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

EntreComp
Food

Deliverable:

D3.3 - Strategic EntreCompFood learning opportunities action plan

Leading partner: **AE**

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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. Presentation

The international crisis caused by **Covid-19** poses the greatest challenge for the economy, entrepreneurs and the whole business fabric, as it puts us in the face of a scenario of dimensions, uncertainty and risk still unknown.

For this reason, precisely now, we assume the responsibility of providing knowledge about the present starting situation towards this new scenario and, above all, of the perspectives, difficulties and challenges in learning that entrepreneurs and businesswomen will have to face in the future. Righ now.

Entrepreneurs and companies will therefore have to face totally new situations that require everyone (public and private institutions ...) to make an effort to know the challenges, needs and priorities that they will have in the immediate future, once they economic and productive "reactivation" begins.

We must fully understand the needs, priorities and challenges facing the economy, so that we can draw and share proposals, services and support instruments that allow entrepreneurs to overcome this situation, and place themselves in a good position to addressing the challenges of the future in this difficult context.

The restart is going to be complicated, entrepreneurs and companies in the agri-food sector are going to run into commercial difficulties because of temporary paralysis or the reduction of other sectors of activity to which they are linked. How each company can return to true "normality" will depend on its leadership capabilities, the funding available for treasury needs, the ability to adapt to digital transformation, and the evolution towards new business models oriented to cooperation with the entrepreneurial ecosystem.

The sectors most affected are those with local customers or that depend on tourism and retail, whose sales or services must be made in person with the consumer/customer. There will also be major changes regarding leisure activities and how to consume, which will fundamentally affect tourism, hospitality, accommodation, commerce, professional services, workshops, etc. These sectors are, together with **agriculture**, the most important and will undoubtedly go through serious difficulties that will end with the closure of those that are not sufficiently capitalized or unable to pivot and adapt quickly to the new situation.

The main challenge will be the necessary adoption of health, safety and hygiene measures at work, both in establishments and for employees and customers. Alongside this it will be necessary to advance the adaptation of processes through digital means. Among the most immediate needs, companies also contemplate technological optimization through the digitization of processes, and the implementation of more agile and flexible processes.

Companies have understood that they must stop to think about identifying the adaptations they face to maintain or gain competitiveness; that have to evolve to be more flexible and be able to adapt quickly to any change and the countless market opportunities that will arise.

To be sure, the support of all **public administrations** in streamlining administrative procedures and accessing funding will be critical. A key element will be to provide tax facilities and access to credit for companies. An agile and resolute administration is currently needed, reducing the dependence that has been generated in this extraordinary situation. Direct aid will also continue to be necessary for companies that invest in order to adapt to new safety and hygiene requirements, or face immediate liquidity problems.

In addition, specific support for entrepreneurial ecosystems will be needed to facilitate the generation of **start-ups** with capacity for growth, innovation and international expansion. The best strategy is to maintain

and enhance existing services, such as incubators, accelerators, scientific-technological parks, etc., with support for the scalability of projects.

SMEs will need a good technical support and advisory service, to manage procedures and regulations, review their business projects to improve efficiencies and, in many cases, temporarily or definitively reorient their activities towards new business niches. To do this, public and private entities must have good technical teams, which are facilitators and connectors, made up of qualified and committed people, prepared to train in entrepreneurial skills.

It will be important to generate the climate of trust needed to boost demand and, in particular, to promote public-private partnership spaces. From now on, knowledge and planning will be basic elements for realistic and achievable plans and strategies, with the whole ecosystem, for economic revival.

Transforming into a **digital environment** is probably the most important challenge most companies will face in the medium and long term. The future is to make a cultural and formative effort of the new generations in entrepreneurship, financial culture, and digitization, and to guide towards the value of talent and constancy in their strategic investments.

Technology must be seen as a great ally in order to resume activity within the so-called new normal. The most immediate challenges will be technological optimization, through the digitization of processes, and the implementation of agile methodologies. It is estimated that digitization will have a primary focus on sales and market access, and secondly, active and secure communication, with workers, customers and suppliers, working in shared digital environments.

On the other hand, it will be easier for those who implement **agile and lean methodologies**, which provide the ability to make decisions quickly to adapt to the new normal, simplify anything that does not add value and, whenever possible, reorient commercialization.

Those less affluent projects will have a better chance, led with creative talent, with the ability to innovate and apply new, more efficient methods, such as lean, including telework and digital distribution channels, will have a better chance. These will be the most resilient to a paradigm shift.

There are three measures that companies identify as priorities to successfully address their adaptation to new scenarios:

- **Achieving more flexible**, agile and resilient businesses, capable of responding solvency to changing environments.
- **Bet on a change or diversification** of the activity developed, introducing new services/products.
- **Boost e-commerce and online sales**, making this sales channel increasingly important in business figures, as a competitive factor in the future, which is also linked to a home sales strategy, eliminating intermediaries.

Probably some entrepreneurs can find new business opportunities after this change, among which are all who know how to interpret what the requirements of society will be in terms of health, leisure, food, mobility, architecture, construction, fashion, communication, etc. The world will change with new obligations and needs, as well as new ways of relating or buying, so it will be very important to be attentive and sensitive to identify and care for them. There will be the chances of success.

On the other hand, now more than ever, it will be necessary to establish alliances to draw the new, less individualistic scenario, where it is essential to belong to collaborative communities and form teams in the **entrepreneurial ecosystem**.

According to Mike Rosenberg, associate professor of strategic management at IESE Business School, the coronavirus crisis has left old business manuals outdated. He points out that to face the near future, hyper-

efficient business models over the past 20 years must make way for concepts such as flexibility, adaptability, creative thinking, and scenario planning.

With the growth of the digital channel goes logistics, both activities are intrinsically linked. If the company is already selling online, it now has to meet business commitments. This pillar has become unprecedented in recent years. In fact, in many cases, the selection of the point of sale is increasingly determined by the ability to meet the agreed deadlines in delivery.

Consumers have sought to respond to their needs online, relying on the information provided by different websites. Although it is not certain what the buyer's behavior will be when the so-called "new normal" is established, those who have enriched their product information with value content (uses, comparisons...), adding even chatbots, to assist in the purchase decision and 'supplement' the prescribers of the physical store, will have achieved more loyalties and captures of new customers.

The doubts and reluctance of much of the business and civil fabric to telework have probably collapsed. Although the conditions for telework have not been optimal, the balance in terms of productivity, travel savings, etc., can be positive. Online teaching has taken an undeniable qualitative leap and virtual meetings and meetings have become shorter and more efficient.

Moreover, in this new decade, which began as the Decade for Action in the **Sustainable Development Goals (SDGs)**, this economic and health crisis will mark a turning point for the 2030 Agenda. Now the main thing is health work, although the SDS opens up a wide range of opportunities that could be the gateway to this new economic crisis. Attention will have to be paid, among others, to SDC 4: Quality education, since despite the online education measures being carried out, the education of children, especially in the most vulnerable groups, is being greatly affected.

The coronavirus crisis has highlighted the importance of the **agri-food sector** in ensuring food supplies, and it is essential to protect the entire production chain.

One of the many economic impacts of the coronavirus crisis is the fall in world trade by measures taken to curb the pandemic. Border closure and difficulties in transporting goods make it a huge advantage to have domestic production to ensure not only companies' production chains (through their provision of intermediate inputs), but also the consumption of families. This is the case of products from the primary sector (agriculture, livestock and fisheries) on which the food and beverage processing industry is based, which are the second most important component of the family shopping basket, behind only housing-related expenses (rent, water, light, etc.)

In terms of **employment**, the primary sector and the processing industry generate thousands of jobs throughout the value chain, including the marketing phase (both wholesale and retail trade).

Given the strategic importance of the agri-food sector, it is very important to ensure that the coronavirus crisis affects its production chain to the smallest extent possible, ensuring job security as well as the availability of sufficient labour, especially taking into account the high temporaryity of employment in certain campaigns. The sector must be supported not only to ensure food supplies, but also to shore up the economy, taking advantage of increased demand for products by third countries.

In the agri-food sector, companies need to improve the processes that have to do with product quality, brand image and consumption. And professional people, whether producers or workers, need to have job opportunities and to undertake, to make them stay in the territory and give value to farms, in order to avoid speeding up the depopulation of rural areas.

As we have already mentioned, there are much defined sectors that are likely to be in a better position to exit the crisis, mainly in activities related to health, biotechnology, telemedicine technological developments, computer security, and activities such as legaltech, marketplaces, and those developed in

collaborative environments and everything to do with digital. But also, those businesses that are able to exploit the local element, the proximity, the authenticity of their product /service to reach customers who value that closeness and who have increased their level of awareness about the dangers of relying on producers in faraway places. Logistics will continue to grow exponentially, but now not only associated with the marketplaces of large multinationals, but also associated with proximity trade. Anyone who can continue to provide their online and remote services will be **"vaccinated"** against the economic crisis.

Therefore, we cannot overlook the great opportunity that is part of the development of the transformation processes of the primary sector that provide added value, establishing digital sales channels, saving costs and activating channels of direct communication with the end consumer.

