Entrepreneurship **Comp**etence
Agrifood industry

EntreComp
Food

Deliverable:

D2.2 - Conclusions of the local co-designed workshop

Leading partner: **UL- BF**

Published: **July 2021**

Be curious and open Be determined Team up Develop ideas Use
resources responsibly Accept diversity Be innovative Be resilient
Imagine Listen actively Think strategically Make the most of your time
Guide action Learn by doing Behave ethically Learn from mistakes
Don´t give up Think sustainably Reflect Assess impact Get support

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1. Introduction

The local co-designed EntreCompFood workshops were organized online, in France, Slovenia and Spain in November 2020. The organization of the workshop was basing on the methodology prepared by Biotechnical Faculty (University of Ljubljana) in collaboration with partners of the project. Project partners from the three countries, organizing the local workshops invited their networking (established Collaborative Communities, further referred to as CoCos) from educational institutions (universities, vocational, secondary schools), industries, national EntreComp network and, public interested, in order to build a common vision on how to develop entrepreneurial competences in food sector, and how to integrate the EntreComp framework in France, Slovenia and Spain, respectively.

This report describes the specific methodology that has been chosen in the implementation of the local workshops, including but not limited to the related preparatory briefing activities, the logistics and digital tools used during the sessions, as well as the communication strategy deployed and the workshop's process.

1.1 Objectives of Local co-design workshops

The objective of the workshops was to build a common view on how to **develop entrepreneurial competences in formal and informal learning environment** for the agri-food sector, and more especially on how to **integrate the EntreComp framework** (in particular creativity, vision, ethical and sustainable thinking, motivation and perseverance, mobilising resources, working with others) into these learning environments through the debate with members of local CoCos.

In order to achieve the objective of the local workshops, following activities were performed:

- Networking, clustering and team building among participants.
- Identification of existing state, needs and future requirements.
- Intensive ideation trough interaction and creativity techniques.
- Sharing good practices of supporting entrepreneurship competences development.
- Building a strategic vision for future developments to allow an appropriate usage of frame for the sector.
- Building a SWOT analysis (strengths, weaknesses, opportunities and threats) to implement EntreComp at local level.
- Conceptualization of strategies for shaping new learning opportunities.
- Mapping of concrete practices and policies that support the development of EntreComp in food sector in each partner country.
- Drawing conclusions on how to improve support systems (public policies, curriculum).

Secondary goals were to:

- Raise the awareness of the EntreComp framework.
- Present EntreCompFood project goals.
- Encourage synergies and partnerships among the members of the Collaborative Community within the partner countries.

1.2 Local co-design workshops methodology

Within the methodology it was proposed that the whole process of implementing EntreComp into formal and informal learning environment for agri-food sector follows stages of the Design Thinking Process presented in figure 1.
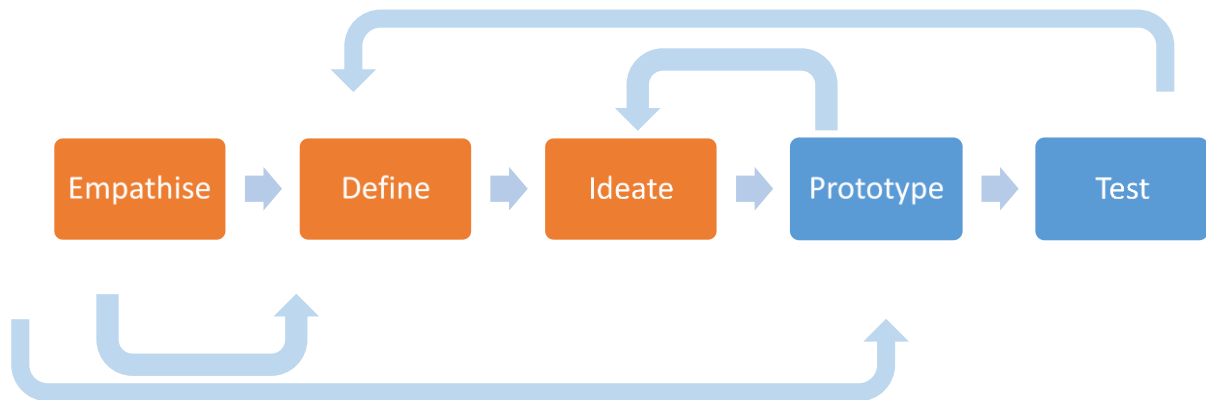

Figure 1. Stages of Design Thinking Process (Stage 1: Empathize—Research Your Users' Needs; Stage 2: Define—State Your Users' Needs and Problems; Stage 3: Ideate—Challenge Assumptions and Create Ideas; Stage 4: Prototype—Start to Create Solutions; Stage 5: Test—Try Your Solutions Out)

Aim of the workshop was to work on first three stages of the process: Empathise, Define and Ideate. Prototype and testing stages were predicted in the following activities on the project (WP4 and WP5).

Participants and facilitators

The workshop was an event where EntreCompFood Collaborative Community of practices meets for the first time. Those CoCos have gathered representative stakeholders and target audience at national, regional and local levels (players in the field of education and training (professors & students), employment and labour market actors (industry, start-ups, nutritionists), public authorities, other appropriate actors such as coming from the third sector (NGOs, non-profit organisations), etc.) with an interest in the development and assessment of the entrepreneurship competences.

The workshop was designed on alternating work with **participants** in one group and in several smaller **groups**. Before the start of the workshop, participants were divided into groups (4-8 people), based on information provided in their application for the workshop. In the same group people from different backgrounds (industry, students, start-ups, policy makers, professors, actors coming from the third sector) were include. The groups stayed the same trough all 3 sessions.

Each group have had a **facilitator** asking questions and presenting, and assistant facilitator for writing minutes, operating with question platform etc. Facilitators were trained by project partners on an online meeting before the workshop. Each country has had their own "training meeting" in their national language. Experts on soft skills from the project partners were involved as well.

The workshop organizing group also comprised IT personnel making made sure the connections worked flawlessly, taking care of the recording of the meeting.

Proposed workshop agenda and content

The proposed workshop agenda provided overview of the activities and their timeframes within the workshop and may have been be adapted by partner organisation.

Activity	Time frame	Responsible person
Check the connections	15 min	IT support
Welcome	15 min	Project leader
Invited lecture	20 min	
Presentation of the EntreCompFood project and presentation of the workshop	15 min	Project leader
Workshop 1: The seven selected EntreCompFood competences	45 min	Facilitators
Break 1	15 min	
Workshop 2: SWOT Analysis – Introducing EntreComp Competence Framework into Existing Systems	30 min	Facilitators
Workshop 3: Ideas for the future – creating new learning opportunities	30 min	Facilitators
Break 2	15 min	
Summary of the Workshop and Final Discussion	45 min	Facilitators, Project leader

The content of the local workshop was divided in five parts, where participants were interacting either in one common group or in smaller groups. The exhaustive description of the workshop methodology and structure is provided in the internal report of the deliverable D2.1.

1. Welcome of the project leader within the country and inspirational invited lecture. The lecturer was chosen by a country partner.

   Presentation of the EntreCompFood project (partners, project aims, current situation in the agro-food industry related to the project) and presentation of the workshop (aims, agenda, house rules and confidentiality disclaimer).

Participants were then divided into smaller groups of max 8 persons in order to provide better communication and generation of ideas. Participants were assigned to a certain group in advance in order to provide representation from different stakeholders' groups.

2. Session 1: A brief presentation of the facilitator and participants of the group. Presentation of the seven EntreComp entrepreneurial competences and discussion with participants on their

experiences with youth employment in agri-food sector, identify existing problems and missing competences.

3. Session 2: A brief introduction to support systems, which encourage development of entrepreneurial competencies. Participants were invited to name their examples of the existing systems in their country. Following this, discussion was opened to perform **SWOT analysis on implementation of the EntreComp framework in the agri-food sector**. Results of the analysis were further discussed in order to identify responsible institutions for certain actions, possibilities to turn threats into strengths and weaknesses in opportunities.

4. Session 3: The idea of the **EntreCompFood Collaborative Community** was presented to participants, non-members were invited to join. The aim of this part of the workshop was to identify what were participants' expectations from the CoCos, which actions or changes are needed and what may be the possible long-term activities of the CoCos. It was proposed that the discussion results in ideas/views that may be implemented in the educational system e.g. university curricula.

5. After the sessions were completed participants from all groups met together. Facilitators present outcomes and gave short conclusions on sessions. Project leader invited participants to further collaboration with the EntreCompFood project via email, social media …

In a week after the workshop organizers thanked the participants for their active involvement and invited them to actively follow our LinkedIn and Twitter account.

The online workshop was recorded for the purpose of analysing the responses. The recordings were not be published or exposed anywhere. No information regarding the workshop was attributed to any particular person or organization. Participants were being informed about the recording within the invitation to the event and provide their consent by applying to the event. Information about the recording was repeated at the beginning of the workshop.

Online tools

Due to COVID-19 crisis in Europe the project partners have decided to move workshops online.
As a communication tool **MSTeams platform**, or any other platform that allows to divide participants in to smaller groups, for example ZOOM, were suggested to use for the implementation of the workshop.

