundraising.

h. Cost structure

Human resources: animation and conception of activities and trainings, project management, communication - prospection

Material resources: construction of pedagogical tools, purchase of digital material, renewal of digital material, company car, website, server (data), video game licenses

3. Vision and Mission :

a. Our vision

Become a major player in the field of prevention, awareness and education in the cantons of Geneva and Vaud.

To act significantly on the well-being of children and adolescents by improving their skills and their understanding of the context in which they evolve.

To be the initiator and/or actor of a network of digital competences formed by young people and professionals to support participative projects, the creation of new jobs, the significant improvement of the place of self-taught learning in the professional world, the significant improvement of the place of project-based pedagogy in the world of education.

b. Our values

Openness, inclusion, valuing the individual and his or her abilities, equality, equity, valuing citizenship, valuing groups of individuals.

c. Our mission

To support the development of children and teenagers' skills through the use of digital tools.

To support the development of digital skills and pedagogy of professionals in social, community, cultural and school actions.

To support the development of digital and educational skills of parents.

4. Pestel Analysis Survey :

a. Political factors

Federal: Political feedback on the issue of digital education is low at the federal level. These issues are rather the responsibility of the cantons. However, we note that large associations such as the Swiss e-sport federation have a lot of difficulty in receiving state funding.

Geneva: the political situation is complex, the debates are ongoing, the integration of the digital transition in the canton's approaches is accepted, but its application for children and adolescents and the form it should take are not unanimous, which pushes the canton, and particularly the DIP, to maintain the status quo on the issues of the canton's integration of digital technology in its approaches to the supervision of children and adolescents and education.

The canton therefore finances several institutions with the mission of proposing a «healthy and responsible» approach to video games and risk awareness for other aspects of digital education (noetic association, geneva e-sport, action innocence, etc.).

Vaud: the canton has already positioned itself on the integration of digital education among its schools. The EDUNUM initiative is certainly contested in some places but it is well established and there is little risk that it will be stopped when it is almost finished.

As the canton has only focused on schools, other audiences are not affected by their digital transition policy (association, parents, young adults ...).

Public opinion: public opinion and consequently political opinion have experienced a strong change in the last few years on the issue of digital. In this post-Covid period, it has become rather obvious for all the actors of the communities composing our local society that the issue of digital education must be provided to young people.

b. Economic Factors

We are in a period of energy and economic crisis, most of the budgets allocated to culture and social are reduced for most of the large institutions.

The market of new technologies is extremely dynamic and offers an enormous field of possibilities of experimentation and novelties.

c. Social factors

Digital culture is strongly present in all social and cultural aspects of the life of all Swiss individuals and institutions.

Digital skills are valued and still rare.

We observe that the question of managing digital issues seems to unite all the professionals and their educational institutes.

Digital practices are at the center of the cultural practices of children and adolescents and are present in all their social practices.

We observe a fear in the face of certain problems such as cyber security, cyber harassment, image rights as well as very bad practices and a strong difficulty of professionals to give really relevant answers and tools.

d. Technological factors

Immense diversity of learning tools, digital pedagogical tools available on the market.

Most individuals are equipped with computer equipment.

e. Environmental factors

The COVID crisis has exposed major shortcomings in our ability to ensure the sustainability of our activities in the face of such situations. A change of mentality is currently taking place that is pushing for the digitization of most services.

The new learning modalities and digital tools are at the center of the questioning of the academic and research world.

There is a strong demand to talk about digital sobriety and to find out how to include our digital practice in a sustainable development perspective.

Critical look at digital issues in the perspective of the ecological crisis and their high consumption of electricity.

e. Legal factors

Our intervention is intercantonal and therefore refers to two systems of regulations and standards.

The standards of reception and premises are defined by the client institutions, their standards of reception apply.

f. Synthesis

The situation is ambivalent and requires great care in communicating offers to match local demands.

Even if it is accepted everywhere that digital is a legitimate concern, the form that educational approaches should take is highly questionable and criticized.