This sector has the responsibility to bet on its own productions, for effective marketing management and for strategic production more adjusted to the real demand of the markets. The opportunities are in the quality products, that are durable, that contribute health and that are very useful, gastronomically speaking, with adequate prices. Success is in diversifiedly producing quality products that generate purchase loyalty in the market.

We must bet on sustainable and collaborative development as cross-cutting elements, for the secure digital market and properly organized telework. We need to tend to a model of collaboration of the business community and between sectors, in which the economy develops aligned among all the members of the entrepreneurial ecosystem.

Collective entrepreneurship should be fostered as a formula to encourage entrepreneurs with greater risk aversion, achieve adequate business dimensions through the merger of micro-enterprises or be able to support companies in crisis by their workers.

1.1 Analysis and diagnosis

Based on the main results of D3.1 and D3.2, this delivery is dedicated to the design of a **strategic learning opportunity action plan**, with the aim of providing a common strategic vision with general guidance to enable:

1. the structuring of new learning content to be created in WP4 and tested in WP5,

2. the definition of services and supports for the development of skills (such as curriculum design, design of extracurricular programs/activities, evaluation for professional guidance and e-learning platforms (especially Moodle)

3. the assessment of business skills in different environments

This action plan aims to have a pedagogical approach that promotes hands-on learning, tools, interactive content to promote lifelong learning.

The general EntreCompFood learning pathway (D3.2) is the central part of the structuring of learning in the strategic action plan on learning opportunities, based on the prerequisite that entrepreneurs in the agri-food sector must have industry-specific knowledge and skills to provide them with a strong background of scientific, commercial, contextual and relational knowledge needed to undertake.

Our strategic planning can be defined as that set of processes to materialize a shared mission and vision, build its objectives and formulate a strategy of learning opportunities in entrepreneurship. It also allows the implementation and implementation of this strategy, and subsequently, as the activities go on, to make adjustments that lead to the sustainability of the entrepreneurship.

The development of the Strategic Plan is carried out in two phases:

- firstly, with the elaboration of a diagnostic work
- and subsequently developing a participatory process with agents of the entrepreneurial ecosystem, following a methodological approach based on a double perspective: corrective and proactive

The Strategic Plan will be developed using a dynamic planning method, which requires a mechanism capable of analyzing progress, adjusting objectives and defining new actions, if necessary.

1st phase: Diagnosis

• We must carry out a descriptive analysis of the situation of each territory in terms of entrepreneurship and its evolution

• Preparation of a report on the profile of the entrepreneur, the typology of the projects, the entrepreneurial culture and the environmental conditions for entrepreneurship related to recent years

• Perform a SWOT analysis for each of the perspectives selected in the definition of the scope of the Strategic Plan

• Review of lines of action to identify all actions with an impact on the business ecosystem

2nd phase: Participatory process

The second phase is to carry out a participatory process with the collaboration of professionals and specialized entities

• Where they are presented with the main conclusions of the diagnostic work

• Where visions of the desired future are discussed, identifying short-, medium- and long-term strategic objectives

• Where lines of action are defined by the establishment of indicators and results, as well as the evaluation and monitoring of the Strategic Plan

The participatory process of co-creation will generate the Mission and Vision of the future, which were transformed into the Goals, Strategic Objectives and Results to be achieved. The lines of action are constituted as roadmaps for the intervention of the different entities involved in the promotion of entrepreneurship.

For example:

Strategic objective 1	Promote the creation, growth and consolidation of entrepreneurial initiatives in the agri-food sector
Strategic sub-objective 1.1	Creation - Promotion of entrepreneurship by opportunity, innovative and capable of growth and job creation
Line of action 1.1	Actions to support the creation of entrepreneurial initiatives
Strategic sub-objective 1.2	Growth - Promote the right environment for the generation of employment by companies.
Line of action 1.2	Actions to support business growth <3.5 years
Strategic sub-objective 1.3	Consolidation - Increase the rate of business consolidation
Line of action 1.3	Actions to support consolidation (>3.5 – 10 years) through innovation, cooperation and internationalization

In short, we define strategic planning as that set of processes to materialize a shared vision, build its objectives and formulate a strategy of learning opportunities in entrepreneurship. It determines how to implement and implement this strategy, and then, as activities go on, make adjustments that lead to the sustainability of entrepreneurship.

The mission within the strategy is what we could call what for.

The vision, the second element in our strategy, provides the path and enthusiasm for future direction, creates order and compromises hearts. In other words, it's an affirmation of what we want to create

Internal and environmental assessment. Before setting the objectives, we must study their internal and environmental aspects. To do this we use the SWOT matrix, which consists of internal (strengths and weaknesses) and external aspects (opportunities and threats).

Strengths are those characteristics that help to take advantage of opportunities and repel threats from the environment. Weaknesses are those characteristics that need to be reinforced for the success of the plan. Analyzing the external elements, we have to evaluate the opportunities, those situations that are favorable to achieve the objectives. And finally, the threats, those situations in the environment that could prevent the success of the plan.

Goals, objectives, results. Once we have known both the environment around us and the internal aspects, we will already be in a position to define the strategic objectives, what you want to achieve. Once defined,

we proceed to build indicators, goals and an action plan, so that we can land the dream, that is, the vision, with concrete and measurable steps.

For this we have:

- Indicators are those variables or parameters that allow to measure the achievement of the objectives.

- Goals are those expected results, which must be challenging and quantifiable.

- Actions are all initiatives to be carried out to meet the objectives.

And so, we get to the stage of implementation. At this stage, we have already moved from conceptualization to action. In this globalized society we are diverse, different, for which we must have cultural awareness. Culture according to UNESCO (1982) is that set of distinctive, spiritual and material, intellectual and affective features that characterize a society or a social group. It is therefore vitally important to be aware of the culture of both entrepreneurship and the environment in which activities are carried out.

Monitoring and control of the strategy. During plan development, strategies often become obsolete, as internal and external environments are dynamic. The basis of the strategy must then be examined, plan versus reality compared, and actions corrected to ensure action according to the plan.

It is vitally important to pay attention to entrepreneurial activities in a framework of thinking before acting. That's what strategic planning is all about.

The time spent in this activity can bear very important fruits in the development and growth of entrepreneurship and allows the entrepreneur to look beyond the day to day and not be absorbed by the details operations, which although necessary, must be completed with thoughts not only of the short term.

1.2 Mision and Vision

The mission must respond to our raison for being. While a goal can be reached or a strategy completed, the mission is not a concept to be achieved. The mission (which should endure over time) should not be confused with specific objectives or learning strategies (subject to faster changes).

The mission is a timeless concept, not so influenceable by external changes and factors. A well-defined mission should not be modified in the face of changes.

What's the point of defining the mission?

- Represents what should be taken and realized in the present.

- Guide and inspire performances.

- Helps to select the right strategies.

- It serves to guide resources and efforts in the right direction.

- Helps all targets to be headed in the same direction.

- Helps build the team spirit and thus motivate everyone involved in learning.

Mission Features:

- It must be differentiating: it must bring something that makes us different from others.

- It should last over time, and not be subject to such rapid changes.

- It must be motivating: it must have a unifying concept that it makes and motivate.

- It must be concrete and easy to communicate. It is convenient to follow a famous management concept: KISS (Keep It Short and Simple), make it short and simple.

Our Mission: «*To form entrepreneurial human capital, committed to the search for new solutions to social and economic problems, with values and competences that enable it to design changes in society itself, new processes of creation of economic and social value and for participation in innovation processes with other actors in the innovation and entrepreneurship ecosystem*»

VISION

What is it?

Vision is a concise expression of the image we wish to give in the future. It serves to mark in the present the direction that we must follow. Helps set goals for a future time horizon. Answer the question: what do we want to be?

Vision is a concept more influenceable by external changes and factors than the concept of mission. A vision statement needs an attractive and specific description. We need to create an image that people can remember and understand.

What is the purpose of defining the vision?

- Its main role is to guide and inspire the future.

- It is the starting point of the strategy.

- Helps all targets to be headed in the same direction.

- Help build team spirit.

Vision Features:

- You must define the goal to pursue.

- There must be a balance between the ambitious and the realistic.

- It must be both possible and credible.

- It must be flexible, likely to undergo changes.

- It must be motivating: it must have a unifying concept that puts people in the way and motivates people.

- Must be written, to avoid ambiguities.

- It should be brief, concrete and easy to communicate. KISS (Keep It Short and Simple).

The design of the vision allows us to raise the future we want to achieve. Identify the goals that we want to achieve, to realize them in their components, to finally translate them into a drafting work that will be the tool that will guide us at times when we have to overcome certain difficulties.

Our Vision: «**To foster a natural incubator that, by adopting a coordinated strategy between the functions of teaching, research and entrepreneurship, tries to provide a favorable environment for the community to explore, evaluate and exploit ideas based on research and knowledge outcomes that can be transformed into social and economic initiatives**»

1.3 Goals, objectives and results

Strategic issues are the great concepts that should guide us. The definition of these strategic themes will be based on the information obtained from the DAFO analysis and reflect what needs to be done to achieve success. These are general strategies to be adopted. At this point, we have a sufficient amount of information and high-level strategic choices that can allow us to start setting more concrete objectives, strategic objectives.