As an interactive tool beside a communication platform, a platform such as **Mentimeter** was proposed to be used. Alternative tools helping in discussion with participants and reporting comprise Google Jamboard or Mural. Decision of the platform and tool was up to the organizing partner. Questions in the tools used need to be prepared prior to the meeting. Example of questions in Mentimeter:

1. *(word cloud): Identify your mood today as a food: bread, chilli, lemon, chocolate, mojito*
2. *(ranking): Rang the following entrepreneurial competences by their importance: Creativity, Vision, Motivation and perseverance, mobilizing resources, working with others, Learning Trough Experience, Sustainable thinking, (free choice)*
3. *How do you encourage the development of these seven EntreComp competencies in your organisation?*
4. *What other important soft skills do you identify in Entrepreneurship?*
5. *What measures exist in France / Slovenia / Spain to develop entrepreneurial skills?*

6. What do you expect for this collaborative Community at short, middle and long term?

1.3 Preparatory interaction and communication of local workshops

Invitations to an online workshop were sent about 4 weeks before the event, to pre-chosen members of the national CoCos that could contribute to the fertile debate with their knowledge and experience. Different channels and tools were used to facilitate the invitation and enable direct registration of participants. Attendance of at least 15 to maximum 60 participants per workshop was expected.

Announcement with invitation to local co-designed workshops with links to registration was also published on the webpage of the EntreCompFood project (https://www.gzs.si/entrecompfood/vsebina/News-Events/Events).

1.3.1 Preparatory interaction and communication in France

Invitations to the Workshop were sent on 20/10 and on 28/10 to:

- The CoCo participants list (61 participants)
- The recipients of ANIA's Entrepreneurial Newsletter

The registration of the participants was made through an online Google form composed of the following questions: Name, Surname, Email address, Organization, Function, What do you expect of this first meeting, Commentary/question.

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33 persons registered to participate to the event, from various institutions and with various expertise (22% from agri-food companies, 19% from Competitivity clusters, 9% from research centres, 34% from start-up, 13% from schools and 3% from incubators)

Prior to the workshop, the information materials from the List of auxiliary EntreComp materials were sent to the registered participants, along with the access link, the agenda of the workshop and some instructions.

1.3.2 Preparatory interaction and communication in Slovenia

CCIS CAFE sent invitations on 20/10 and on 28/10 to Slovenia CoCo participants and relevant stakeholders on their mailing list (industry, NGOs, public authorities). The list was further compiled with a list of relevant recipients from the education, provided by UL-BF.

Announcement on the workshop was published on the web pages of the project partners in Slovenia (CCIS CAFÉ and UL-BF) and on the project's LinkedIn.

Registered participants received on their e-mails relevant information in Slovenian and English language from the list of auxiliary EntreComp materials.

Links to different publications promoting Slovenian workshop and screenshots of publications:

https://www.linkedin.com/posts/entrecompfood-project_program-activity-6723865220923609088-L-sB/

https://www.gzs.si/zbornica_kmetijskih_in_zivilskih_podjetij/Novice/ArticleId/76881/vabilo-na-delavnico-projekta-entrecompfood

https://www.bf.uni-lj.si/sl/raziskave/raziskovalni-projekti/2021020409293053/privabljanje-mladih-v-kljucni-evropski-industrijski-sektor-s-pomocjo-okvirja-podjetnostne-kompetence-entrecomp#Napoved%20delavnice

1.3.3 Preparatory interaction and communication in Spain

FIAB launched a mailing to all its network as well as Technological Platform FoodforLife-Spain.

FIAB launched a press release announcing Spanish workshop to be celebrated in an online way via zoom due to pandemic situation.

It was published on FIAB website and promoted it via all social networks. Workshop was also disseminated via Technological Platform FoodforLife-Spain social networks as well as from ANDALUCIA EMPRENDE website.

Querido amigo,

El próximo **30 de noviembre, FIAB** en colaboración con Andalucía Emprende, celebra un taller en el marco del proyecto EntreCompFood, **para debatir y analizar las necesidades de formación y competencias relacionadas con el emprendimiento** dirigidas a estudiantes o jóvenes emprendedores y trabajadores de la industria, con el fin de fomentar en ellos un espíritu emprendedor en el trabajo.

El taller que se celebrará **vía zoom** en horario de **10:00 a 14:00 horas** está dirigido a tanto a asociaciones del sector, como a empresas, centros tecnológicos, universidades, estudiantes y demás instituciones que forman parte del networking del sector de alimentación y bebidas en España.

Si estás interesado en participar en este taller/debate puedes inscribirte enviando un correo a c.avila@fiab.es

Sobre el proyecto EntreCompFood
El proyecto EntreCompFood, tiene como principal objetivo el de crear comunidades de práctica colaborativas europeas sólidas (CoCos) y actividades de aprendizaje relacionadas para estimular la innovación y el espíritu empresarial en estudiantes y jóvenes emprendedores en el sector de alimentación y bebidas. Algunos de vosotros ya os habéis unido a la **Comunidad Colaborativa EntrecompFood en España,** para los que estéis interesados en conocer más acerca de esta iniciativa y formar parte de la misma tenéis toda la información en el **siguiente enlace** https://fiab.es/la-comunidad-entrecompfood-anima-a-los-miembros-del-sector-a-colaborar-para-promover-el-emprendimiento-juvenil/

Esperando sea de tu interés, recibe un afectuoso saludo

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Aviso legal
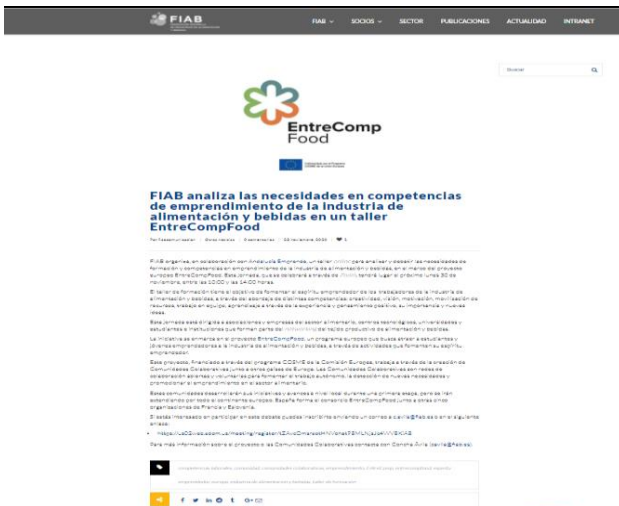
Links to different publications promoting Spanish workshop to attract participants interested in entrepreneurial skills and screenshots of publications:

https://fiab.es/fiab-analiza-las-necesidades-en-competencias-de-emprendimiento-de-la-industria-de-alimentacion-y-bebidas-en-un-taller-entrecompfood/

https://foodforlife-spain.es/?s=ENTRECOMPFOOD&et_pb_searchform_submit=et_search_proccess&et_pb_include_posts=yes

https://twitter.com/aemprende/status/1331492819605671936?s=20

https://twitter.com/ConchaAvila/status/1330852189380767744?s=20

https://twitter.com/esFIAB/status/1330892663550259205?s=20

https://www.linkedin.com/feed/update/urn:li:activity:6737666253386735616?updateEntityUrn=urn%3Ali%3Afs_feedUpdate%3A%28V2%2Curn%3Ali%3Aactivity%3A6737666253386735616%29

https://www.linkedin.com/feed/update/urn:li:activity:6737720056316272640?updateEntityUrn=urn%3Ali%3Afs_feedUpdate%3A%28V2%2Curn%3Ali%3Aactivity%3A6737720056316272640%29

https://www.linkedin.com/posts/concha-avila-rodr%C3%ADguez-80148225_fiab-analiza-las-necesidades-en-competencias-activity-6736604155714027520-aWNC

A list of materials on EntreComp framework was compiled as auxiliary materials for workshop implementation and familiarization of participants with the EntreCompFood project. Materials were sent to participants registered for the workshop prior to the event:

EntreComp framework quick presentation:

https://www.youtube.com/watch?v=UwZPcJky0Ko&feature=youtu.be

EntreComp framework

Slovenia: https://www.zrss.si/pdf/entrecomp.pdf,

Spain:http://culturaemprendedora.extremaduraempresarial.es/wp-content/uploads/2015/11/Dossier-entrecomp.pdf

France: EntreComp FR - Europa EU

English:
https://publications.jrc.ec.europa.eu/repository/bitstream/JRC101581/lfna27939enn.pdf)

Link to EntreCompFood project webpage: https://www.gzs.si/entrecompfood/

Introduction of competences:
Video Series: https://www.youtube.com/playlist?list=PLGI5zHT2w7jAPsfSjWfatN4tlxJhvbj7-

1.   Ideas and opportunities:

Creativity: https://youtu.be/NRc9h1V4vSo

Vision: https://youtu.be/-STTWzcvx4g

2.   Resources:

Motivation and perseverance: https://youtu.be/gK3m6hmZoSM

Mobilizing Resources: https://youtu.be/IHa4MzggFN8

3.   Into action:

Working with Others: https://youtu.be/0DA_rlq9GWY

Learning Trough Experience: https://youtu.be/Q0uGwvBVCus

2. Local co-design workshops

2.1 Dates and attendees of workshops

Workshop title	French WorkShop#1
Date	05/11/2020 (10-12 a.m.)
Location	Online, Microsoft Teams
Organizer	Juliette Chauveau (ANIA), Marie-Charlotte Nicaud (APT)
Facilitators	Marine Godaux (APT)
Participants	33 persons registered in advance to participate to the workshop. Due to the current situation in France and the beginning of a new lockdown in the days preceding the workshop, this number was reduced to 13. Even though the context was not favourable, the choice was made not to postpone the first workshop as it would create too much delays in the delivery of EntreCompFood workplan.

	The profiles of the participants were various: some came from university background, others were in charge of competitivity clusters, and some were entrepreneurs. This diversity offered a unique opportunity to discuss entrepreneurial competences and their reinforcement in the French educational system from different points of view.