Cantonal policies will condition our actions, it is useless to try to integrate the schools of the canton of Vaud while it is strategically unavoidable to position ourselves in the schools of the canton of Geneva.

5. Services:

a. Educational digital workshops offered to institutions

Workshops for children and teenagers using AGILE project methodologies to develop a large-scale project in a pedagogical framework that encourages active participation and the taking of responsibility.

Projects are carried out through the development of skills in the use of digital tools: video games, graphic editing and visual creation programs, 3D design software, 3D and laser printers, video and audio editing software, etc., and the development of social and professional skills.

The projects take place in institutions that take care of children and teenagers.

These workshops are one of our major assets because our experimentation touches on 3 major themes of pedagogical research: the use of digital technology for the development of skills, project-based pedagogy and the place of play in pedagogical approaches.

Indeed, beyond the digital issue, we apply pedagogical methods that are still too little used in schools and other institutions whereas they are at the heart of the methods used in companies. For that, these workshops allow to develop creative and technical skills but also and especially to learn to learn in an autonomous way and to work in a team.

Minecraft workshop (see activity report)

The Minecraft workshop gathers 11 teenagers between 12 and 18 years old once a week to work on the reproduction of their city in Minecraft (virtual lego). The project is currently active in Fribourg, Geneva and Rolle.

The young people are brought to analyze physical and digital data (photos, digital maps, cadastral data, observations) to integrate them into Minecraft which is used here as a 3D design tool.

The game is used as a means of regulating the group and motivating the participants, who find themselves implementing a complex large-scale project on one of their favorite games (Minecraft being the best-selling game of all time).

Participants have the opportunity to work on several skill sets depending on the responsibilities they wish to take on and to join groups as an expert in one or more fields: architecture, design, programming, sustainability and project management.

For example, José (not his real name) decided to work on the integration of local beverage brand logos in the train station of the city of Freiburg. He had to research and contact partners to get permission to use their logos for the project. Thus obtained, he was able to work on recreating the logo in the game in Pixel Art and to integrate it with all the technical constraints that this generates.

The Minecraft workshop is the only one of its kind to our knowledge and the demand is strong.

b. Training for professionals and/or parents

Training in the form of conferences and workshops focused on the digital education of children and adolescents and the implementation of participatory projects related to digital or digital culture.

For professionals, we offer training to integrate the questions related to digital education and its use by children and teenagers in an institutional program, in a social and cultural approach, in a professional posture and in daily activities.

We are specialized in the integration of video games in youth centers.

This articulation between social work and video games is unique to our knowledge, but there are already several proposals for digital training and the demand is strong.

For parents, we create a unique proposal of digital education training focused on the educational potential of displays to learn how to use them in a learning and skills development process.

Here we take a different approach from other institutions, we don't talk about limiting the use but about how to use it in a healthy, responsible AND pedagogically beneficial way.

We have also developed concepts for parent-child evenings.

This approach is unique to our knowledge and the demand is high.

c. Animations

Animations on the theme of digital technology that can be declined in several forms with a structure focused on practice first and then discussion.

Afternoon video game with several games brought according to the number of children and their age so that they discover them, a break allowing rest and discussion around the use of the video game at school or at home, then return to the game.

The topics discussed are very large, it is mainly to create a first approach to raise awareness and to convince professionals that it is necessary to take this theme seriously because we are convinced that an effective digital education is only done in its regular practice and its integration in the whole institution.

This approach is unique although there are already some associations offering digital afternoons, our particularity comes from the articulation of competences between social work and digital education and from our will not to consider this action as an end but as the beginning of a process.

6. Market:

Competition

Threat of new entrants:

The threat of new entrants is strong, this theme is more and more central in the bachelor and master works of social and pedagogical schools and universities. Experts are therefore increasingly numerous on the market.

The chosen measure is to federate a maximum of professionals around the project to find, train and hire these future arrivals.

Threat of substitute products:

The threat of substitute products is strong because the institutions active in prevention are currently obliged to adapt their proposals. However, the products in question can in no way replace the articulation of our three products between pedagogical practice, training and awareness animation, and we are the only ones to offer this.

