EntreComp Food

# Applying EntreComp to attract young people to the 1st european manufacturing sector: the agrifood industry

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Chamber of Commerce and Industry of Slovenia

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# Introduction


HOW DO YOU
LEARN?

# How do you learn?

Go to www.menti.com and use the code: **81 37 50 1**

Voting link: https://www.menti.com/ouc8hsrcgj

Memorizing some facts

Cooperating with others

Getting more knowledge about a certain topic

# LEARNING CAN BE

...

Altering behaviour in a certain way

Getting insight about yourself

Becoming more skillful in doing something

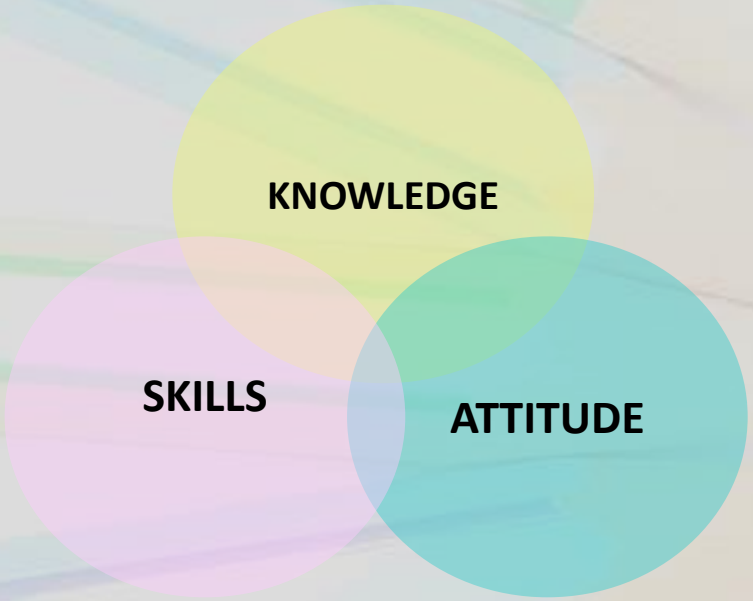
Source: Taimla S., Taylor M., Bury B., T. Rannala. *Graphic Express*. Salto Youth Euro-Med

WHAT ARE COMPETENCIES?

WHY DO WE NEED THEM?

HOW DO WE DEVELOP COMEPTENCIES?