Workshop title	Promoting entrepreneurship in agri-food: the needs of young people in Slovenia and the opportunities of including soft skills in education (SLO: Spodbujanje podjetništva v agroživilstvu, kompetence mladih v Sloveniji ter možnosti njihovega vključevanja v izobraževanje)
Date	05/11/2020 (9:15 a.m. – 13:15 p.m.)
Location	Online, Microsoft Teams
Organizer	CCIS CAFE and UL-BF
Facilitators	Group 1: Ilja Gasan Osojnik Črnivec, Mateja Lušnic Polak (both UL-BF) Group 2: Anja Bolha, Zala Zorenč (both UL-BF) Group 3: Iztok Prislan, Blaž Ferjančič (both UL-BF) Group 4: Tatjana Košmerl, Mojca Korošec (both UL-BF) Group 5: Urška Pivk Kupirovič, Tina Buh (both CCIS CAFE)
Participants	62 participants attended the workshop. A large proportion came from the educational institutions (teachers from elementary and secondary schools, vocational, university and the national institute for vocational education and training), students of food and nutrition studies, EntreComp network. The proportion of participants from start-ups and agro-food industry was smaller due to variable working schedules due to covid-19 conditions.

Workshop title	EntreCompFood Spanish workshop – How to attract young people to a key European industrial sector: the food industry
Date	30/11/2020 (10 a.m. – 2 p.m.)
Location	Online, Zoom
Organizer	Concha Ávila (FIAB)
Facilitators	Miguel Ángel Moya (ANDALUCÍA EMPRENDE)
Participants	16 participants attended the workshop. The came from educational institutions (university staff, coaches for entrepreneurs), students of food technology, young entrepreneurs, agri-food producers and entrepreneurs, agri-food industry and Spanish EntreComp network.

2.2 Local specifics of the co-design workshops

In general, workshops in all three countries followed the co-designed workshop methodology. However due to certain constraints or specifics of the attendees and organizing group in the time of covid-19 epidemics and online implementation local workshops were adjusted accordingly.

2.2.1 France

In **France** it was decided, due to human and technical constraints, that the participants of the workshop would not be separated into small groups but rather that only one group will be created and animated. The French partners' resources were thus concentrated on one group to ensure its success.

The tools used in the workshop were Mentimeter and Miro.

- Miro tool was used to build and determine of a common vision of the challenges, strengths, constraints and opportunities to implement EntreComp at local level. Miro is a simple and intuitive tool very helpful to realize SWOT when in numbers. Each participant registers and connects online through a link sent prior to the workshop and then proceed to put his ideas on sticky notes, then classed on their corresponding categories (strength, weakness…).
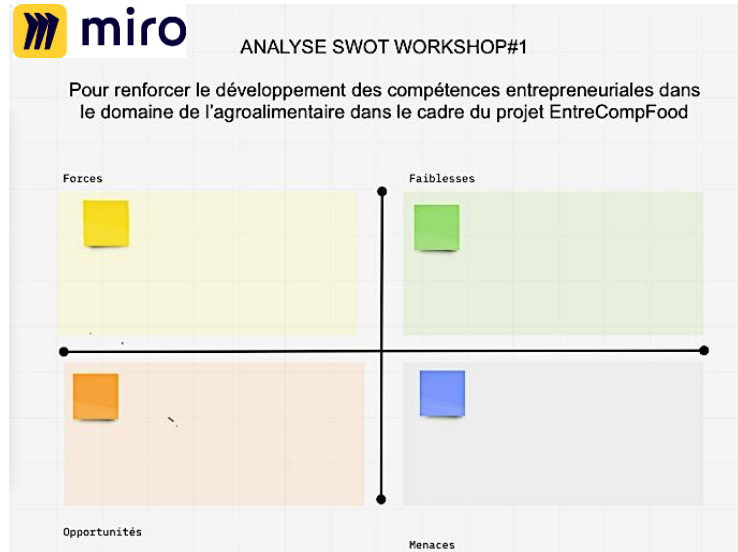
2.2.2 Slovenia

As initially proposed and following the relatively high participation, attendees were divided into five groups. Facilitators and their assistants were members of the Slovenian project team.

Invited speaker was Mr. Tilen Travnik from FoodTech Innovation Centre who discussed EntreComp competences on the case of Start up.

- The tools used in the workshop were Mentimeter and Google Jamboard. The Jamboard was used for SWOT analysis. It enables to put ideas on sticky notes, however in the case of Slovenian workshop, groups' facilitators were writing down ideas and organizing them into categories during the discussion with participants.
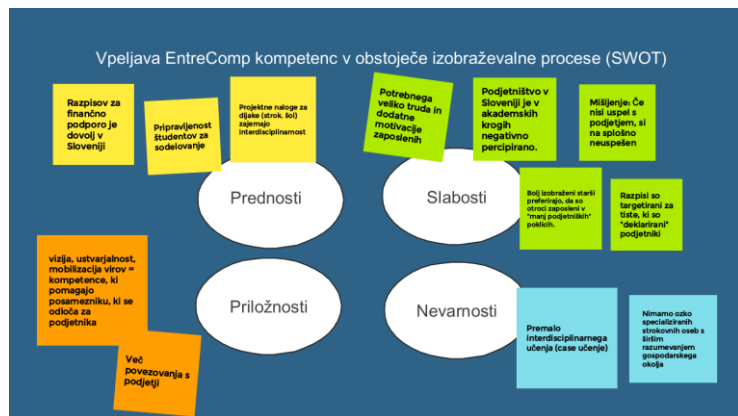
2.2.3 Spain

It was decided, due to human and technical constraints, that the participants of the workshop would not be separated into small groups but rather that only one group will be created and animated.

The tool used in the workshop was Mentimeter.

3. Key findings of local co-design workshops

3.1 Ranking of seven EntreCompFood competences

In the first session of the workshop the 7 identified EntreComp competencies were discussed. Participants had to rank them from the most to the least important in the agri-food sector.

In all three countries participants identified **Vision** as the most important competence for the agri-food sector, followed by **Motivation and perservance**, and **Creativity** (figure 2).

Participants stressed that vision is important for starting a project since it drives the motivation, as well as for running a project well; for adjusting to the difficulties, reinventing and further developing the business model; further "When people have a vision of what they are going to do they will be able to talk about it and sell their project, to be creative around it.". On the other hand, when establishing your own business even though you might have a good vision, without motivation and perservance you will most possibly not realize it. Representatives of industry as well as education agreed that without the motivation, no further steps are possible.
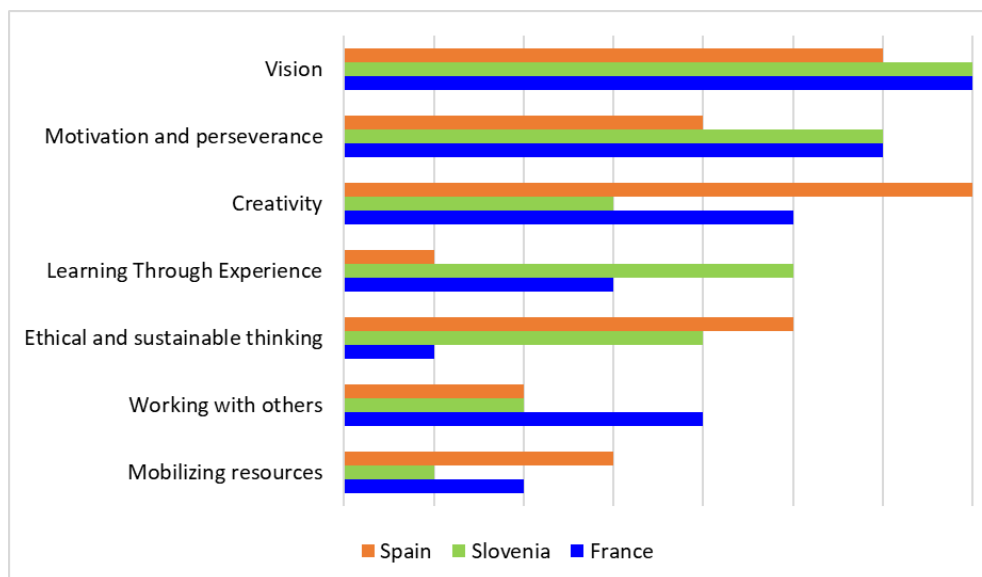
Figure 2. Ranking of the seven EntreComp competences regarding their importance for agri-food sector (longer line means higher importance)

Between each question, discussions between the participants were launched by the animators, who often asked for clarifications and precisions. It allowed some interesting exchanges to emerge, with often contradictory visions of the importance of each EntreComp competences: the entrepreneurs and start-up creators though that *Motivation and perseverance* was the most important competence, while members of Higher Education Institutes preferred *Vision* or *Learning through experience*.

It was emphasized in discussions that also those providing education (teachers, professors) often lack these competencies and it is thus hard to develop them among students. There is a need to "step out

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of their comfort zone" but if professors are not willing to do that, neither will students. People have to become active, not passive.

How do you encourage the development of these seven EntreComp competencies in your organization?

As good practices to develop the competencies several possibilities were identified by participants:

- Testimonials examples of researchers who have created their company,
- Sharing and exchange among a good network,
- Encourage meetings with the various support structures, meetings between the startupers that have been invested in by a certain institution (e.g. University),
- Conducting collective projects led and initiated by students (e.g. EcoTrophélia; a school shop where products developed and produced by students are sold)
- On a case-by-case basis. By asking a lot of questions about the projects to challenge them and sharpen their ideas.
- Learning by experience: don't wait until you have a perfect product and launch it to get customer feedback, encouraging companies to test their solutions on first customers,
- Development of training and support activities for entrepreneurs, highlighting success stories ("Experiential learning through models. We propose to make tests to startups with our distributors or cooperatives, and this allows us to move faster in the project »); a traineeship program for students in food industry).