Entrepreneurship education planning should provide students with opportunities to demonstrate their advancement in acquiring entrepreneurial competencies. There should be coordination between the objectives and the results to be achieved, the activities carried out and the evaluation.

There are many elements that influence planning. Typically, it depends on the level of specification, from extensive educational programs with long-term objectives (e.g. an entire schooling course) to more specific cases that set specific educational goals for training planning.

Learning goals: these are statements of intent that normally use statements of the type 'to develop...', 'to introduce...'

Learning objectives: these are detailed descriptions of the teacher's goals. They typically describe the process for achieving these goals.

Learning outcomes: Focus on what students have produced, for example, in terms of knowledge, conceptual understanding, and skills. (EntreComp has a guide to potential learning outcomes that includes statements of the type: 'I'm capable of...' for each of EntreComp's abilities)
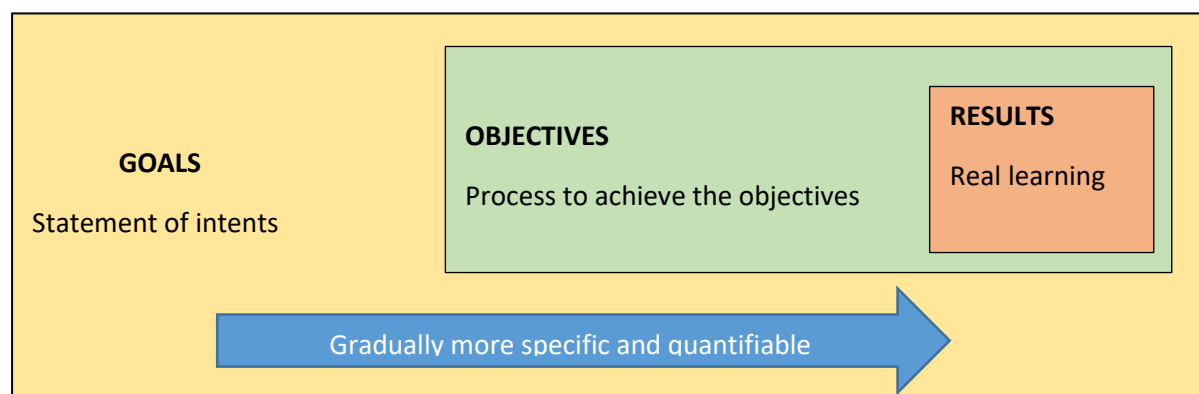
1.3.1 Goals

Goals should be challenging for the student, they have to force them to leave their comfort zone. When a student focuses their efforts on getting good grades and outperforming their peers, their learning will be superficial. Those who try to improve and work hard, simply by learning, will gain deeper knowledge.

It is important to know who sets the objectives and their nature. There are numerous elements that affect the planning of entrepreneurship education:

• get students/entrepreneurs to set their own goals

• provide challenges and activities with open end

• create an environment in which 'brilliant failures' are positively understood

• recognize students/entrepreneurs' effort and their results

• create routines that allow students/entrepreneurs to analyze their own progress

1.3.2 Objectives

Setting goals is important for both entrepreneurship education and education in general. The most effective method for setting goals takes into account the opinions of the students themselves. Participating in the design of the objectives has a positive impact on the motivation and self-suggestion and self-sufficiency skills of the students, putting into practice some of the Competencies EntreComp.

We show a number of prescriptive statements that aim to improve students' learning in a quantifiable way. Good practice should be:

Specific – accurate and concise

Quantifiable – progress can be observed after the realistic stipulated time is completed

Realistic – achievable for students/entrepreneurs based on their relevant learning environment

Relevant – for student / entrepreneur needs and content goals

Scheduled – the time is set, for example the end of the class, unit or session

No one can predict in advance what is to be learned. The result of learning is what you get from the learning experience, a lesson, a workshop, or a meeting.

One way to clearly define the objectives of entrepreneurship education is to follow these steps:

WHEN: Set the time period.

ACTIONS: Use appropriate action verbs. The action must be compatible with the set time period.

CONTEXT: Describes the context, condition, or criteria to be tested to generate value

1.3.3 Results

EntreComp functions as a 'directory' that allows you to analyze the different educational results and choose those that will be beneficial for planning. For each of the structural blocks, EntreComp provides a series of educational results across 8 progressive levels. The 8 levels do not correspond to educational levels. Instead, they show a number of potential outcomes that increase student autonomy and reflect the increasing complexity of educational activity. This system allows teachers to understand the progression of students and also design those activities that are most beneficial to develop the autonomy and complexity of students.

Indicators are management tools that provide a benchmark from which a comparison can be made between planned goals and achieved performance. It is a tool that provides quantitative information regarding the achievement or outcome of the objectives

For the monitoring and evaluation of the strategy, we can use an array of strategic **indicators** that considers the following types of indicators:

- **Activity indicators**, which will collect the tactical deployment of the actions carried out.

- **Results indicators**, which will measure the result generated with the Actions.

- **Impact indicators**, which allow to assess the effect achieved

1.4 Evaluation

Within entrepreneurship education, evaluation strategies that allow students to demonstrate their competencies are of great importance, but this is not just about writing and memorizing.

The evaluation is used to measure the value of something. This phase should be understood as an intrinsic part of entrepreneurship education, rather than being understood as an external and confined phase at the end of the process.

The main objective is to get students to reflect on the improvement that their idea entails for the user and to prove that reasoning. The student has to research and review his idea, based on what the evidence reveals. Students should be taught to collect and interpret evidence, for example through surveys, questionnaires, interviews, observations, and the use of technology.

Evaluation criteria can be used to encourage students to present and defend their ideas in presentations. Students will decide which section of the population can offer the best information and how to conduct research, for example: survey, interview, and any other method for group categorization. Finally, students will pour the information collected into their action plans and make the necessary changes following the investigation.

It is important for students to understand that the evaluation process is closely related to the business world and to personal assessment and subjectivity. While students can be trained to assess the value of something, by using criteria lists, emotions can also be decisive in determining the value or merit of something. Students can use or create their own lists to evaluate their ideas. They should know the criteria for success based on principles, whether objective or subjective.

The following table includes instructions and examples for each of the phases

Phase	Instructions for teachers	Possible strategies	Relationship with other strategies
Explore	**What is the problem or conflict?** • What is the roblem or conflict real? • Why is it not resolved with anteriority? • What information do we have when respect? • What are the facts and statistics that we know? • What solutions have been used in the past? • What are the conclusions of research on the product or service? • If we can't solve the problem, what happens? What people will be affected? • What is the main aggravating factor derived from this situation? What is the minor?	• 5 Ws Technique • The KWL network (What do we Know, what do we Want to learn and what have we Learned) • Definition of problems • Mindsets or thought dynamics • Thinking routines, for example: Observe, Think, reflect • Redefine techniques • Introduction to all class, work groups, Pair discussions.	+ Learning in contexts real + Incentivize self-management and trust in one same for facilitate the learning

Phase	Instructions for teachers	Possible strategies	Relationship with other strategies
	• What would be the perfect solution?		
Enriches	**What are the options?** • How can I improve it? • What would change? Why? • What is missing? • What if I turn it around completely? • Who would benefit and who harmed? • Who can be interested in this idea? • What can we add, replace or adapt?	• Debate in pairs and in groups • Set parameters for discussion and assign roles • create a 'work wall' to place the ideas that arise • Use color codes, post-its (red-opposition, yellow-possibility, green-approval) for fix the ideas of students • The SCAMPER method • 3 B's: mix, fold or Break • create synergies and connections between different ideas presented • Use the technique 5 journalism questions: Who, What, When, Where, Why and How • Launch Ethics Discussions and sustainability, for example: What impact will have in others and in the environment? Is it the Better option? Can affect someone in a way negative? How do you we avoid? • Opinions of others persons. Consider all factors • Online research for collect information about similar ideas and what we can learn from them.	+ Generate value for others.

Phase	Instructions for teachers	Possible strategies	Relationship with other strategies
Implants	**How do we put the idea in practice?** • What are the main objectives? • What plan are we going to follow? • What will we do first? And then? • How much time do we have? • What if something doesn't happen as planned? • What is the role and responsibilities of each of the group members? • When? • What resources will we need? • What is the cost of the project? • How will we continue the development of the project? • What are the basics of our work in team? • What do we need when it comes to present and disseminate the idea?	• Debate in pairs and in groups • Set parameters for discussion and assign roles • Storyboards	+ Set up goals for him Entrepreneurship ethical and sustainable + Promote the job collaborative

Phase	Instructions for teachers	Possible strategies	Relationship with other strategies
Evaluate	**How can we generate value?** • What is the best idea to proceed? How did we come to that conclusion? • Have we got our objectives? • How can we evaluate the work of our team and the idea? • How can we get feedback on it? Of whose? • What if it doesn't work? • Has everyone done their part of the job? • What is the lesson we have learned? • What can we modify next time? Why? • Have we managed to generate value? • How? • How do we check it?	• SWOT analysis (Strengths, Weaknesses, Oportunities, Threats) • Technique PMI "Plus/Minus/Interesting" • Internal judging panel or external • Assessment lists and rubrics • Customer feedback Potentials • Surveys and questionnaires • Four Categories Method • Method Now How Wow • Stories about failures brilliant and examples of people whose ideas were initially rejected	+ Share Opinions + Evaluate the impact

Use EntreComp to create the skill hierarchy and connect them to the competencies and levels you want students to work with. Adapt each phase to different educational levels. The really important thing is to create an environment in which students are not afraid to make mistakes.