# WHAT ARE COMPETENCIES?



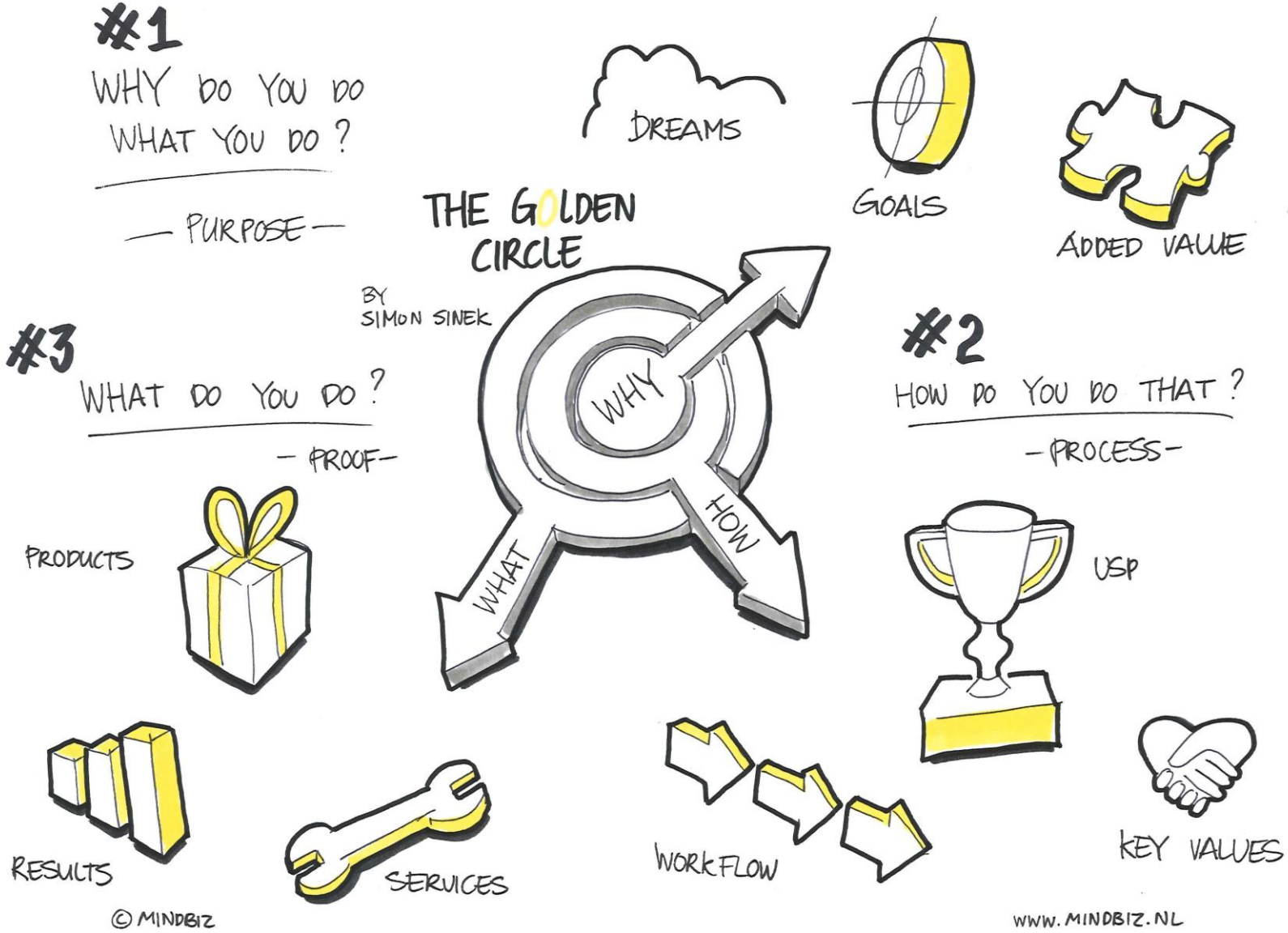

Competence is the ability to do something successfully or efficiently.

It means we can do something well.

Having competence means having adequate knowledge and skills to carry out a task.

**If you think you can do it, that's Confidence; If you do it, that's Comeptence.**

# WHY DO WE NEED THEM?



# HOW DO WE DEVELOP ENTRECOMP COMEPTENCIES?

Unlocking our potential

AWARENESS

INTENTION

PRACTICE

PRACTICE

PRACTICE

# ENTRECOMP FOOD COMEPETENCIES

IDEAS AND OPPORTUNITIES

→ CREATIVITY

→ VISION

→ ETHICAL AND SUSTAINABLE THINKING

RESOURCES

→ MOTIVATION AND PERSEVERANCE

→ MOBILIZING RESOURCES

INTO ACTION

→ WORKING WITH OTHERS

→ LEARNING THROUGH EXPERIENCE

| Areas | Competences | Hints | Descriptors |
|---|---|---|---|
| 1. Ideas and opportunities | **1.1 Spotting opportunities** | Use your[5] imagination and abilities to identify opportunities for creating value | • Identify and seize opportunities to create value by exploring the social, cultural and economic landscape<br>• Identify needs and challenges that need to be met<br>• Establish new connections and bring together scattered elements of the landscape to create opportunities to create value |
| | **1.2 Creativity** | Develop creative and purposeful ideas | • Develop several ideas and opportunities to create value, including better solutions to existing and new challenges<br>• Explore and experiment with innovative approaches<br>• Combine knowledge and resources to achieve valuable effects |
| | **1.3. Vision** | Work towards your vision of the future | • Imagine the future<br>• Develop a vision to turn ideas into action<br>• Visualise future scenarios to help guide effort and action |
| | **1.4 Valuing ideas** | Make the most of ideas and opportunities | • Judge what value is in social, cultural and economic terms<br>• Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it |
| | **1.5 Ethical and sustainable thinking** | Assess the consequences and impact of ideas, opportunities and actions | • Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment<br>• Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen<br>• Act responsibly |