Other important soft skills identified important in Entrepreneurship

Many other competencies were mentioned, that can also be related to the 7 identified from EntreComp framework. For example, self-initiative and communication, digital competences, lifelong learning, critical thinking, self-criticism, engineering skills, Listening, having faith, self-awareness, financial and economic literacy, managing uncertainty, realism, open-mindedness, versatility, constantly questioning, delegate (Able to lean and select people to surround themselves. Able to leave out parts that are not part of their skills.), convince, knowing how to make decisions, optimism, management, crisis management.

Figure 3. Results on other important skills for entrepreneurship
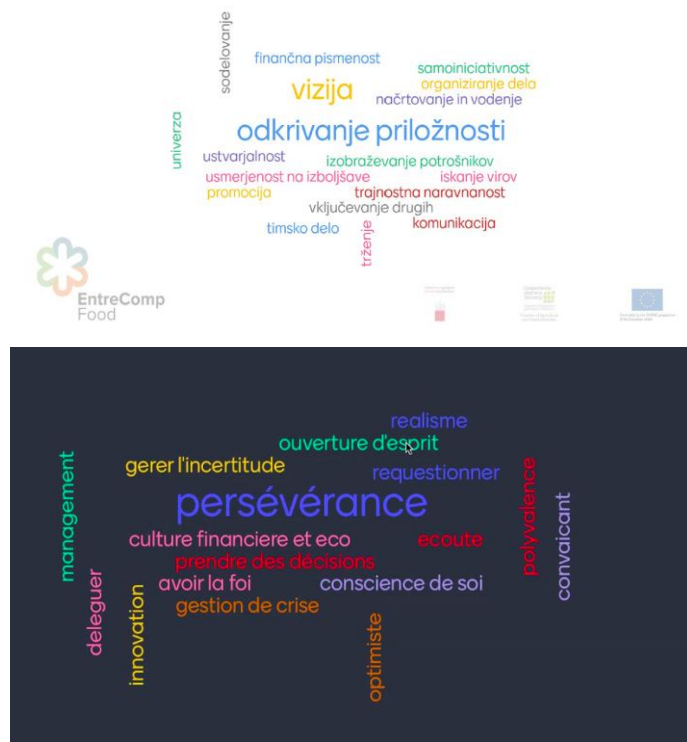
3.2 Identified support systems to develop entrepreneurial skills in France, Slovenia and Spain

In the discussion different support systems for development of entrepreneurial skills were identified:

- Competition:
    - ECOTROPHELIA (France, Slovenia, Spain)
    - Designing the decoration – from the idea to the product – The idea was: to make a group of friends and think about: who am I, who is my school, how am I connected to the school; Create the prototype of the idea and to present the idea to the family or friends and collect their feedback – improvement of the product – presentation within the class – selection of the class winner. Top 5 were selected on the School level went out to present it on a market, city to collect votes to win. At the end of the day during the market organised, they got the winner.
- Student's projects:
    - Store which sells products that were done during the practical work – focused on the development of different products – it involves all the competences stated, they are encouraged to work independently.
    - School garden of spices, drying the spices, make tea bags & labelling – they had to work together. – it takes a lot of extra work – should be taken over as a student extra curriculum activity.
    - Project JA Slovenija: development of idea for establishing students' entrepreneurship/company comprising all stages from idea of the product, production phases, marketing … The idea is presented to and evaluated by jury.
- University training, study courses
    - Practical work (laboratory, field exercises) during the studies is great to learn the processes of food production – juice, beer, sausages etc.
- DeepTech founders
- HEC Challenge
- Incubators
- Foodtech
- HEC Entrepreneurship
- The Entrepreneurs for ideation
- Incubators
- Funds
    - AgriO prescriber scheme for countries within the framework of the "French Tech Seed" fund to support young AgriO companies and enable them to raise capital.
- Accelerators
    - ToasterLab acceleration program for start-up (start up at a mature stage with a proof of concept and customers). They are offered an acceleration program to reach their development faster and to benefit the 450 members of the food system built by the Cluster (France).

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- Earth Accelerate" program to accelerate start-ups with a proof of concept but not necessarily a revenue stream. Teams from the Ecotrophelia competition are integrated (France).
- Dispositif Pépite BFC
- Formation's modules, Apprenticeship
  - Apprenticeship is very important to learn by doing, to learn about the food production environment processes. In some countries (Netherlands) students have 6 months of traineeship in the company. This would be beneficial for any technologist to start their real job. Teach the mentors to transfer their knowledge to the young trainee.

3.3 Results of the SWOT analysis and possible solutions

The title of the SWOT was: To strengthen the development of entrepreneurial skills in the agri-food sector in the framework of the EntreCompFood project.

Results of the SWOT analysis in France

Strenghts	Weaknesses
− A large number of existing initiatives to develop entrepreneurial competences − A large network of agri-food actors − A large network composed of numerous competences − The existing initiatives are already well connected (facilitating the dissemination of the EntreComp framework) − A strong French entrepreneurial ecosystem	− Many existing initiatives, hard to integrate new ones − A lack of knowledge of existing initiatives and actors − A lack of communication on the exiting initiatives − A strong importance given in France to technical skills and less to soft skills − The formalization of learning and skills has not yet been fully achieved.
Opportunities	Threats
− "Coopetition": a mix of competition & cooperation − A strong potential and interest of students for these themes − Opportunities to insert the EntreComp framework into existing initiatives like Ecotrophelia − The Collaborative Community (dissemination) − The IT and technologic environment to accompany the project − Projects already involving many actors (Ecotrophelia type) and therefore opportunities to disseminate new standards/working methods − Development of entrepreneurial skills among young people	− A lack of articulation with existing systems (foodtech) − Lack of centralization of information − Lack of recognition of soft skills − Focus solely on business creation (for me this is an important component of entrepreneurship, but not the only one) − Current climate not conducive to entrepreneurship − Economic and sanitary environment.

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− Gradual recognition of the importance of soft skills − National programmes and initiatives to develop entrepreneurship − Transmission of the EntreComp framework via the French incubator network − Shortage and difficulty in recruiting competent young people in the agro and foodtech sector	
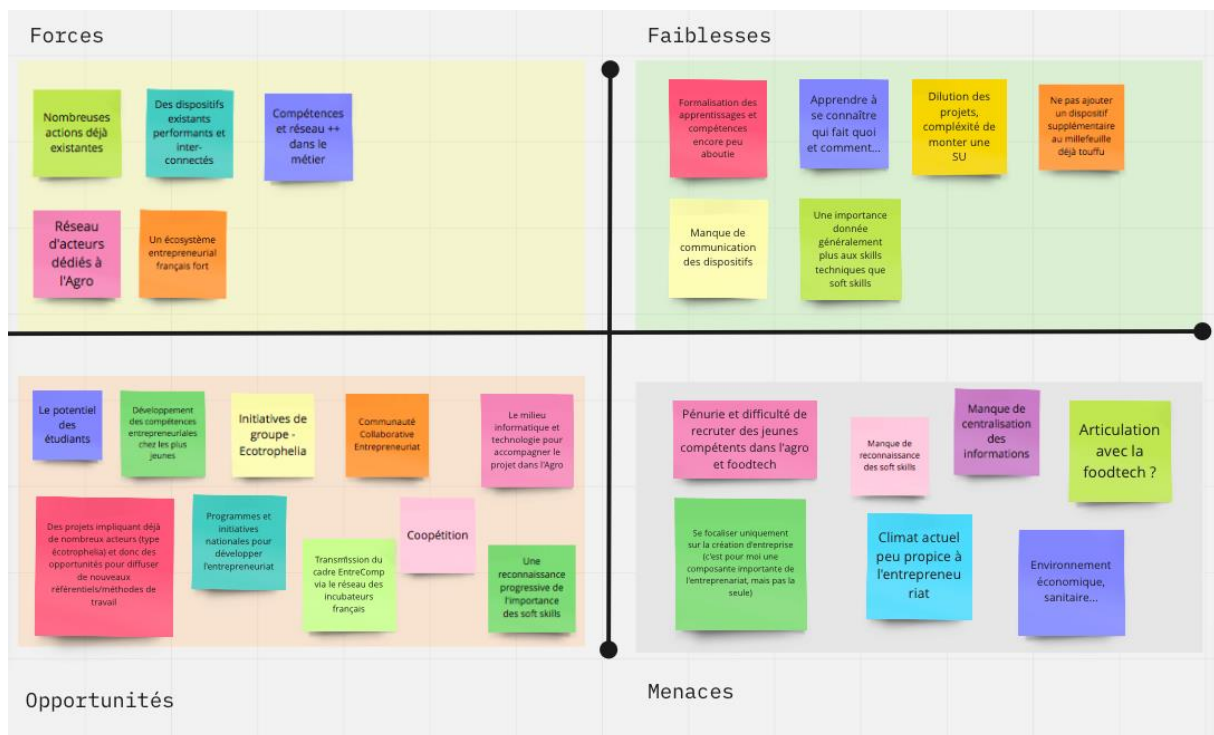
Figure 4. Results of SWOT analysis using Miro

Results of the SWOT analysis in Slovenia

Strenghts	Weaknesses
− Competence awareness is rising − Personal traits of individuals who want to make changes − There are already some subjects on university focused on entrepreneurship − Some practical work is already included in curricula − Making their own product is a good motivation for students − Project works of students on higher vocational schools are interdisciplinary, so they cover several competences	− Lack of time and motivation to develop the competences among professors and to prepare new ways of teaching. A lot of effort is needed. − Student responsiveness, lack of motivation and self-initiative − Not enough practical work, and too much theory − Not enough interdisciplinary in educational process, more case studies are needed − Evaluation system – grading of students, teachers and professors. For professors it is