Evaluation is a way of understanding the student's knowledge and skills to develop certain activities, which is essential since we cannot read his mind. The important thing is to use effective assessment tools (capable of measuring the knowledge for which they were designed) and trustworthy (the results will be similar in all contexts where it is performed, i.e. students will get the same score, regardless of context).

It is also important that both teachers and students know the objectives of the evaluation activities and how the results will be used. In this sense, there are three main reasons for evaluation, and all of them are part of entrepreneurship education.

• to know the level reached and compare it with peers, so that we have an analysis of progress (learning assessment)

• to identify the good practices of students and those aspects that need to be improved. The evaluation allows you to plan strategies to address the latter (learning assessment)

• To incentivize students' autonomy in assessing their progress (assessment as learning)

You can use EntreComp as a benchmark for the following evaluation methods

	Assessment for learning	Learning Assessment	Assessment as learning
Purpose	Identify good student practices, what needs to be improved and how to improve it	Establish the 'level' reached by students, depending on the objectives established for their age or the criteria of success	Promote student reflection on their learning as they progress
Directed by	Teachers	Teachers	Students
Entrecomp Reference	EntreComp learning objectives can be used to set goals such as 'I am capable ...' and to share success criteria	The EntreComp proficiency levels are used to check the progress of the students in the different parts of the project	Students can monitor and analyze their progress in acquiring entrepreneurial skills

Formative assessment methods, where evaluation is part of learning, work best in improving student performance. For example, **feedback** or **quality advice**, which in the business context consists of listening to partners and clients to subsequently choose the most appropriate proposals, and in the educational context helps students learn from their own experiences. In entrepreneurial projects, this type of advice focuses on the process and not on the activity. In other words, it focuses on developing skills and boosting student progress. The paradox is that the correct use of formative evaluation methods improves the results of traditional evaluation tests.

There is a growing consensus on the importance of formative assessment, especially during primary education. Much of the studies related to entrepreneurship education recommend integrating evaluation and educational practices. Trainers should share learning goals and assessment criteria with students, it should not be something hidden or taboo. In this way, students will understand the behavior and results expected of them.

The evaluation of, for and as learning, is part of entrepreneurship education, and serves to analyze the learning of students and their potential advances, both important in their own right. To enable its development it is necessary for students to become autonomous individuals, able to implement the entrepreneurial skills demanded by the labor market.

EntreComp provides brief descriptions of each of the four levels of competence next to the word that characterizes each level. For example, at the **Beginner** level, the goal of entrepreneurship education is to 'discover' and 'explore'. At the **Intermediate** level, students move from 'experimentation' to 'daring'. At the **Advanced** level, students 'improve' and 'reinforce' their knowledge. Finally, 'expansion' and 'transformation' are the words that characterize the **Expert** level.

This allows us to identify student progress and reflect on the benefits of activities, in a model of progression:

Entrecomp Progression model			
BASIC **LEANING ON OTHER PEOPLE**		**INTERMEDIATE** **BUILDING INDEPENDENCE**	
Under direct supervision (support of teachers, mentors, peers, advisors, or consulting services)	With reduced support from other persons, some autonomy and with companions	By myself and together with people companions	Taking and sharing certain responsibilities
1. **Discover** Discover qualities, potential, interests and desires. Also recognize different types of problems and needs that can be solved creatively and in the development of individual skills and attitudes	2. **Explore** To explore different approaches of the problems, focus on the diversity and develop social skills and attitudes	3. **Experiment** Focuses on critical thinking and in experimentation with the creation of value, for example, through of practices of experiences enterprising	4. **Venture** To turn ideas into action in "life real "and assume the responsibility that this intervention in reality entails

ADVANCED ASSUMING RESPONSIBILITIES		EXPERT LEADING TRANSFORMATION AND GROWTH	
With some guidance and along with others persons	Taking the responsibility of decide and work with other people	Taking the responsibility of contribute to developments complex in a field determined	Contribute substantially to development of a scope determined
5. **Improve** Focuses on improve your skills to convert ideas in action, assume a growing responsibility for the value creation and develop knowledge about entrepreneurship	6. **Firm** Focuses on work with others people, using the knowledge that I know has to generate courage, dealing with more and more challenges complex	7. **Expand** Focuses on necessary skills to face challenges complex, driving a constant environment change where grade uncertainty is high	8. **Transform** Focuses on the challenges emerging through the development of new knowledge through of the investigation, the development and capabilities of innovation to achieve excellence and transform shapes in which the things

But in order to educate and evaluate in entrepreneurship, teachers must be entrepreneurial people by definition, and they must be able to evaluate their own pedagogy.

To do this they have to update and refresh their practices, focusing on the impact of their teachings on learning students, evaluate the process. The evaluation also feeds on reflection.

The skills assessed at the end of this project-based learning by agri-food establishments are most often technical skills.

The EntreCompFood pathway would contribute to the formalisation, development and evaluation of soft skills that are essential to entrepreneurship.

In order to do this, we propose that it should be based on project approaches already widely implemented in the establishments, which it will complement.

2. Support and services for competencies development

2.1 European framework

«Entrepreneurship education is an engine of future growth and will help inspire tomorrow's entrepreneurs. if Europe wants to remain competitive, it must invest in people, in their skills, in their ability to adapt and in their ability to innovate. This means that we must promote a real change of mindset in Europe with regard to entrepreneurial attitudes, which begins by instilled entrepreneurship from the earliest years of teaching».
(Androulla Vassiliou, EU Commissioner for Education, Culture, Multilingualism and Youth)

Following the guidelines of the European Commission's ENTREPRENEURSHIP ACTION PLAN 2020, with the aim of relaunching entrepreneurship in Europe, facilitating the creation of companies and creating a much more favourable environment for today's entrepreneurs to thrive and grow, three areas of immediate intervention are proposed:

1. Educate and train in entrepreneurship to promote growth and business creation.

2. Strengthen the framework conditions for entrepreneurs, eliminating current structural barriers and supporting them in the crucial phases of the company's life cycle.

3. To energize the culture of entrepreneurship in Europe: to create a new generation of entrepreneurs.

Entrepreneurship is a key competence of the European framework. A number of Member States have successfully introduced national entrepreneurship education strategies, or made entrepreneurship learning compulsory in entrepreneurship, but further progress must be made. Education must be linked to reality through **practical learning models** based on experience and also the **experience of real-world entrepreneurs**. The results of entrepreneurship learning need to be defined for all trainers in order to introduce effective methodologies into the classroom.

The practical experience of entrepreneurship can also be gained outside of education. Youth should be encouraged to develop their capacity for entrepreneurship through informal and non-formal learning, such as volunteering. Partnerships with companies can ensure that curriculums are useful for real life. Schools should be encouraged to be more entrepreneurial in their broader approaches, to ensure that they develop and live a culture of entrepreneurship and innovation through their roles, leadership, stakeholder participation, entrepreneurship and learning outcomes.

The role of higher education in entrepreneurship goes far beyond imparting knowledge to participate in ecosystems, associations and industrial alliances. Higher education institutions become an active component of Member States' and EU innovation policies. Universities need to become more entrepreneurial, self-assess and improve their capacity with on-demand training modules.

The need to improve citizens' entrepreneurship and innovation skills is underlined in three flagship initiatives: 'innovation union', 'Youth on the move' and 'an agenda of new qualifications and jobs'. The Europe

2020 Strategy set out to strengthen the link between education, business, research and innovation; place creativity, innovation and entrepreneurship at the heart of the curriculum, and adopt mobility programs for professionals as a way to promote entrepreneurship. The four objectives of the strategic framework for European cooperation in education and training (Et 2020) include "strengthening creativity and innovation, including entrepreneurship at all levels of education and training"

It should be noted that the promotion of innovation and entrepreneurship involves learning a range of knowledge, but also attitudes, skills and abilities that, to the extent that they take into account throughout the formative stage of people, from their earliest age to the university, will be more likely to consolidate and translate into a greater number of successful innovators and entrepreneurs. for this reason, most developed countries are addressing policies to promote innovation and entrepreneurship through specific programmes and activities at different levels of education. These practices tend to have very similar characteristics in each country, although their level of implementation and development, their scope and coverage and their integration and involvement in society vary depending on the level of social, economic and technological development of each country and, therefore, the success achieved is also different.

The following table provides a number of examples of events, networks and entrepreneurial organizations active in Europe and around the world. Some of these organizations may not operate in your region, but it may be interesting to visit their websites to learn about their ideas and resources.