| | | | |
|---|---|---|---|
| 2. Resources | **2.1 Self-awareness and self-efficacy** | Believe in your-self and keep developing | • Reflect on your needs, aspirations and wants in the short, medium and long term<br>• Identify and assess your individual and group strengths and weaknesses<br>• Believe in your ability to influence the course of events, despite uncertainty, setbacks and tempo-rary failures |
| | **2.2 Motivation and persever-ance** | Stay focused and don't give up | • Be determined to turn ideas into action and satisfy your need to achieve<br>• Be prepared to be patient and keep trying to achieve your long-term individual or group aims<br>• Be resilient under pressure, adversity, and tempo-rary failure |
| | **2.3 Mobilizing resources** | Gather and manage the resources you need | • Get and manage the material, non-material and digital resources needed to turn ideas into action<br>• Make the most of limited resources<br>• Get and manage the competences needed at any stage, including technical, legal, tax and digital competences |
| | **2.4 Financial and economic literacy** | Develop financial and economic know how | • Estimate the cost of turning an idea into a value-creating activity<br>• Plan, put in place and evaluate financial decisions over time<br>• Manage financing to make sure my value-creating activity can last over the long term |

| | | | |
|---|---|---|---|
| 3. Into action | **3.1 Taking the initiative** | Go for it | • Initiate processes that create value<br>• Take up challenges<br>• Act and work independently to achieve goals, stick to intentions and carry out planned tasks |
| | **3.2 Planning and management** | Prioritize, organize and follow-up | • Set long-, medium- and short-term goals<br>• Define priorities and action plans<br>• Adapt to unforeseen changes |
| | **3.3 Coping with uncertainty, ambiguity and risk** | Make decisions dealing with uncertainty, ambiguity and risk | • Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes<br>• Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing<br>• Handle fast-moving situations promptly and flexibly |
| | **3.4 Working with others** | Team up, collaborate and network | • Work together and co-operate with others to develop ideas and turn them into action<br>• Network<br>• Solve conflicts and face up to competition positively when necessary |
| | **3.5. Learning through experience** | Learn by doing | • Use any initiative for value creation as a learning opportunity<br>• Learn with others, including peers and mentors<br>• Reflect and learn from both success and failure (your own and other people's) |

# PRINCIPLES

- EXPERIENCE
- NOVELTY
- TRIGGERS
- REFLECTION
- ECOSYSTEM
- COLLABORATION
- OTHERS
- MENTORING
- PROGRESSION


Source: Entrecomp Playbook, 2020

# EXPERIENCE

- To create a frame for action, establishing the right climate of experimentation, for flexible adaptation, and creating opportunities to fail, reflect and recover.

- Ensuring that the process has **numerous iterations** is a great way to guarantee that one **learns trough experience**, by testing ideas, and progressively refine assumptions base on what works and what does not.

Source: Entrecomp Playbook, 2020

# NOVELTY

- Generating new value, which is often the ultimate goal of entrepreneurial process, is not a linear process, and should not be taught as such.

- It is an exploratory endeavour, which requires creativity, the capacity to cope with ambiguity, uncertainty and risk and to learn from experience.

- You should also carefully **plan how to create a learning setting** that is conducive to generating new ideas, that promotes inquiries and sees setbacks and temporary failures as opportunities for learning.

Source: Entrecomp Playbook, 2020

# TRIGGERS

- Emotions are always present in learning processes, especially in those designed to have learners collaborate to face ill-defined problems, unexpected flows of events, under time constraints.

- As an educator, you are invited to plan opportunities for learners to learn from events and processes that bear an emotional weight and expose them to coping with ambiguity, uncertainty and risk …

- … by setting **challenging tasks**, having learners leave the training room, **go out and interact** with their intended user groups, **injecting uncertainty** along the process, having learners **work in teams**, or exerting **time pressure**.

Source: Entrecomp Playbook, 2020

# REFLECTION

- Entrepreneurial learning is **intrinsically experiential**, but for learning to happen, we must reflect on the experience.

- Reflection allows us to learn, to refine assumptions and improve ideas at each step of a learning process. Reflection also allows us to **extract general principles** from each learning situation to **apply to new situations**, becoming the basis for further learning.

… by embedding **iterative cycles of discovery**, **ideation and testing** in the process, but also by asking learners (individually or in groups) to **reflect upon their learning experience**.

- When they perform such a self-reflection exercise, their learning outcomes become apparent, in turn contributing to increased self-efficacy.

Source: Entrecomp Playbook, 2020

# ECOSYSTEM

- Connecting the learning experience to the ecosystem provides a more **insightful picture of the context**, and it allows to identify the key players.