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− There are enough tenders for financial support in Slovenia − Students want good references to boost their CV – get the knowledge, experience, contacts.	based mostly on research and not much on pedagogical work. − No clear vision on what should be achieved − Lack of responsibility for our own actions − Lack of financial support, projects − Tenders (project calls) are targeted to those who are already proclaimed entrepreneurs − Lack of specialized professionals with wider comprehension of entrepreneurship environment.
Opportunities	**Threats**
− To test new approach in one organization (small scale) − Introducing different professions and career paths − Connections with agri-food industry and other sectors − Transfer of good practices − Entrepreneurship incubators and mentorships, student organisations − Teachers and professor have opportunities to attend programs where they can develop their didactic skills − Many different projects where those competences can be developed − Students will be ready to enter "labour market" and be more confident when searching for a job − Consulting with farmers and industries	− Rigidity of school system. Many bureaucratic obstacles on a way to change the system. − Introducing EntreComp competences as "entrepreneurship" and not as "entrepreneurial way of thinking", people are often confused and do not want to participate, since they think it is about making money and business and not "creating value for others" in any way. − Entrepreneurship is perceived negatively in academic circles − There are differences between schools and faculties, depending on their management. − It is important not to set too ambitious goals, not to have too big expectations − Extra burden for students that may have less time to learn and get worse grades at other subjects − Trust issues, especially among farmers − Online learning (COVID-19 crisis) – lack of practical work
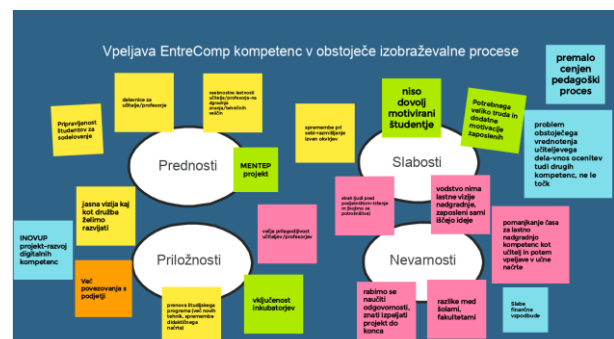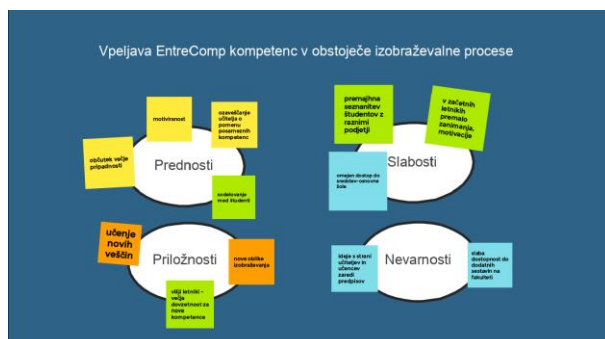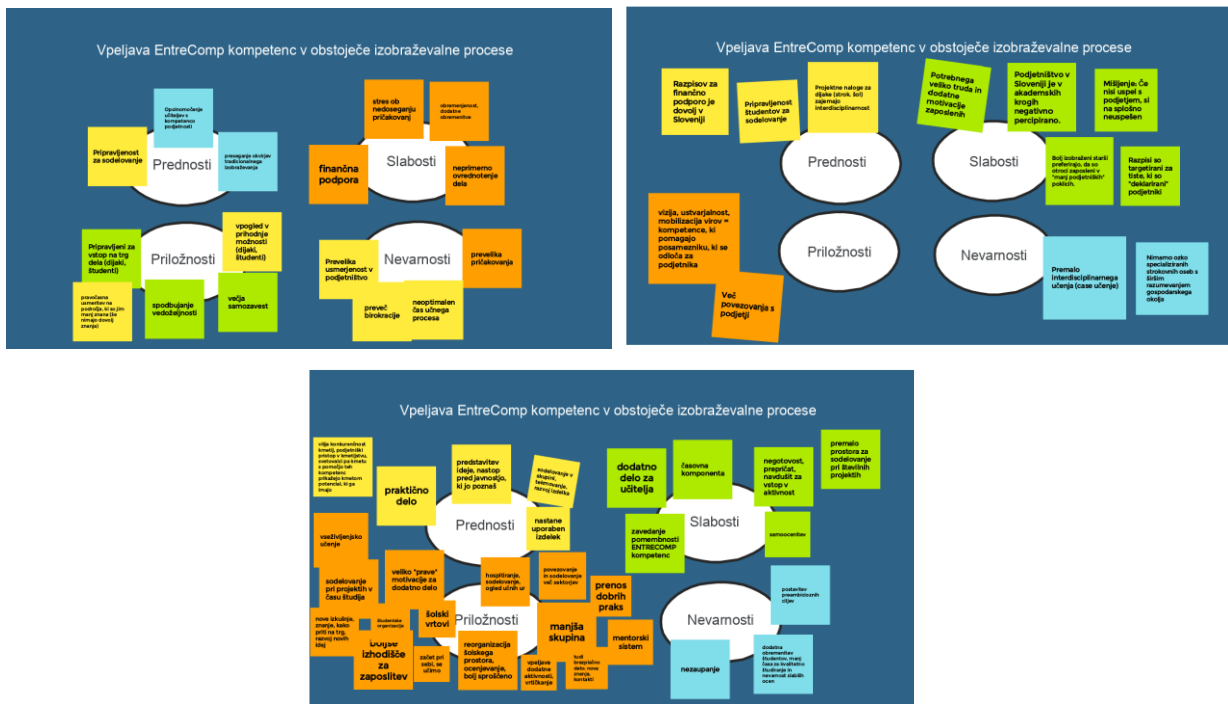
Figure 5. Results of SWOT analysis with the five groups using Jamboard

Results of the SWOT analysis in Spain

Strenghts	Weaknesses
− training applicable to the world of work	− Difficulty incorporating transversal competences in educational processes
− a very consolidated sector	
− define a common framework for different specialties and careers	− a lot of dependence on European policies
	− situation of global uncertainty
− have the ecosystem for cassava production in the Canary Islands and substitute its importation (specific from cassava producer)	− lack of planting material (specific from cassava producer)
	− lack of programs and initiatives that awaken the interest of young people to be entrepreneurs
− the good performance of the plant per kg of production makes us competitive and the fact of being above the world performance makes us to be enthusiastic (specific from cassava producer)	− lack of motivation
	− lack of financial resources
	− lack of appropriate indicators within each competence
− great experience of the professionals who are dedicated to it (specific from cassava producer)	− lack of definition of necessary skills
	− lack of information and motivation towards young people
− climate	− lack of support from public institutions to promote and develop cassava planting
− variety of crops	
− positioning in transformed products	− lack of specialization
− leadership in products such as olive oil	

− bridge between educational and world of work − application of acquired knowledge	
Opportunities	**Threats**
− speak in the same language through this framework − new development opportunities through innovation − It is a basic sector that in times of crisis such as COVID is essential − the replacement of import fresh and waxed (specific from cassava producer) − the opportunity to develop rural agribusinesses in different areas associated with the SAT (Society for Agricultural Transformation) and in an associative way	− segmentation − importation of products − lack of connection between industry and education − lack of adaptation to changing situations in society − bilateral agreements on foreign trade between Europe and third countries − international policies on tariffs − competition with other countries where labour is cheaper − confusion and ignorance when heading out to the labour market

Fortalezas

Mentimeter

Tener el Ecosistema para su produccion de Yuca en Canarias y sustituir su Importacion

Definir un marco común para diferentes especialidades y carreras

climáticasdiversidad de cultivoPosicionamiento en productos transformadosLiderazgo en productos como el aceite de oliva

Formación aplicable al mundo laboral

El buen rendimiento de la planta por Kg de produccion nos hace competitivos y estar por encima del rendimiento Mundia nos llena de entusiasmo I

Puente entre mundo educativo y laboral, aplicación de los conocimientos adquiridos

Un sector muy consolidado

Gran experiencia de los profesionales que se dedican a ello

Oportunidades

Mentimeter

Hablar en un mismo idioma a través de este marco

Nuevas oportunidades de desarrollo pues hay que innovar

Es un sector básico que en tiempos de crisis como el COVI son esenciales no prescindibles

La sustitucion de Importaria de forma fresca y parafinafa.La oportunidad de desarrollar Agroempresas rurales en diferentes áreas asociadas a la SAT (sociedad de transformación agrícola) y de forma Asociativa

DAFO. Debilidades

Mentimeter

Platz 1 Nr. 8: Bitte WaaaaassPlatz 2 Nr. 27: Die Qual der Wahl der korrekten GHSPlatz 3 Nr. 10: Experten am Werk

Dificultad para incorporar competencias transversales en los procesos educativos

Falta de motivación en algunos casos. Falta de recursos económicos

Mucha dependencia de las polticas eurpoeas

Situación de incertidumbre global

Falta de indicadores apropiados dentro de cada competencia

Falta de material de siembra

falta de definición de competencias necesarias

Falta de programas e iniciativas que despierten el interés en los jóvenes por emprender, falta de recursos económicos

DAFO. Amenazas

Segmentación	Falta de conexión entre industria y educación	Falta de adaptación a las situaciones cambiantes de la sociedad
importación de productos	La competencia con otros países donde la mano de obra es más barata	Desconcierto y desconocimiento a la hora de salir al mercado laboral
acuerdos bilaterales en materia de comercio exterior entre Europa y terceros países, políticas internaciones sobre aranceles,		

Figure 6. Results of SWOT analysis using Mentimeter

3.4 Identified options for building the roadmap for the development of entrepreneurial skills in the agri-food sector

In this third part we analysed proposals for activities for the development of EntreComp competencies in educational processes. Participants were also asked to discuss their views and suggestions on their expectations about this collaborative Community at short, middle and long term.