Organisation	Description
Global Entrepreneurship Week	Hundreds of events, activities and competitions are held every November to inspire young entrepreneurs and promote collaborative ecosystems
International Women's Entrepreneurship Day.	Organization that promotes the incorporation of women into the business sector
EntreComp360 Network	This network brings together professionals and organizations interested in business learning in all sectors https://www.facebook.com/groups/entrecomp www.entrecomp.com
EntreCompEdu	Facebook group for those interested or already participating in the EntreCompEdu program
EntreComp Europe	National networks that are gathering people interested in or involved in business learning as a national community – there are currently communities in Spain, Italy, Turkey, Belgium and Moldova
ETC Toolkit	This is a set of online business education tools for universities and professional education. It is organized by academic subject.

UNEVOC	UNEVOC does a lot of work on business education in technical and vocational education and training
European SchoolNet Teacher Academy	Network of 34 European Ministries of Education, and offers training through its Academy of Teachers
E-twinning Community – entrepreneurship education	Featured group on the E-Twinning network, including an online forum and many online webinars
JA Europe	This network focuses on engaging students from elementary school to higher education. The JA Education Route establishes development in entrepreneurship, job readiness and financial literacy. It has national websites in all countries of Europe
PIETE	PIETE (Partnership for Initial Entrepreneurship Teacher Education) is an Erasmus+-funded project to explore and develop entrepreneurship education through the teacher's initial education
ERENET	ERENET - Entrepreneurship Research and Education Network of Central European Universities. He regularly publishes studies on entrepreneurship education. It also holds numerous events and conferences

2.2 Supporting services

The interest of virtually all governments in promoting education for innovation and entrepreneurship is present, but it must be made clear that the objective of this training is not simply to create more entrepreneurs, even if this is a result that occurs. A first objective set by administrations when legislating or regulating is, as set by the EU, "to improve employability, by creating active citizens with adequate skills for the development of their professional and personal lives". But there is a second, more specific goal directly associated with the creation of businesses and companies that are more competitive.

The first of these objectives is mainly related to the development of certain skills that promote the generation of ideas, innovation, project development, etc., while for the second more emphasis is placed on the acquisition of economic and management knowledge. Both are complementary, so we aim to shape the minds of young people, making them take a proactive attitude but also providing them with the knowledge, attitudes and competences that are at the heart of a culture that promotes innovation and entrepreneurship.

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"The sense of initiative and entrepreneurship" is one of the key competencies and refers to the individual's ability to turn ideas into action, that is, to put his ideas into practice. To complete this definition, it should be noted that entrepreneurship must assume that these actions add value, whether financial, cultural or social. Push and action are basic characteristics of the entrepreneur and this involves developing a number of competencies such as:

1. Creativity, understood as the ability to develop ideas and opportunities to create value, including the best solutions to existing and new challenges.
2. Vision, to turn ideas into actions. Visualize future scenarios to help guide effort and action.
3. Ethical and sustainable thinking, to assess the consequences and impact of ideas, opportunities and actions, evaluate the consequences of ideas that bring value and the effect of business action on the target community, market, society and the environment. Act responsiblely.
4. Motivation and perseverance, staying focused and not giving up. Be determined to turn ideas into action and meet your need to achieve it. Be patient and keep trying to achieve your individual or group goals in the long run. Be resistant to pressure, adversity and temporary failure.
5. Mobilizing resources, obtaining and managing the material, non-material, and digital resources needed to turn ideas into action. Make the most of limited resources. Gain and manage the necessary competencies at any stage, including technical, legal, tax, and digital competencies (e.g. through appropriate partnerships, networks, outsourcing, and outsourcing).
6. Working with others, team up, work together, and network—work together and cooperate with others to develop ideas and turn them into action. Make nets. Resolve conflicts and face competition positively when needed
7. Learning through experience, Learn by Doing: Use any initiative to create value as a learning opportunity. Learn with others, including peers and mentors. Reflect and learn from both success and failure.

To the extent that training seeks the development of skills and skills, it becomes clear that this training must cover the whole educational process of the person, from **child education** to higher education, even if the focus is depending on the educational stage in which we are. different levels of education have different needs. thus, at the earliest ages, it will focus more on developing creativity, autonomy or innovation, i.e. fostering entrepreneurial behavior in their actions. emphasis will be placed on positive attitudes and understanding the functioning of companies and their impact on society.

In **secondary education**, the focus will be on understanding business aspects and acquiring more specific knowledge, such as developing business plans, developing real innovation projects, managing resources, managing uncertainty and risks, and evaluating opportunities. At the higher levels of high school, emphasis will be placed on the classic concept of entrepreneurship, which refers to knowing how a business is launched, practical experiences and personal experiences of participation in society.

In **university education**, training should focus on understanding the value of innovation as a mechanism for harnessing scientific knowledge developed at the university and its application to enable them to be moved to the market, on how to transform them into organizations that add value to society, often

starting from start-ups – preferably with the capacity to become high-growth companies. all this also requires complementing the development of the business capacities and the art of entrepreneurship already addressed in lower educational stages.

On the other hand, there is a widespread complaint in most countries by employers that young people join the labour market without the right practical knowledge. In this sense, they believe that the approach between the company and the school/university should be encouraged and subjects with a greater business focus should be included.

These practices, although they cannot be considered to directly promote entrepreneurship, do help to improve the image of the company, promote the autonomy of the student in the sense that they force him to have to make decisions and plan his tasks without the control of the teachers and allow him to make visible the practical application of the knowledge they acquire in the school.

The regeneration of the economy is, under current circumstances, a priority issue for all countries. Although public administrations have broad responsibilities in this matter, civil society must also take an active role. This goal it will only be fulfilled if a certain cultural tradition is concluded: the tradition that enshrines employee safety, routine and health as the key to successful risk taking, challenge creation, innovation and job creation.

Many citizens have brilliant and valuable ideas that could contribute to the creation of new wealth and general improvement of our society. Many of these are young and brave people, but they feel disoriented in an apparent lack of means and opportunities.

We are very fortunate that our universities have learned to expand their educational mission beyond traditional content, train and evaluate in view of social and economic utility. Having a title is It is no longer as important as participating, knowing how to work, creating alliances and persuade potential partners about the value of our projects.

Training entrepreneurs is a demanding task, and that is the main reason why this report seeks to raise awareness on the best services, programs and initiatives developed. Hopefully, they will be used as models. Youth with great creative and managerial skills feel disencouraged when confronted with business realities.

Their lack of exposure to real business situations or environments often results in a perception of dullness, boredom and utter lack of emotions.

But, what is more exciting than turning vocation into career, transforming personal interests and talent into profession, turning dreams into shared realities, and working in what we really like and enjoy? What better way is there to demonstrate business ethics than to practice them? Isn't success measured by the creation of wealth, jobs and progress?

2.3 Best practices

Aware of the deficiencies in the promotion of an entrepreneurial culture, has decided to support the elaboration of this report, in which the different initiatives currently under development are analyzed and the best practices identified, with the prime objective of offering a benchmarking tool which may facilitate and contribute to the design and implementation of new actions, or the improvement of existing activities, for the promotion and support of entrepreneurship.

Pooling these references will undoubtedly contribute to foster higher commitment and participation of universities in the open environment of innovation and entrepreneurship, highlighting which type of initiatives should be continued and which should be improved upon.

The best practices have been classified into ten categories.

2.3.1 Non-curricular entrepreneurial education

Education are not only the starting point for career development but also the first place where students are exposed to business realities. It is therefore increasingly common to offer specific contents on entrepreneurship for all students, including new undergraduates.

Typically, these contents will have a preparatory and motivational nature, illustrating tools, methodologies and attitudes necessary for an entrepreneur while promoting a proactive mindset which may create a personal path: lectures by entrepreneurs, seminars and courses of up to 30 hours, or large events with a public impact, such as the Entrepreneur Days.

Other initiatives for a more advanced and active audience provide personal assessment and tracking, combining training sessions with face-to-face mentoring and sometimes "virtual classroom" methodologies. The focus is usually set in the first stages of a new enterprise, including seminars on funding, or workshops on management methodologies.

Many universities grant ECTS credits for participation in these non-curricular activities.

2.3.2 Curricular entrepreneurial education

Curricular entrepreneurial education usually consists in certain subjects included in course curricula. Depending on the institution and degree, they may be optional or mandatory, and focus on the entrepreneurial process with the assignment of a business plan, or on transversal competences training.

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Some universities are updating their academic offer in those Degrees related to Business Administration. While traditionally these studies were aimed at future managers of already existing companies, new and ambitious degrees have been designed specifically for training entrepreneurs.

This approach is shared by official Masters Programs. For instance, in some innovative MBAs the teacher resembles a consultant or facilitator that guides the students throughout the analysis and development processes.

2.3.3 Centers for training, advice and incubation of business ideas

This category compiles all centers or units that host entrepreneurship experts and deliver assessment, material support and different services to potential/active entrepreneurs, with the exception of scientific-technological parks, which have been included under the letter D of this glossary (Technology-Based Entrepreneurship).

Training, assessment and business incubation centers include:

•   Career centers and entrepreneurship units: They deliver tailored counseling and assessment on the methodologies needed to start a business idea, identify objectives and plan project tracking. Occasionally they also also mentoring actions, where an experienced entrepreneur shares his/her know-how acquired in real environments.

•   Preincubators: Experts deliver free assessment to entrepreneurs who already entertain a business idea. Although the most common service offered is personalized support for the development of a detailed and realistic business plan, facilities and equipments are also temporarily made available, and training courses and advisement on financing options are provided.