Client bargaining power:

Clients do not have any other product to their knowledge to be able to negotiate, they do it on the basis of their subjective appreciations which does not make it possible to evaluate the difficulty of the future negotiation with a client.

Competition / Rivalry:

There is little rivalry in the relationship with competitors who are rather happy to know that they are not alone as the demand is high.

Our skills are unique and this is very clear to our competitors which makes collaboration much easier.

7. Marketing:

a. Clients

Our clients are institutions for the care of children, adolescents and young adults, mainly in the cantons of Geneva and Vaud but also in the cantons of Valais and Fribourg.

They have various legal forms, they are associations, foundations, public institutions. They are schools, community centers, youth centers, universities, universities of applied sciences, homes, childcare centers...

They all have two things in common: they are places that have needs in terms of developing digital skills.

b. Communication channels

Social networks - Use of the LinkedIn network <https://www.linkedin.com/in/gaetan-van-beek-001151200/>

Digital showcase - Website gaetan.vanbeek.ch

Inter-institutional networks - Intercentre (network of socio-cultural centers on la Côte), Fas(e) fondation pour l'animation socioculturelle in Geneva, FasI fondation pour l'animation socioculturelle in Lausanne

Association networks - Swiss e-sport Federation, Geneva e-sport, Noetic association, Cybercoach association, Federation of leisure and meeting centers (FCLR)

Academic networks - Learn Center EPFL, HEP Vaud, UNIGE, HETS

Professional network - Trainers and former trainers of the EDUNUM initiative, Students and former students of the HETS, Socio-cultural animators of the cantons of Geneva and Vaud

c. Communication strategy

To consolidate the legitimacy of the company by carrying out concrete experiments. To set up potentially loss-making projects with institutions in order to be able to communicate real results and validate field expertise.

The Minecraft workshops in Fribourg, Rolle and Geneva were chosen for their strong communication potential. Thanks to regular images and a project that speaks to everyone, we position ourselves as actors of field experimentation.

Maintain a strong link with the associations and foundations already present in the field and collaborate with them. Cybercoach association, noetic association, Geneva e-sport, taking advantage of their knowledge, their network and their funding can be done in conditions allowing them to get something positive out of it.

Ensure a push communication flow towards the different host institutions in the form of a newsletter and on LinkedIn.

Active participation in meetings, conferences and digital related meetings.

Develop a procedure for contacting the institutions by proposing awareness-raising interventions to their public in order to initiate discussions with professionals, to bring out their needs and to propose training that will allow them to integrate digital education in their daily life and/or in their institutional project.

d. Visual identity

Name - Logo - Colors - Background design - Business cards - Website

Our strong visual identity already allows us to stand out on the market.

Logo :



Business card :

Background :



8. SWOT :

Environmental factors		Opportunities	Threats
		<div>High demand</div> <div>Post covid</div> <div>Changes of mentality</div> <div>Politics favorable for changes</div>	<div>ambivalent Local politics</div> <div>fears</div>
Own specific factors			
Strengths <div>Innovation</div> <div>Passion</div> <div>Unique skills</div>		<p>The unique context, an innovative project and a passion for the subject associated with a willingness to express ourselves lead us to believe that this is the time to communicate massively about our activity and promote our project now</p>	<p>We are able, if we have the attention, to strongly reduce the fears and to convince the necessity and the urgency of our activity. It is therefore necessary to develop means of communication allowing us to be heard.</p>
Weaknesses <div>lack of recognition</div> <div>lack of ressources</div> <div>lack of competent profile</div>		<p>The high demand may allow us to link contracts and to promote our activity by practice and not by mere words. Funding that is favorable to the post-covid demand could allow us to respond to the lack of resources and to the training of new profiles.</p>	<p>Need to connect with local stakeholders and focus on serving these partners to showcase our unique expertise and skills.</p>

Comments: The SWOT analysis shows that we are in a favourable situation for the development of the type of activity we want to propose, but that the number of competent profiles and financial support from public authorities forces us to consider other solutions, which pushes us towards the development of a private company and requests for private funds.