- These may help in turning ideas into action, in mobilising resources to turn ideas into action, including information, competences and expertise learners may lack.

- In addition, real experiences of failure help learners understand that **failure is part of the learning and entrepreneurial process**, and cultivate both their motivation and perseverance

- By promoting **learners' interaction with the external world**, you promote that learning is situated in relation to others, **in authentic settings**, and that learners experience how to transfer their previous experience and knowledge to face up to new situations.

Source: Entrecomp Playbook, 2020

# COLLABORATION

- Collaboration – the engagement in fruitful group activity and teamwork by learners in an entrepreneurial learning experience – can elicit and deploy a diversity of knowledge, skills and attitudes.

- Working with others requires the capacity to **acknowledge and respect** others, to develop **empathy and emotional intelligence** so as to tune in with others, to **listen actively** and incorporate other people's input, to **team up with others** around a common goal, work in teams effectively as well as the capacity to **expand one's network to increase impact**.

Source: Entrecomp Playbook, 2020

# OTHERS

- Value creation pedagogy requires learners to **apply their new or existing knowledge, skills and attitudes to create something of value** to at least one external stakeholder outside their own group (class, course, functional unit in an organisation).

- The value that is created can be of any type: economic, social, cultural, including environmental or emotional.

Source: Entrecomp Playbook, 2020

# MENTORING

- By acting as a mentor rather than an instructor, you contribute to the development of their self-efficacy, which in turn nourishes their capacity to cope with uncertain, ambiguous, and complex situations and self-direct their learning while creating value.

Source: Entrecomp Playbook, 2020

# PROGRESSION

- Assessing how learners accomplish tasks is not the only way to assess progress.

- **Reflective learning** for instance builds on the individual or collective reflection of the learners and aims to foster self-directed learning and growth mindset.

- **Peer assessment** involves learners assessing one another, and contributes to their capacity to take on board valuable criticism from others as well as to provide constructive feedback to others.

Source: Entrecomp Playbook, 2020

# METHODS

- **EFFECTUATION** … is about controlling the future rather than predicting it.

- **DESIGN THINKING** …is an iterative, non-linear and human-centred practice that capitalises on insights gathered through interactions with users to match their needs with what is feasible

- **THE LEAN START-UP METHOD** …a set of practices for helping entrepreneurs increase their odds of building successful ventures; Inspired by the principles of lean manufacturing; …Through a process model called "build-measure-learn" loop

- **PROJECT BASED LEARNING** … is a consolidated pedagogical approach that seeks to nurture inquisitive learners by actively engaging them in realworld projects.

- **PLAYFUL EXPERIMENTATION** …it promotes combining ideas in unusual ways, to explore what could happen if things went that way; learning is not the end destination, rather it happens along the way, while living a practical learning experience.

- **CLASSROMS AS LEARNING COMMUNITIES** … learning is a process of co-construction, which is rooted in interacting with others.