•   Incubators: Available for entrepreneurs who have already created a company:

1) Low cost equipped offices, meeting rooms, lecture halls, cafeteria, shared printer/copier/fax and so on.

2) Services, such as information, legal, tax, labour and accounting assistance, business counseling and orientation, financing and investments, prototype design, intellectual and industrial property, PR, etc.

•   Centers and schools for entrepreneurs: They compile all services for entrepreneurs provided by the main institution –usually a private university, financial institution or business school. They focus on a specific profile, and combine very advanced training with assessment services in a holistic approach which also supports competitive improvements to existing companies.

2.3.4 Technology-based entrepreneurship

Technology-Based Entrepreneurship has been defined as "ways in which entrepreneurs draw on resources and structures to exploit emerging technology opportunities". At the crossroads of technological research and business creation, provide the following structures to support these critical projects:

• Scientific-Technological Parks: self-managed, they are in permanent contact with nearby universities and research centers. Their mission is to support the birth and growth of spin-offs, and technology intensive companies located at the park. For this reason, their facilities normally include specialized business preincubators and incubators.

• Research Transfer Offices: The meeting point for research groups and companies. Their main activity consists in the identification of research results, analysis of their transfer potential, contract and patent management, etc. Promoting collaboration in stronger university-business relationships by means of centralized services.

2.3.5 Entrepreneurship chairs

Some large companies have created chairs for the development of entrepreneurial education in collaboration with universities. Collaboration is sought with a large number of entities at the national and international levels. Typically, these chairs fund and cofund initiatives driven by experts, but they may also open their own calls and invest liberally in new business projects promoted by undergraduates, graduates and alumni.

In other cases, private institutions fund or co-fund entrepreneurship chairs in one given university. Their actions may include motivation courses, introduction to new technologies for business, case studies, start-up workshops, lectures, seminars, and research on the world of entrepreneurship and the new economy.

2.3.6 Competitions for entrepreneurs

Entrepreneurship competitions target new business projects, as well as the detection and support of skills and capacities needed to set up a new venture.

Aim of the competitions:

- The idea.

- Elaboration of a business plan.

- Set-up of a company.

- Improvement of business activities.

Competition models:

- Present an idea to access the prize.

- Present a business plan to access assessment and subsequently a final round.

- Stage contests: filter projects upon completion of different partial goals.

On general terms, entrepreneurship competitions usually comprise different Phases:

- Preparation and submission of the project.

- Feedback to submitted projects (to all or to those reaching a certain stage) for its revision and improvement.

- Project presentation to different audiences. This activity enhances personal, social and communication skills, multiplies the new brand and broadens the contact network.

- Prize award (economic or of different nature).

2.3.7 International programs for entrepreneurs

Since the Lisbon Strategy was deployed, entrepreneurial education has been defined as the engine for a more dynamic business culture, resulting in the commitment of Member States to reinforce linkages between higher education institutions and companies, to develop business culture in education, and to consolidate the common market.

International programs for the mobility of entrepreneurs aim at teaching advanced business cultures to young entrepreneurs with short stays abroad. For this reason, they are usually carried out between remote regions. In this sense, entrepreneurial culture is promoted through internationalization strategies.

Stays may be complemented with training programs that methodologically integrate the mobile experience and the business project, including cultural keys needed to move abroad successfully.

2.3.8 Virtual hubs and networks for entrepreneurs

Many entrepreneurial education activities –especially hybrid courses– provide online support platforms. However, this section only includes fully online initiatives. All these actions have classic online tools such as chats, forums, direct messaging, and file upload/download. Some are very close to the e-learning concept, with a higher participation of experts; many are social networks specifically designed for entrepreneurs which translate the reality of networking into telematics.

The case may be about closer platforms that communicate alumni, or open networks for any potential entrepreneur –similar to a specialized professional social network.

These are some of the defining features:

•   Virtual spaces for company presentations and product demonstrations.

•   Information on calls, news, trends.

•   Lectures (streaming, live broadcasting, recorded sessions).

•   Access to success stories.

•   Links to supporting institutions.

•   Counseling services.

2.3.9 Networking for entrepreneurs

Networking events differ greatly from one another in duration, attendance, degree of specialization or scope. In all cases, they promote the interaction of entrepreneurs with other entrepreneurs and stakeholders such as mentors, businessmen and managers, investors, business angels and public administrations.

A perfect setting for the presentation of new projects, they also offer excellent opportunities for emerging markets, identification of synergies between similar or complementary initiatives, and access to investors and financing.

Associative and permanent initiatives, such as the entrepreneur clubs, are also included in this section.

2.3.10 Collaborations and other activities related to entrepreneurship

This section includes any actions not fitting into the abovementioned categories or those driven by external institutions with the participation of one or more universities.

We can comment on some specific good practices by differentiating them into three more common types of experiences:

✓ **Collaboration with others**

The best way to develop these competencies is to perform out-of-classroom experiences that allow students to connect with the real world. Ideally, they would be part of the mandatory or regular curriculum of training, but it is not the norm.

It aims to make students aware of business experiences to improve their vision of the company. These experiences take different forms:

- talks, conferences or workshops given by managers, professionals or entrepreneurs.

- visits to companies.

- internships in workshops or business laboratories.

- periods of stays in companies

Some examples:

– Speakers for School. An educational charity program that provides schools with free conferences of business leaders and influential characters. The organization has a number of volunteer speakers and ensures the speaker's fit with the theme the center wants to address. Events last 1 hour, about 40 minutes of which are dedicated to student questions.

– Founders for school. Similar program but aimed at bringing students into contact with entrepreneurs. In this case there are other fundamental differences, such as that there is no organization that contacts the speakers but it is the teachers themselves who are looking for them, using a platform. The organization has nearly 14.000 business leaders willing to talk about their business models.

– **EntreCompFood Community.** In the framework of the EntreCompFood project, collaborative communities of entrepreneurship at the local level have been built with the aim of creating synergies between entrepreneurs, offering centralised information on entrepreneurship in the food sector, and providing a space for reflection and exchange on entrepreneurship and its challenges.

Online platforms for professional networking are today essential communication tools for entrepreneurs and LinkedIn is by far the professional social network par excellence.

That is why, in addition to the conduct of workshops and webinars, LinkedIn Coco pages have been created to contribute to community animation and to give students of the EntreCompFood training program access to a professional network focused on entrepreneurship in the food industry that will allow to share and centralize information, such as awards and competitions, project calls, webinars, conferences, fairs, as well as new business methods in the agri-food sector.

✓ **Project-basic learning. Making innovative projects**

Project-based learning shows great potential, but the most important thing is that facing real problems increases students' interest and stimulates critical thinking. Unlike traditional teaching, students work as a group on complex problems that require extensive analysis. The role of the teacher goes from transmitting information to facilitator, helping students raise questions, structure tasks, acquire new knowledge and collaborate with others. students develop new skills related to the ability to plan, communicate and make presentations and solve problems.

As illustrative examples we can cite:

– Next Level. It is a program of the Danish foundation for entrepreneurship and consists of developing an idea and putting it into practice. The goal is to develop ideas for a product, process, event or something that brings value (or entertainment) to others. Value can be financial, cultural, or social. The activity involves creating a project plan. This program concludes with students participating in a national competition with economic prizes for the best ideas.

There are also cases where the presentation is made at local product fairs where they have to seek acceptance from consumers, such as the German program Play the Market.

– Entrum. It is an Estonian program of development and contest of entrepreneurship ideas for young people. It establishes a 4-step process to create an entrepreneurial mindset, combining formal and non-formal education and with a very broad spectrum of interactive activities, which are developed monthly and include: opportunities to share the experience of entrepreneurs, seminars and games that develop entrepreneurial skills, development of business projects, personal coaching sessions and practical activities developed by young people. networks are established between local entrepreneurs and young people to create ventures. The program ends with a national business idea contest and the winner gets support for the development of his start-up or social project. In this program it is very important to collaborate with third parties and it involves more than 200 organizations including schools, universities, chambers of commerce, entrepreneurial advisory services, associations, small and large companies, etc.

– Vianeo. Within the framework of our teaching, we rely on a digital platform called Vianeo which exists in freemium version and allows innovative entrepreneurial project leaders, through a teacher's animation, to work on their project by forcing them to ask themselves and answer all the essential stakes

that will allow an idea to reach a market (Why believe in this project ? Who are the users and their problem to solve? How to integrate into the existing ecosystem? Are there partners and competitors? With which solution(s) will the users' problems be solved? Who are the customers and how does the project make money?

– **Moodle**. Moodle is a free online Learning Management System distributed under the GNU General Public License written in PHP. Developed on the basis of pedagogical principles, it enables the creation of learning communities based on content and activities. The word "Moodle" is the abbreviation for Modular Object-Oriented Dynamic Learning Environment.

In addition to the creation of courses using integrated tools (resources and activities) for use by trainers, Moodle offers the possibility of organising courses in the form of streams which also give it characteristics that are specific to the implementation of complete teaching systems. In addition to a Content Management System (CMS) already mentioned, Moodle also adds numerous tools for pedagogical and communicative interactions creating an online learning environment: this application makes it possible to create, via the network, interactions between pedagogues, learners and teaching resources. Thanks to its modular architecture, Moodle takes advantage of plugins developed by its community to allow the extension of its functionalities and thus meet specific needs.