- How can we develop an entrepreneurial spirit in young people?
  - o Encouraging the development of new products by applying for competitions
  - o Sharing knowledge, tips, webinars, feedback
  - o Success stories and tips
- What can the education system do?
  - o Changing the didactic approach
  - o Refine the objectives of complementarity versus existing systems
- Where do you see more opportunities for the development of EntreComp competencies: within what systems, environments, ... with what methods?
  - o Implementing more learning by doing and sharing experiences
  - o Practical work
- Better connection between education systems and industry?
  - o Establish better connections between educational institutions and industry – industry recognizes added value of apprenticeship or traineeship for students as their employees to be
  - o Creation of synergies between players
- What can we do as a cooperative community to promote the development of business skills?
  - o Mapping of existing players and systems
  - o Strong support and sharing in the community. A rich network to support entrepreneurs
  - o Enriching the network's entrepreneurial skills

4. Conclusions

The **French** workshop was overall a success: it permitted some of the French CoCo members to get to know each other, and it allowed many ideas to emerge regarding entrepreneurial competences and their development. It also and more primarily allowed the French EntreCompFood Team to enrich their roadmap for the coming years regarding the implementation of the EntreComp framework into the agri-food sector.

The main ideas emerging from this workshop led to the definition of three eventual main goals for the French EntreCompFood team:

- Reinforcing the importance of entrepreneurial competences in the University courses by disseminating the EntreComp framework amongst teachers and educational staff
- Developing the entrepreneurial competences of the youngest by raising the awareness of the teachers of primary schools to the importance and opportunities of entrepreneurship
- Studying the methods put in place in various companies (SMEs as well as big groups) to develop the entrepreneurial competences of their employees – sensitizing the food companies and their Human Resources Directors to the entrepreneurial competences and the EntreComp framework

The **Slovenian** workshop had an excellent response, with over 60 participants. Although they largely came from education, there were fewer representatives of the food industry, the discussion was fruitful and also included a critical view of the situation in education and a self-critical view of pedagogical work:

- To develop all 7 identified EntreComp competencies is important for students and young entrepreneurs, but it must not be neglected that teachers and professors need to have the skills and competences to provide the necessary education for their development.
- Currently, there is a lack of time, experience and motivation to do more than it is required by the curriculum, on both sides.
- The educational system needs to change, as current system of grading and rewarding doesn't stimulate implementation and use of different didactic approaches. Nevertheless, good practices and approaches, stimulating development of entrepreneurial competences and related soft skills have been identified in the current systems which may path a way for the roadmap for the coming years regarding the implementation of the EntreComp framework in agri-food sector education.
- Connections between industry and educational institutions need to be reinforced. We could all learn from each other

The **Spanish** workshop was a successful meeting allowing to share ideas regarding entrepreneurial competences and their development among all attendees with different profiles as students, industry, entrepreneurs, and academy.

The main ideas emerging from this workshop focused on:

- Reinforcing the importance of entrepreneurial competences in the schools/university courses by disseminating the EntreComp framework amongst teachers and educational staff
- Need of more implication of Academia in their study plans to foster entrepreneurship mind and add it to educational systems.
- Need of more implication of the industry in its contact with Academic world and young people.
- Trainings to be organized at national level related to the competencies fostered by EntreCompFood.
- Importance of public/private aids to allow young people to be entrepreneurs.

Conclusions common to co-designed local workshops in all three countries, France, Slovenia and Spain with regard to EntreComp competences and goals for the EntreCompFood project may be summarised as follows:

- Raising awareness on EntreComp framework with practical examples from the seven EntreCompFood competences among teachers and educational staff in order to reinforce the importance of entrepreneurial competences in the schools/university courses.
- Developing the entrepreneurial competences of the youngest by raising the awareness of the teachers of primary schools to the importance and opportunities of entrepreneurship.
- Supporting further development of entrepreneurial competences of students by enabling material and nonmaterial means for generating and testing ideas.
- Reinforce collaboration between different stakeholders in the agri-food chain, including education.
- Raising awareness and availability of available public/private aids and other means of help to allow young people to be entrepreneurs.
- Sensitizing the food companies and their Human Resources Directors to the entrepreneurial competences and the EntreComp framework, trainings for development of the entrepreneurial competences of their employees.

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Annex 1 : PPT Presentation – France

WORKSHOP COMMUNAUTE COLLABORATIVE ENTREPRENEURIAT #1

EntreCompFood

Workshop organisé par AGROPARISTECH & ANIA
05 Novembre 2020, 10h – 12h

Les "règles de bonnes pratiques"

o Couper les micros pour éviter les bruits de fond.
o Cliquer sur le bouton « lever la main » pour prendre la parole.
o Ne pas hésiter à échanger via le Chat.
o Allumer vos caméras quand vous prenez la parole.

Enregistrement du WorkShop

o L'événement est enregistré uniquement dans le but d'analyser les réponses, les enregistrements ne seront ni publiés, ni diffusés.

o Aucune information concernant l'atelier ne sera attribuée à une personne ou une organisation en particulier.

BIENVENUE !

Introduction au WorkShop

Françoise Gorga
Directrice Recherche & Innovation à l'ANIA

Présentation du projet EntreComp Food

- **SLOVENIE:**
  o CCIS-Chamber of Agricultural and Food Enterprises (CCIS-CAFE) - *federation*
  o Biotechnical Faculty of the University of Ljubljana (BF UL) - *education*

- **ESPAGNE:**
  o Federacion Espanola de Industrias de la Alimentacion (FIAB) - *federation*
  o Andalucia Emprende (AE) - *education*

- **FRANCE:**
  o Association Nationale des Industries Alimentaires (ANIA) - *federation*
  o AgroParisTech - *education*

Présentation du projet EntreComp Food

https://www.youtube.com/watch?v=Uw2PcJky0Ko&feature=youtu.be

Le cadre de référence des Compétences Entrepreneuriales (EntreComp) consiste en **3** domaines de compétences, **15** compétences, un modèle de progression à **8** niveaux et une liste de **442** acquis d'apprentissage.

Objectif : donner aux citoyens européens les outils nécessaires à l'acquisition d'un certain niveau de maîtrise des compétences entrepreneuriales

Entreprendre, c'est agir sur des opportunités ou des idées et les transformer en valeur utile aux autres. La valeur créée peut être financière, culturelle ou sociale (FFE-YE, 2012)

Témoignage n°1

Dominique Ladeveze
Directeur IDEFI-ECOTROPHELIA,HILL

Atelier n°1 : Echange sur les compétences entrepreneuriales prioritaires pour le secteur alimentaire

Activités sur *MentiMeter*
10:20 - 10:55

Témoignage n°2

Sarah Hoenen
Responsable du Food'Inn Lab - AgroParisTech

Atelier n°2 : Définir les défis, les forces, les contraintes et les opportunités pour le développement des compétences entrepreneuriales dans le secteur agroalimentaire.

Activités sur *MentiMeter + Miro (lien dans le chat)*
11:10 - 11:35

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Atelier n°3 : Construction d'une feuille de route pour le développement des compétences entrepreneuriales dans le secteur alimentaire

Pour conclure

Activités sur *MentiMeter*
11:35 - 11:55

On a besoin de votre avis sur ce WorkShop #1.

AgroParisTech ania Co-funded by the COSME programme of the European Union

Marie-Charlotte NICAUD
Ingénieure chargée de missions
HILL et EntreCompFood
AgroParisTech
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Juliette CHAUVEAU
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Internationaux
ANIA
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Merci de votre attention et à très vite !

"This project has received funding from the European Union's Horizon 2020 research and innovation programme under Grant Agreement No 883495."

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Food

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Annex 2 : PPT Presentation – Slovenia

Spodbujanje podjetništva v agroživilstvu, kompetence mladih v Sloveniji ter možnosti njihovega vključevanja v izobraževanje

Online delavnica, 5.11.2020

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

EntreComp Food

Co-funded by the COSME programme of the European Union

Program delavnice

○ Sklop 1: 7 EntreCompFood kompetenc
○ Sklop 2: SWOT analiza, o vpeljavi kompetenčnega okvirja EntreComp v obstoječe sisteme
○ Sklop 3: Aktivnosti za naprej, o kreiranju novih učnih priložnosti

Končni povzetki

Mentimeter

QR koda
Ali dostop prek linka (v pogovoru)
https://www.menti.com/r8cfriqm9j

Mentimeter:
Opišite vaše današnje razpoloženje kot hrano

Spoznajmo se

○ ime
○ organizacija
○ področje dela
○ izkušnje - delo z mladimi in podjetništvom

Sklop 1

KOMPETENCE

Ustvarjalnost

Razvijanje ustvarjalnih in ciljno naravnanih zamisli.

○ Razvijte različne zamisli in priložnosti za ustvarjanje vrednosti, vključno z boljšimi rešitvami za obstoječe in prihajajoče izzive.
○ Raziskujte in inovativno preizkušajte.
○ Združite znanje in vire za doseganje boljših rezultatov.

H1 Be curious and open
H2 Develop ideas
H3 Define problems
H4 Desing value
H5 Be innovative

Vizija

Prizadevanje za uresničitev svoje vizije prihodnosti.

○ Zamislite si prihodnost.
○ Razvijte vizijo za prehod od zamisli k dejanjem.
○ Predstavljajte si mogoči razvoj dogodkov, da boste lažje usmerjali svoj trud in dejanja.