9. Risks:

Monopoly of prevention:

In French-speaking Switzerland, a group of institutions currently has a monopoly on prevention. The responsibility for digital education, which they call prevention of digital uses, has been assigned to them in most of the French-speaking cantons.

Fortunately for us, this risk is detected and it is possible to act to reduce its criticality because the approach we suggest is more complex, complete and relevant than their different approaches. This requires time to adapt and effective strategic communication in order to be integrated into the networks of these institutions.

Financial means:

It is currently difficult to charge a fee that allows us to continue our activities with associations and public institutions, especially because the complexity of our interventions only becomes apparent after they have taken place.

This puts us in a complicated situation with regard to the daily bills. The strategy adopted is that of putting together a funding application to obtain private and public funding.

Human resources:

The skills needed for our activities are very specific, the number of competent social workers in the field of digital action is low.

It will be necessary to set up an internal training program and a division of tasks between skills in the digital field and in the field of social work or prevention.

10. Financial Plan

Year 2023

Stationnary Cost	CHF
SC Internet site	222.95
SC Pedagogical tool building (Minecraft box)	5500
SC Animation Material	6144.85
SC ADOBE	736.8
SC Salary	76000
SC Business car	12000
SC Administrative Material	2600
Variable Cost	CHF
VC Travel	5000
Total	108 204,6

Income	CHF
Project Minecraft Fribourg	9120
Project Minecraft Genève	3500
Animation (12)	6000
Formation for Professionnal (12)	4800
Formation for parents (8)	8000
Minecraft workshop (2)	20000
Search for external investment (incorporation of Sàrl, company car)	32000
Additional background research	24784.6
Total	108 204,6

Comments: This first year is highly deficit if we exclude the potential obtaining of external funds. This is due to a realistic projection of the number of contracts we are able to achieve this year based on the number of contracts we have.

Normally, the measures taken in terms of communication strategy should quickly regulate the situation.

The salary is based on a project manager's salary for our director at an 80% activity rate.

Year 2024

Stationnary Cost	CHF
SC Internet Site	222.95
SC ADOBE	736.8
SC Salary	76000
Variable cost	CHF
VC Travel	5000
Total	81 959.75

Revenus	CHF
Project Minecraft Fribourg	9120
Project Minecraft Genève	9120
Project Minecraft Lausanne	9120
Project Minecraft UNIGE	10000
Animation (18)	9000
Formations for professionnels (24)	8800
Formations for parents (8)	8000
Minecraft workshop (3)	30000
Additional background research	
Total	93 160

Comment: the increase in contracts should allow us to close out this year and look forward to new possibilities for 2025.

The main challenge will be to develop the Minecraft activities which are the workshops that bring us the most money.

Année 2025

Stationnary Cost	CHF
SC Internet Site	222.95
SC ADOBE	736.8
SC Salary	97513
Variable cost	CHF
VC Travel	5000
Total	103272.75

Revenus	CHF
Project Minecraft Fribourg	9120
Project Minecraft Genève	9120
Project Minecraft Lausanne	9120
Project Minecraft UNIGE	10000
Animation (24)	12000
Formations for professionnels (36)	14400
Formations for parents (8)	8000
Minecraft Workshop (4)	40000
Total	111 760

Comment: this third year should allow us to settle into our cruising rhythm and to consider hiring and training additional human resources to take over certain activities and thus free up time for the development of new activities or the search for new contracts.

11. Conclusion :

In order to properly meet our objectives and to establish ourselves in the French-speaking part of Switzerland as the main actors of digital education, we need financial resources that we do not have in our own funds.

The present document is therefore intended to support a request for external funding of 56 784.6 CHF for the year 2023 in order to offer us the possibility to develop our activities and to expand our network to take the position we would like to have in the French-speaking context.

We are convinced that our action is unique and represents a real advance in the conception that we could, as a society, have of digital education through digital technology as witnessed by our numerous partners and networks active in this field and the recognition of the UNIGE offering us premises and means to achieve our objectives.