Source: Entrecomp Playbook, 2020

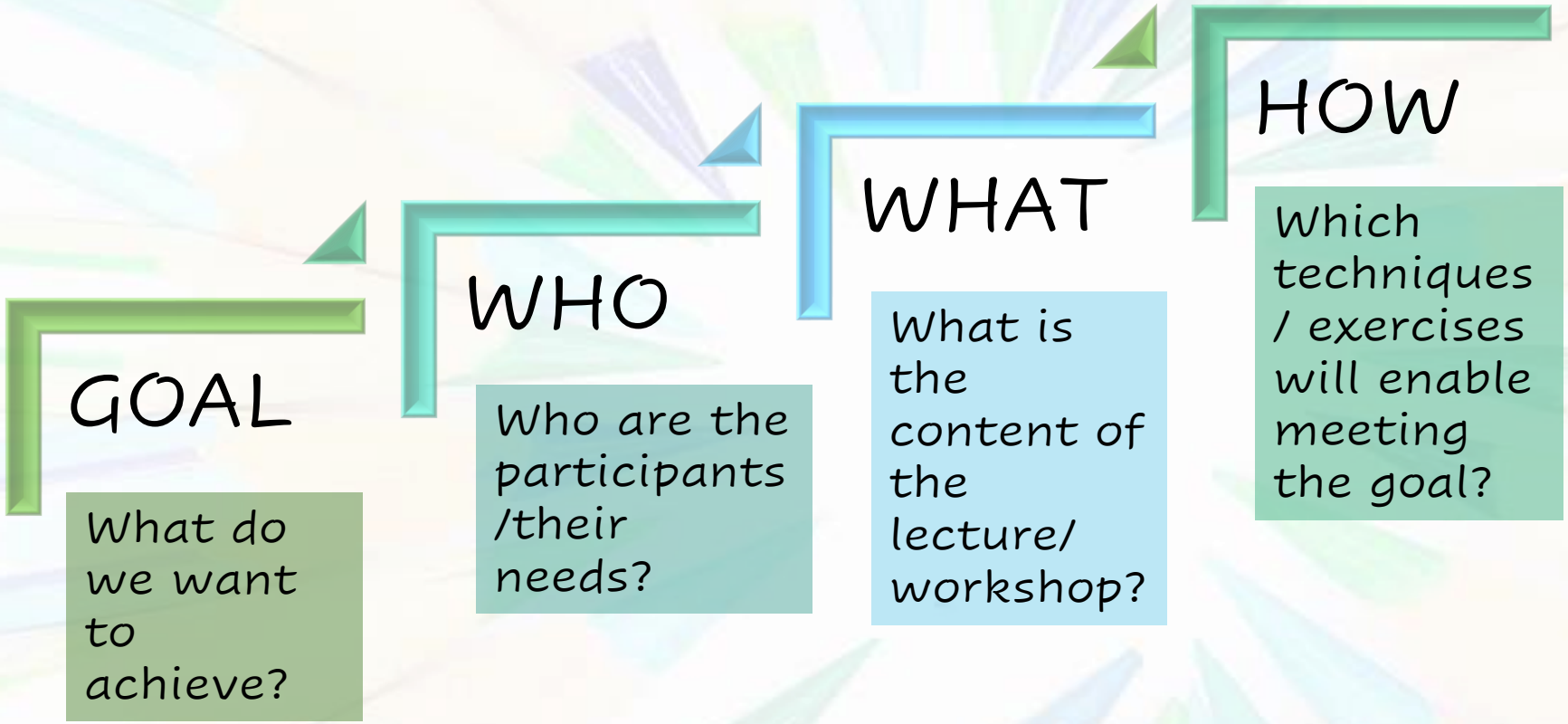
# TECHNIQUES

FOR FACILITATORS

- TRAINING DESIGN CANVAS
- *SPIDER DIAGRAM – VISION AND PLANNING
- ENTREPRENEURIAL LEARNING WORKSHOP
- *RAMP → MOTIVATION
- COLLABORATIVE FACE DRAWING – ICEBRAKER, CREATIVITY
- GOLDEN CIRCLE → VISION
- MEANS INVENTORY → RESOURCES

Source: Entrecomp Playbook, 2020

# TRAINING DESIGN



EGG DROP

Teams of 3-5 take materials and build something to protect a raw egg. The eggs that survive a 10+ foot drop successfully completes the challenge.

- Materials Required: Raw eggs (one for each group plus extras in case of accidents), cardboard, duck tape, several thin straws (at least 40 per group), paper towels for cleanup, a way to enable a high drop
- Participants: 6 to 50, enough for at least a few groups.
- Time Required: 15 – 30 minutes

**How Do You Play the Egg Drop Teambuilding Activity?**

*Setup*

- Obtain all the materials listed above. These are resources to be used by teams to try to protect their raw egg.
- Buy straws (the thin ones if possible), enough for approx. 50 per team.

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*Playing the Game*

Divide the group into small teams of 3 – 4. Give each team one raw egg, 40 straws, 1 meter of duck tape, and other materials as listed above.

Explain the rules of the teambuilding activity. Tell them that the goal is to design and build a structure that will prevent their raw egg from breaking from a high drop. Teams will be given about 15 minutes to make the structure. If more than one team is successful, then the team that uses the least amount of straws wins.Should more than one team succeed in protecting their egg, the winner will be determined by the fewest straws used.

Separate the teams so they are not very close to each other (to prevent copying ideas).

Say GO! and give teams 15 minutes or so to build their structure, with an egg inside.

*Winning the Game*

At the end of the time limit, bring everyone back together. Drop each structure in a consistent way. After dropping all structures, open them up and figure out which eggs have remained intact. The winning team is the one with the least number of straws used.