H1 Imagine
H2 Think estrategically
H3 Guide action

Etično in trajnostno razmišljanje

Ocenite posledice in vpliv zamisli, priložnosti in dejanj.

○ Ovrednotite učinke zamisli, ki prinašajo vrednost, in učinek podjetnosti na ciljno skupnost, trg, družbo in okolje.
○ Razmislite o tem, koliko trajnostni so postavljeni dolgoročni družbeni, kulturni in ekonomski cilji, ter temu prilagodite potek dejavnosti.
○ Ravnajte odgovorno.

H1 Behave ethically
H2 Think sustainably
H3 Assess impact
H4 Be accountable

Motiviranost in vztrajnost

Ostanite osredotočeni in vztrajajte.

○ Bodite odločni v udejanjanju svojih zamisli in zadostitvi svojih potreb po dosežkih.
○ Bodite potrpežljivi in vztrajajte pri doseganju svojih in skupinskih dolgoročnih ciljev.
○ Kljubujte pritisku, težavam in začasnemu neuspehu.

H1 Stay driven
H2 Be determined
H3 Focus on what keeps you motivated
H4 Be resilient
H5 Don´t give up

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Vključevanje virov

Zbirajte in upravljajte vire, ki jih potrebujete.

Pridobite in uporabite materialne, nematerialne (znanje, izkušnje, licence, patenti ipd.) in digitalne vire ter podatke, ki jih potrebujete za preskok od zamisli k dejanjem.

Kar najbolj izkoristite omejena sredstva.

Pridobite in uporabite potrebne kompetence, vključno s tehničnimi, pravnimi, davčnimi znanji ter digitalnimi kompetencami.

H1 Manage resources
H2 Use resources responsibly
H3 Make the most of your time
H4 Get support

Sodelovanje

Povežite se, sodelujte in mrežite.

Sodelujte z drugimi pri prehodu od zamisli k dejanjem.

Mrežite se.

Rešujte spore in se na pozitiven način soočite s tekmeci, kadar je to potrebno.

H1 Accept diversity
H2 Develop emotional intelligence
H3 Listen actively
H4 Team up
H5 Work together
H6 Expand your network

Izkustveno učenje

Učite se skozi dejavnosti.

Katero koli pobudo za ustvarjanje vrednosti uporabite kot priložnost za učenje.

Učite se skupaj z drugimi, vključno z vrstniki in mentorji.

Razmislite in se učite tako iz svojega uspeha in napak kot iz napak in uspehov drugih.

H1 Reflect
H2 Learn to learn
H3 Learn from experience

Katere so najpomembnejše?

Mentimeter:

Razporedite (rangirajte) naslednje kompetence od najbolj do najmanj pomembne za delo v agro-živilskem sektorju:

Ustvarjalnost	Vizija	Etično in trajnostno razmišljanje	Motiviranost in vztrajnost

Vključevanje virov	Sodelovanje	Izkustveno učenje

7 EntreCompFood kompetenc

o Kako pri vašem delu vključujete razvoj teh 7 kompetenc?
o S kakšnimi metodami, tehnikami?
o Primeri dobre prakse

Ustvarjalnost	Vizija	Etično in trajnostno razmišljanje	Motiviranost in vztrajnost

Vključevanje virov	Sodelovanje	Izkustveno učenje

Še druge kompetence?

Mentimeter:

Napišite kompetence, ki so po vašem mnenju najpomembnejše za agro-živilski sektor.

https://www.menti.com/r8cfriqm9j

ODMOR

Sklop 2

PODPORNI SISTEMI IN ANALIZA

Podporni sistemi

Projekti, izobraževanja, organizacije, prakse …
ki spodbujajo razvoj podjetniških kompetenc.

Mentimeter:

Kateri so obstoječi sistemi, ki spodbujajo podjetniške kompetence v Sloveniji?

https://www.menti.com/r8cfriqm9j

ANALIZA

PREDNOSTI	SLABOSTI
PRILOŽNOSTI	NEVARNOSTI

Jamboard - Vpeljava EntreComp
kompetenc v obstoječe izobraževalne
procese

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Sklop 3

AKTIVNOSTI ZA NAPREJ

Skupnost sodelovanja

Oblikovanje skupnosti deležnikov v podporo razvoju in spodbujanju podjetniške miselnosti med študenti in podjetniki, ki jih zanima živilski sektor.

Želimo si aktivno sodelovanje z generiranjem idej za nove učne priložnosti.

Ideje za naprej

○ Kaj lahko kot skupnost sodelovanja storimo, da spodbudimo razvoj podjetniških kompetenc?

○ **Kateri bi bili prvi koraki?**

Jamboard: Predlogi aktivnosti za razvoj EntreComp kompetenc

Glasovanje za najboljšo idejo

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Annex 3 : PPT Presentation – Spain

Proyecto EntreCompFood

Atraer a los jóvenes a un sector industrial europeo clave: la industria alimentaria

Concha Ávila, RDI Project Manager - FIAB
Miguel Ángel Moya, Project Manager - Andalucía Emprende

Aplicar EntreComp para atraer a los jóvenes al primer sector industrial europeo: la industria agroalimentaria

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ENTRECOMP

Marco Europeo de Competencias de Emprendimiento

Vivimos en una sociedad que cambia rápidamente en la que es esencial que todos tengamos la capacidad de actuar sobre las oportunidades e ideas, trabajar con otros, gestionar carreras dinámicas y dar forma al futuro por el bien común.

Para lograr estos objetivos, necesitamos personas, equipos y organizaciones con una mentalidad emprendedora, en todos los aspectos de la vida.

La Comisión Europea ha desarrollado EntreComp: el Marco Europeo de Competencia Empresarial como marco de referencia para explicar qué se entiende por mentalidad emprendedora.

ENTRECOMP

❑ Ofrece una descripción completa de las competencias empresariales.

❑ Se puede utilizar en todos los sectores, disciplinas y sistemas para permitir que las personas desarrollen competencias empresariales tanto a nivel individual como grupal.

❑ Identifica 15 competencias en tres áreas clave que describen lo que se necesita para ser emprendedor; ser emprendedor significa más que la creación de empresas y la actividad comercial

❑ EntreComp establece la importancia del espíritu empresarial y establece cómo las personas pueden desarrollar esta competencia para hacer una contribución a los desafíos económicos, sociales y culturales.

Más información: https://ec.europa.eu/social/main.jsp?catId=1317&langId=en

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Proyecto EntreCompFood

Proyecto cofinanciado por el programa COSME de la Unión Europea
Grant Agreement n.883495
Duración del proyecto: 2 años (febrero 2020 a febrero 2022)

¡Síguenos en nuestras redes sociales y suscríbete a nuestra newsletter!
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Twitter   https://twitter.com/CompEntre
LinkedIn https://www.linkedin.com/company/entrecompfood-project/?viewAsMember=true
Newsletter https://www.gzs.si/entrecompfood/Obrazec/Sign-up-form

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Socios del proyecto EntreCompFood

Eslovenia

Francia   ania   AgroParisTech

España   FIAB   Junta de Andalucía

La Cámara de Comercio e Industria de Eslovenia– Cámara de Industrias Agroalimentarias de Eslovenia es la coordinadora del proyecto, en el que también participan: la Facultad de Biotecnología de la Universidad de Liubliana, Eslovenia; la Asociación Nacional Francesa de Industrias Alimentarias (ANIA) y AgroParisTech (Francia); la Federación Española de Industrias de Alimentación y Bebidas (FIAB) y Andalucía Emprende – AE, España

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Objetivo del proyecto EntreCompFood

Desarrollar una red sólida de la comunidad **europea** de **cooperación** para ayudar, a desarrollar, probar y evaluar nuevas oportunidades de aprendizaje para estimular la innovación y el espíritu empresarial entre los **estudiantes y los jóvenes empresarios en el sector agroalimentario.**

- **Demostrar la eficacia del Marco EntreComp** en competencias empresariales para el Emprendimiento Empresarial, que se utilizará por primera vez en un sector industrial europeo clave, el sector agroalimentario.
- **Implicar a todas** las partes interesadas en los diferentes niveles de la toma de decisiones en un **enfoque innovador e integrado** para promover las competencias empresariales.
- **Establecer oportunidades innovadoras de aprendizaje,** programas de educación y formación entre las partes interesadas para apoyar **de manera sostenible el desarrollo de** las competencias empresariales.
- Compartir conocimientos y **difundir los resultados** dentro y fuera de los países participantes.

EntreCompFood paso a paso

❑ En un primer momento, se crearán tres **Comunidades de Prácticas Colaborativas** –en España, Francia y Eslovenia–, que se consolidarán y extenderán por toda Europa para promover el desarrollo de habilidades empresariales.

❑ El nuevo contenido de capacitación se definirá en torno a siete habilidades diferentes: **creatividad, visión, motivación y perseverancia, pensamiento ético y sostenible, movilización de recursos, trabajo en equipo y aprendizaje a través de la experiencia.**

❑ Las diferentes posibilidades de formación se probarán y evaluarán en más de 130 estudiantes, emprendedores y profesores de más de 100 instituciones europeas, que se beneficiarán de los resultados del proyecto.

❑ Finalmente, se elaborará y publicará **una guía** que recoja las recomendaciones del programa para promover la transferencia e intercambio de buenas prácticas

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Contenido EntreCompFood

- **Educación formal (dentro** del sistema educativo)
  - Contenido destinado a promover las competencias

- **Educación no formal (fuera** del sistema educativo)
  - Premio EntreCompFood en el Concurso ECOTROPHELIA
  - Plataformas y herramientas digitales

ECOTROPHELIA EUROPE

¡Gracias por su atención!