✓ **Launching virtual or real companies**

The third type of practice has to do with developing business skills through the creation of virtual or real companies. These practices involve developing skills such as creativity, risk management, team management, ethical and sustainable thinking or decision-making.

In some cases mini-enterprises are virtual, while in others they are real and involve the realization of administrative procedures for the creation of a company, the disbursement of capital by shareholders, etc.

As illustrative examples we can point out the following:

– Tenner. It is a British programme, promoted by Young Enterprise (YE), aimed at students from 11 to 19 years old and consisting of providing 10 pounds of seed capital to students to set up a business over a 4-week period and compete for maximum profit. To help students, yE organizes a half-day session to teach them basics. in the end, students compete nationally to reward the best mini-enterprise, rated both the profit generated and the social impact achieved.

– The Buying and Selling Event. It is an American program that is part of eminently commercial practices. the organization funds students to buy products and resell them. students learn concepts such as supply and demand, buying, marketing, selling, etc.

– **ECOTROPHELIA Competition.** ECOTROPHELIA aims to promote entrepreneurship and competitiveness within the European food industry by setting up a training network of excellence in food innovation and by organising national and European food innovation competitions "The Student Awards of Food Innovation". It is a great platform of innovation and inspiration for the food industry. It allows us to capitalise on the boundless creativity and energy of our brightest and most enterprising students, supported by the best universities and higher education institutions.

The competition is a major catalyst:

- Offering students large-scale learning and training, confronting them with real-life situations, the rules and laws of an uncompromising and ever-changing market.

- To develop a culture of curriculum innovation, by bringing about changes in teaching methods, in particular through project-based learning, in direct contact with professionals in the sector.

ECOTROPHELIA is an incubator of "real ideas" for the food industry, it is a marker of the consumer trends of the Millennium and Z generation.

We must provide tools and methods for the use of entrepreneurs in our establishments, and there are other types of entrepreneurship support, such as competitions or entrepreneurial networks, that can have a profound impact on the development of individual entrepreneurial will and motivation.

This type of support plays an important role in individuals' abilities to identify business opportunities, validate business ideas and access resources such as customers, business partners, suppliers and advisors.

Finally, we provide a list of some DIGITAL RECUSROS that can be useful in support of our activity for the development of skills in digital environments.

Mindomo	**MINDOMO** BRAINSTORMING INFORMATION ANALYSIS AND SYNTHESIS *Tool to create mental and conceptual maps collaboratively*
Trello	**TRELLO** SCRUMBOARD *Task visualization tool for teamwork*
slack	**SLACK** COLLABORATIVE WORK *Shared workspace made up of channels, in which the people on the team communicate and work together.*
pttrns	**PTTRNS** WEB PROTOTYPING FAST DIGITAL PRODUCTS *A collection of interface designs that you can use as a source of inspiration.*
POP	**POP** MOBILE APP RAPID PROTOTYPING DIGITAL PRODUCTS *This tool allows us to capture prototypes drawn on paper, with the mobile camera and give them interaction.*

	CANVA MULTIPLATAFORMA GRAPHIC DESIGN *Tool that allows you to create designs in a very simple way*
	POWTOON WEB PLATFORM ANIMATED PRESENTATIONS
	MAGISTO STORYTELLING VIDEO MULTIPLATFORM
	SYMBALOO *Virtual dashboard to share links and resources online with the rest of the team*

3. Structure of the new learning content

As said in EntreComp playbook Entrepreneurial learning beyond the classroom, no two entrepreneurial learning activities are the same, nor an algorithm to produce the perfect intervention. Even when a format is defined, each learning group, each context has its own circumstances and a facilitator must adapt and make the most of those circumstances

Therefore, strategy manuals are not a process guide; rather it provides a selection of guidance tools for them to experiment with and create their own map for teaching and business learning.

Business methods provide explicit guidance to professionals to create value for others. They establish a logic that structures thought and action, prescribing steps and offering tools to be used at every stage of the business process. The methods are based on both research and theory, as well as the practices of real-life entrepreneurs.

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Pedagogical methods also aim to guide teachers and trainers to cultivate EntreComp Competencies that include perseverance, resilience, self-efficacy, creativity, teamwork and sensitivity to ethics and sustainability consequences of actions. All aim to encourage learning through experience, offering students something to act on, such as a problem or a challenge. They are based on questioning and research and promote mindset growth.

3.1 Values and Methods

Lifelong learning encompasses a broad spectrum of learning environments and contexts, each with different characteristics. Starting from EntreComp, we are committed to supporting our students/entrepreneurs to develop their business competency, not in a specific way to do so. We present six methods, three come from the practical company, three from the pedagogical. Each method has different approaches; however, each of them can be used to foster business competencies.

EntreComp playbook, Entrepreneurial learning beyond the classroom provides a selection of guidance tools to experiment with and create our own map for teaching and business learning. It sets out nine principles that any business learning facilitator should consider when designing business teaching and learning.

Each of the methods can be adapted with the 9 principles to help structure practical experiences of value creation so that students become more entrepreneurial.

3.1.1 Values

| E | N | T | R | E | C | O | M | P |

1. **EXPERIENCE**. Plan the entrepreneurial learning experience.

E
Entrepreneurship is action-oriented, and entrepreneurial learning must be based on hands-on business experience. Developing entrepreneurship as a competence is much more than learning about entrepreneurship and is based on the power of learning by creating value. EntreComp indicates that any value creation initiative is a learning opportunity, and learning through experience is one of the competencies that make us entrepreneurs.Therefore, when designing a business learning activity, a key element is to create an action framework, establishing the right climate for experimentation, flexible adaptation, and creating opportunities for failure, reflection, and recovery. Whenever possible, this should be done in a real-world environment. Ensuring that the process has numerous iterations is a great way to ensure that you learn through experience, testing ideas and progressively refining assumptions based on what works and what doesn't.

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2. **NOVELTY**. Focus on new value creation.

N Business learning is always part of a problem whose solution is not yet known. More importantly, the problem in question is often misdefined and permanently changing. Creating new value is often the ultimate goal of a business process. In turn, learning to be an entrepreneur requires students to explore ways to create new value. The important thing is that novelty is a continuum that goes from the new to the individual to the new to the world. Business learning can occur by developing solutions that are new to the individual or project team.

Generating new values for others is not a linear process, and should not be treated as such. It is an exploratory effort, requiring creativity, the ability to cope with ambiguity, uncertainty and risk and to learn from experience, three of the competencies of EntreComp. Instead of giving step-by-step instructions, or selecting the ideal mix of techniques to generate ideas, you - as a learning facilitator - need to think about novelty through a series of iteration cycles that can include: generating multiple ideas with purpose; test ideas with intended beneficiaries; discard, combine, prototype and further develop ideas. You should also carefully plan how to create a learning environment that is conducive to generating new ideas that promotes research and sees temporary setbacks and failures as learning opportunities.

3. **TRIGGERS**. Embed triggers for emotional learning.

T Emotions are always present in learning processes, especially in those aimed at students collaborating to deal with poorly defined problems, unexpected flows of events, with time constraints. The experimental nature of business learning brings with it an emotional dimension that can be harnessed. Evidence is growing that addressing the emotional side of learning is worthwhile and can increase self-efficacy, business passion and building business identity.

As an educator, you are invited to plan opportunities for students to learn emotionally important events and processes and expose them to face with ambiguity, uncertainty, and risk, one of The EntreComp Competencies. This can be done by establishing challenging tasks, causing students to leave the training room, go and interact with their intended user groups, beneficiaries or clients, with supporters or potential detractors of their ideas, injecting uncertainty throughout the process, causing students to work as a team or exerting time pressure, for example by advancing deadlines.

4. **REFLECTION**. Use reflection to make learning visible Reflexión.

R Business learning is intrinsically eernial, but for learning to occur, we need to reflect on the experience. Reflection allows us to learn, refine assumptions and improve ideas at every step of a learning process. Reflection also allows us to extract general principles from each learning situation to apply them to new situations, becoming the basis for further learning.

Reflection promotes meta-cognition, which is essentially the ability to understand the thought processes themselves, including learning processes. Increasing awareness of one's strengths and weaknesses, such as apprentices, team members, creative thinkers, resilient agents, etc. helps in self-directed learning.

As an educator, you can emphasize reflection by incorporating iterative cycles of discovery, ideation, and testing into the process, but also by asking students (individually or as a group) to reflect on their learning experience. They can do it in writing or orally. When they perform this self-reflection exercise, the results of their learning become apparent, in turn contributing to greater self-efficacy, which is one of EntreComp's competencies.

5. **ECOSYSTEM**. Connect with the wider ecosystem.

Entrepreneurship is a social process rooted in a specific community. A business ecosystem is a set of interdependent actors within one of these communities, which together interdependently form the foundation of productive entrepreneurship. They can be local companies, non-governmental organizations, or community associations. These entities represent a source of real-life challenges, experiences, and examples that can offer exceptional learning opportunities.