*Debrief and Reflection*

The goal of this teambuilding activity is to build chemistry, teamwork, and creative thinking. It is useful to ask debrief/reflection questions afterwards.

- Ask the teams about their experiences; what went well and what was effective in terms of teamwork.
- Ask whether their designs changed or evolved over time.
- Ask about traits or characteristics of good leadership or teamwork, or meaningful contributions during gameplay.
- Ask if teams would do anything differently next time.

# TRAINING DESIGN PROCESS


Source: Entrecomp Playbook, 2020

# Curriculum Development Canvas

## Competence

- Theoretical definition:
Why do we want to achieve this? (Reason)
- Operational definition:
What do we want to achieve? (Purpose)
Which are the indicators?
- Is our learning approach result-oriented, process-oriented, or both?

## Target group - Who?

- Who will benefit from the outcomes of the module?
- Who are the direct beneficiaries? And the indirect ones?
- How are they involved in the design?

## Needs - Which issue?

- What is our current position?
- What are the challenges faced by the target group?
- What are their priorities, their main needs?

## Objectives - Which goal?

- Where do we want to get?
- Do the objectives reflect our needs?
- What would be possible outcomes of the module?
- What is innovative about our idea?
- Are our objectives SMART? (Specific, Measurable, Achievable, Realistic, Timed)

## Contents - What?

- What should people learn during the module?
- Which contents are specific and which are standard?
- Which of them are transferable to other realities?
- What prior knowledge is required to learn the contents?
- How are we going to pre-test the prior knowledge?
- Do contents meet our objectives? How are checkpoints incorporated within our contents?

## Methodology - How?

- How are we going to get there?
- What's our approach?
- What necessary steps do we have to take in order to achieve the objectives?

### Activities

- When are we going to do what? How are activities organised in our module?
- What will be done for preparation, implementation and evaluation?
- How are the project materials (case studies, teaching notes, etc.) included in the activities?
- How are the learners involved in the activities? How meaningful are the activities to their realities?
- Which activities will be experiential and which instructional?
- How feasible are the activities in terms of available resources (human, physical and financial)?
- Are all our objectives covered by the activities?

## Evaluation - What works?

- Which are the expected outcomes?
- How do we know we have accomplished them?
- Formative evaluation?
- Summative evaluation?
- How do we measure the outcomes?
- Are we going to use performance-based assessment, objective-referenced tests, or both?

## Linked Competences

- List specific topics and sub-topics, or connections from other competence areas.
- List those competences that can be also included in this module as horizontal or cross-curricular.
- Could they be combined or integrated in the above competence? How does the learning approach contemplate that possibility?

## Learning Flow

- How coherent is it?
- Is there a cumulative sequence of activities?
- Is it content-specific?
- How is it related to the needs of the target group?
- How meaningful is the learning process to the learners?
- How can they add meaning and relate it to their experiences?

## Resources

- List the necessary resources - physical, financial and human- to implement our module
- How can we benefit from our current resources?

## Outcomes

- How do the learning outcomes meet the competence definition?
- In what way do we test the objectives throughout the module and adjust them, if necessary?
- What methods are we going to use to record and validate learning outcomes?
- How are they integrated in the learning flow?
- What will be the impact of the learning outcomes for the practitioners and indirect beneficiaries?

# ENTRECOMPFOOD PROJECT - competencies

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Students

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# EXPERIMENTAL EXERCISE

## TRAINING DESIGN CANVAS

25 min

- Divide in 2 groups
- Curriculum development canvas - start with questions in the fields:

→ Competence
→ Target Groups
→ Needs
→ Objectives
→ Contents
→ Methodology

Presentation

IT IS A THIN LINE
BETWEEN
CHAOS AND ORDER

## ...and remember

- → It is a process
- → Carefully choose techniques
- → Try the activities (Iterate)
- → Make it playful
- → Involve students and allow them autonomy to choose a way to solve the problem


FEEDBACK

# Feedback questions

EntreComp Food

- Go to www.menti.com and use the code: **73 39 75 7**
- Voting link: https://www.menti.com/tbsz6daw9k

# TODAY IS THE PERFECT OPPORTUNITY TO START BUILDING TOMORROW YOU REALLY WANT!

Jonathan wells

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