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Proyecto EntreCompFood

Atraer a los jóvenes a un sector industrial europeo clave: la industria alimentaria

Concha Ávila, RDI Project Manager - FIAB
Miguel Ángel Moya, Project Manager - Andalucía Emprende

Aplicar EntreComp para atraer a los jóvenes al primer sector industrial europeo: la industria agroalimentaria

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Objetivos genéricos

- Construir una visión local sobre cómo implementar "EntreComp" en un entorno de aprendizaje formal y no formal en el sector agroalimentario mediante el debate con los miembros de las Comunidades Colaborativas (CoCos) locales
- Establecer el diálogo entre los participantes y crear una visión común de los desafíos y oportunidades para la introducción del marco de competencias de EntreComp en agroalimentación a nivel nacional.
- Queremos crear una Comunidad Colaborativa y a la que invitamos a los asistentes. Una comunidad para apoyar el desarrollo y la promoción de una mentalidad emprendedora entre estudiantes, profesores, emprendedores y empresas relacionados con el sector alimentario.

Objetivos del Taller

- Identificar el estado actual, necesidades y requisitos futuros.
- Compartir buenas prácticas de apoyo al desarrollo de competencias de emprendimiento.
- Construir una visión estratégica para futuros desarrollos para ajustar adecuadamente el marco Entrecomp al sector.
- Construir un análisis DAFO (fortalezas, debilidades, oportunidades y amenazas) para implementar EntreComp a nivel local.
- Diseñar estrategias para dar forma a nuevas oportunidades de aprendizaje.
- Conocer prácticas y políticas concretas que apoyan el desarrollo de EntreComp en el sector alimentario.

Estructura del Taller

Presentación de los asistentes

Bloque 1: Selección de 7 competencias de EntreCompFood

En la primera parte vamos a discutir, de las 7 competencias identificadas de EntreComp, qué competencias tienen, de mayor a menor, más importancia en el sector agroalimentario.

En su nivel más simple, EntreComp se compone de 3 áreas de competencia:

Ideas y Oportunidades, Recursos y Pasar a la acción.

Cada área contiene 5 competencias, y juntas constituyen las 15 competencias que las personas usan para descubrir y actuar sobre oportunidades e ideas.

Estructura del Taller

Bloque 1: Selección de 7 competencias de EntreCompFood

Creatividad

Desarrollar ideas creativas y específicas.

- Desarrollar diferentes ideas y oportunidades para crear valor, incluyendo mejores soluciones a los desafíos actuales y futuros.
- Explorar y probar de manera innovadora.
- Aunar conocimientos y recursos para lograr mejores resultados.

H1 Ser curioso y abierto
H2 Desarrollar ideas
H3 Diseñar valor
H4 Ser innovador
H5 Definir problemas

Visión

Trabajando para realizar su visión del futuro.

- Imaginate el futuro.
- Desarrollar una visión para pasar de las ideas a la acción.
- Imagine posibles desarrollos para guiar sus esfuerzos y acciones.

H1 Imaginar
H2 Pensar estratégicamente
H3 Dirigir la acción

Pensamiento ético y sostenible

Evaluar el impacto de las ideas, oportunidades y acciones.

- Evaluar los efectos de las ideas que aportan valor y el impacto del emprendimiento en la comunidad, el mercado, la sociedad y el medio ambiente.
- Considerar cómo se establecen objetivos sociales, culturales y económicos sostenibles a largo plazo.
- Actuar de manera responsable.

H1 Comportarse éticamente
H2 Pensar de forma sostenible
H3 Evaluar el impacto
H4 Ser responsable/Rendir cuentas

Motivación y persistencia

Mantente concentrado e insiste.

- Ser firme en la aplicación de sus ideas.
- Ser paciente y perseverar en el logro de tus metas a largo plazo.
- Desafiar la presión, los problemas y el fracaso temporal.

H1 Mantenerse motivado
H2 Tener determinación/Ser resuelto
H3 Centrarse en lo que motiva
H4 Ser resiliente
H5 No rendirse

Movilización de los recursos

Recopile y administre los recursos que necesita.

- Adquirir y utilizar material tangible e intangible (conocimiento, experiencia, licencias, etc.) así como los recursos digitales e información que se necesitan para pasar de la idea a la acción.
- Aprovechar al máximo tus recursos limitados.

H1 Gestionar recursos
H2 Usar los recursos de forma responsable
H3 Sacar el máximo provecho a tu tiempo
H4 Conseguir apoyo

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Trabajar con otros

EntreComp Food

Conéctese y coopere.

○ Trabajar con otros para pasar de las ideas a la acción
○ Resolver disputas y enfrentarse a sus competidores de una manera positiva cuando sea necesario.

H1 Aceptar la diversidad
H2 Desarrollar la inteligencia emocional
H3 Escucha activa
H4 Crear equipos
H5 Trabajar juntos
H6 Expandir tu red de contactos

Aprendizaje experiencial

EntreComp Food

Aprende a través de la experiencia.

○ Aprender con otros, compañeros, mentores,...
○ Piensa y aprende de tus éxitos y errores, como de los errores y éxitos de otros.

H1 Reflexionar
H2 Aprender a aprender
H3 Aprender de la experiencia

Mentimeter

EntreComp Food

https://www.menti.com

Bloque 1: Selección de 7 competencias de EntreCompFood

Usar el código 85 58 18 8

Debate Bloque 1

EntreComp Food

https://www.menti.com

Bloque 1: Selección de 7 competencias de EntreCompFood

❑ ¿Cómo promueves el desarrollo de estas 7 competencias en tu organización? Buenas prácticas
❑ ¿Los jóvenes tienen estas competencias cuando entran en "el mundo del trabajo"?
❑ ¿Dónde y cómo pueden los jóvenes desarrollar estas competencias?
❑ Por su experiencia, ¿qué competencias faltan en el negocio agroalimentario?

Mentimeter

EntreComp Food

Bloque 2: Análisis DAFO – Introducción del marco de competencia EntreComp en los sistemas existentes

En la segunda parte vamos a analizar las fortalezas, debilidades, oportunidades y amenazas para implementar el desarrollo de las competencias identificadas de EntreComp en los procesos educativos.

Ir a www.menti.com y usar el código 43 64 65 para Debilidades y Amenazas

Ir a www.menti.com y usar el código 14 12 955 para Fortalezas y Oportunidades

Debate Bloque 2

EntreComp Food

https://www.menti.com

Bloque 2: Análisis DAFO – Introducción del marco de competencia EntreComp en los sistemas existentes

❑Debilidades en la aplicación del marco EntreComp en el sector agroalimentario

¿Cuál es la actitud de los estudiantes/emprendedores? ¿Quieren actividades adicionales? ¿Son capaces de soportar cargas adicionales?

❑Amenazas en la aplicación del marco EntreComp en el sector agroalimentario

¿Cuáles son los obstáculos? ¿Cuál es la situación del empleo en el sector agroalimentario? ¿Hay necesidades de nuevos empleos? ¿Cuál es la situación en la educación?

Debate Bloque 2

EntreComp Food

https://www.menti.com

Bloque 2: Análisis DAFO – Introducción del marco de competencia EntreComp en los sistemas existentes

❑ Fortalezas en la aplicación del marco EntreComp en el sector agroalimentario

¿Qué nos facilitará la introducción de competencias EntreComp en los sistemas identificados existentes? ¿Cuáles son las características de estos sistemas o las actividades existentes que podrían apoyar esto?

❑ Oportunidades en la implementación del marco EntreComp en el sector agroalimentario

¿Cooperación de la Administración, empresas? ¿Dónde están las oportunidades de desarrollo relacionadas con estos sistemas? ¿De qué podríamos hacer un mejor uso en el futuro? ¿Existen sistemas cuyo potencial aún no esté completamente desarrollado?

Mentimeter

EntreComp Food

Bloque 3: Ideas para el futuro – creando nuevas oportunidades de aprendizaje

En la tercera parte vamos a analizar propuestas de actividades para el desarrollo de las competencias de EntreComp en los procesos educativos.

Ir a www.menti.com y usar el código 41 29 27 0

Debate Bloque 3

EntreComp Food

https://www.menti.com

Bloque 3: Ideas para el futuro – creando nuevas oportunidades de aprendizaje

❑ ¿Cómo podemos desarrollar un espíritu emprendedor en los jóvenes?
❑ ¿Qué puede hacer el sistema educativo?
❑ ¿Dónde ves más oportunidades para el desarrollo de las competencias Entrecomp: dentro de qué sistemas, entornos,... con qué métodos? Trabajo práctico, el aprendizaje haciendo y compartir experiencias
❑ ¿Mejor conexión entre los sistemas educativos y la industria?
❑ ¿Qué podemos hacer como comunidad de cooperación para fomentar el desarrollo de las competencias empresariales?

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¡Gracias por vuestra atención!

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Entrepreneurship **Comp**etence
Agri**food** industry

Project title:

**Applying EntreComp to attract young people to the 1st European manufacturing sector:
the agri-food industry**

About us:

You want to know more details about our project?

Please find more detail documents on our webpage: www.gzs.si/entrecompfood

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Project partners:

Gospodarska
zbornica
Slovenije

Zbornica kmetijskih
in živilskih podjetij

Univerza *v Ljubljani*
Biotehniška fakulteta

FIAB
SPANISH FOOD AND DRINK
INDUSTRY FEDERATION

Junta de Andalucía
Consejería de Empleo, Formación
y Trabajo Autónomo
ANDALUCÍA EMPRENDE, FUNDACIÓN PÚBLICA ANDALUZA

ania
Association Nationale des
Industries Alimentaires

AgroParisTech
Talents for a sustainable planet

Project founder:

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