You can start by inviting representatives of the local ecosystem to present student challenges, or create a report for students to develop a project. Connecting the learning experience with the ecosystem allows you to identify key players. These can help turn ideas into action, in mobilizing resources to turn ideas into actions, including information, competencies, and that experience learners may lack. In addition, real experiences of failure help students understand that failure is part of learning and the business process, and cultivate both their motivation and perseverance, which are part of the 15 competencies of EntreComp.

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6. **COLLABORATION**. Promote collaboration Colaboración.

People rarely work in isolation. In the case of business learning, this is especially the case. Entrepreneurship is an individual and collective competition. The simple fact that to create value for others you have to interact with them and involve them in the process makes it a process of co-creation. Collaboration, i.e. participation in fruitful group activities and student teamwork in a business learning experience, can inspire and deploy a variety of knowledge, skills and attitudes.

Working with others is actually a business competition in itself. It requires the ability to recognize and respect others, develop empathy and emotional intelligence to tune in with others, actively listen and incorporate

the contributions of others, team up with others around a common goal, work as a team effectively, as well as the ability to expand the network itself to increase the impact.

Therefore, encouraging students with collaborative tasks encourages them to develop one of the 15 competencies defined in The EntreComp, while emotional triggers that can facilitate learning.

7. **OTHERS**. Engage others.

O Business learning depends on value creation. Value creation pedagogy requires students to apply their new or existing knowledge, skills, and attitudes to create something of value for at least one external stakeholder outside their own group (class, course, functional unity in an organization). The value that is created can be of any kind: economic, social, cultural, including environmental or emotional.

Creating something of value to someone else requires empathy, which means that one has to have the ability to put onesewhere, to understand their problems, to take their point of view and involve them in the process of creating value. At EntreComp empathy is one of the learning outcomes that make up working with others, one of the 15 competencies included in the framework.

When choosing a problem, or making students choose a problem to address based on their own curiosity, drive, and passion, it is critical that you guide them to engage with others in order to take a new perspective and frame the problem in a novel way. Encourage them to interact closely with those who are expected to benefit from the value creation process to collect key information, detect opportunities, and gather feedback on ideas. Beneficiaries, users, customers can provide very useful information at any stage of the process; can commit to getting feedback or to become co-designers, equal partners in the collective process of turning an idea into action.

8. **MENTORING**. Be a mentor for the learner.

M As a business learning facilitator in adult learning, you should go beyond organizing activities so that your students acquire all the prescribed content in a curriculum or curriculum. You are called to create opportunities for students to independently develop their own learning, to become self-directed students.

Instead of thinking about what tasks you need to plan for students to achieve a set of learning outcomes, you're called to become your students' mentor and coach. It is expected to reduce your dependence on you as an educator, push them to leverage your previous experience, take on new roles, and learn from them immediately as you face new situations.

By acting as a mentor rather than an instructor, you contribute to the development of your self-efficacy, which in turn nurtures your ability to deal with uncertain, ambiguous and complex situations and self-directs your learning while creating value.

This is not an easy step to do, and if it seems daunting remember that there is no such thing as the perfect mentor. Each has to develop their approach, following the interests, passions and desires of creating value of the students. You can start small, opening your teaching to student-led projects and progressively allowing more freedom to your students. EntreComp's progression model can help you understand how student autonomy develops.

9. **PROGRESSION**. Assess progress through multiple methods.

Business learning is a complex phenomenon where each student has a different experience, mediated by their own interests, aspirations, emotions and previous level of competence.

In addition, business learning is placed in a social context, where interactions with others shape the learning process. Evaluating business learning is not an easy job.

Assess whether a student has achieved what the business learning intervention was designed to possibly obtain is not even the work in question.

In business learning, there are no standardized tests that make it easier to classify a student's performance. When learning is driven by students' curiosity, rather than trying to set fixed criteria for measuring achievement, you, as a facilitator, can focus on observing how students face the challenges of the business learning process and help them reflect on their performance.

Evaluating how students perform tasks isn't the only way to evaluate progress.

Thoughtful learning, for example, is based on individual or collective reflection of students and aims to foster self-directed learning and the growth mindset.

Peer evaluation involves students evaluating each other and contributing to their ability to accept valuable criticism from others, as well as to provide constructive feedback to others.

To help students progress in their business learning, you should be open to the unexpected, looking for answers/solutions that surprise you, rather than answers that match predefined expectations.

EntreComp's learning outcome statements will help you align learning activity with auto-assessment questions that guide you and the student in the assessment as learning, rather than in the learning assessment.

L et us now address the pedagogical approaches commonly adopted in business training aimed at promoting the skills identified in EntreCompFood. We recall that the EntreComp model includes 3 competence areas that reflect entrepreneurship as the ability to transform ideas into actions that can generate value for people other than oneself: "Ideas & Oportunities", "Resources" and "Into Action".

"Ideas & Oportunities"

Contributes to the emergence of an entrepreneurial/innovative opportunity. The skills to be developed in this area are creativity, vision or ethical and sustainable thinking. These skills can be developed through **ideation techniques**. Ideation refers to the process by which everyone can come up with ideas through a creative process of production, development and communication. Perfectly associated with co-creation, ideation takes shape through a set of exercises or methods that boost creativity, stimulate imagination and collective invention. The main advantage of Ideation compared to **Brainstorming** is the wide range of exercises which encourage collective work both orally and in writing. This makes it possible to choose and adapt each Ideation method according to the progress of the project, the problems encountered, and the composition of the team and the character of each collaborator. Where Brainstorming could block those, who are less at ease orally and in public, the different Ideation methods favour collaborative work in a friendly and educational atmosphere. Simple ideation methods such as **Zero draft**, **Brain writing** or **Forced login** could be used within the framework of EntreCompFood to develop all the skills of the training programme but mainly those of the "Ideas & Oportunities" domain.

"Resources"

Pushes the learner to have an entrepreneurial and/or innovative stance. It groups together the competence "Motivation and perseverance" and the competence "Mobilising resources" which has several dimensions: personal resources (i.e. self-awareness and self-efficacy, motivation, perseverance), material resources (e.g. means of production or financial resources) or non-material resources (e.g. specific knowledge, skills, and attitudes). **Gamification** is a method which consists in transposing the mechanics of play into a non- playful domain, to solve real life problems or improve an offer. Training gamification promotes the development of this type of skill and its applications. Modern pedagogical approaches such as **Serious Game**, **Escape Game** or **Pedagogical Game** allow skills to be developed and learning to be improved through a pedagogical and collaborative experience. Participants are active and engaged through an original, interactive and effective experience, mobilising their resources and working on their perseverance and motivation. To develop skills in the field of "Resources**"** it is also interesting to work on problem solving. As an example, we can quote **Call for a hero**, a game where small groups will imagine how their problem could be solved, if it were given to a known character, fictional or real. The aim is to choose a personality or superhero who you think has the qualities required to help develop the project according to your ideas, or on the contrary a less conventional character, who could propose solutions that you wouldn't even dare to imagine.

"Into Action"

Consists in being in action, i.e. acting and launching an innovative project. Tools to help build the company's business model such as **Lean startup, Business model Canvas** and **Design Thinking** encourage an entrepreneurial stance and a clear idea of the project. The previously described approaches such as **Serious Game, Escape Game** or **Pedagogical Game** can be used to strengthen teamwork and experiential learning.

Taking into account the 15 competencies described in EntreComp and the nine principles on which they are based, we can choose the method that best suits us.

(1) Classrooms as learning communities

The classroom as a learning community approach posits that learning is a process of co-construction, which is rooted in interacting with others. Learning is thus the product of a social process where individuals grow their knowledge by learning together as a collective, by contributing to a communal effort. Research has shown that in classrooms which operate as communities, learners feel part of a whole, they feel they are in control of the collective result; they are open to diversity and help each other learn and understand that learning happens collectively. To turn classrooms into learning communities, the following practices have been pinned down:

1. Community forming. Create the community by getting to know each other and having members share their stories, recognise diversity and appreciate the contribution it brings;

2. Agenda setting. Focus on an issue to address and plan intentional learning;

3. Activities for collective learning. Run activities that promote community learning, such as reciprocal teaching, development of dialogue, and assign group goals for assessment;

4. Community governance. Ensure that responsibility and control are shared and that there is a collective agreement on the "the classroom we want".

5. Community climate. Encourage prosocial behaviour, nurture trust, facilitate learners helping each other to learn, provide a sense of belonging.

RESOURCES

Sharing the output of collective learning is a powerful means to engage learners in co-construction: a presentation in front of an external audience, blogs, and podcasts offer the opportunity to document the process while enhancing digital competences too. Empower the learners to be owners of their learning process through jigsaw tasks, where the group is divided into small teams (not more than 5 or 6 members), designating each of the team members a specific profile to construct knowledge together. Working on peer assessment and reciprocal feedback is also a useful strategy to turn the pedagogical approach of the classroom as a learning community into practice. Gibb's reflective cycle can be used to guide individual and group reflection.

FIND OUT MORE

www.chriswatkins.net/download/111
www.jigsaw.org
www.ed.ac.uk/reflection/reflectors-toolkit/reflectingon-experience/gibbs-reflective-cycle

(2) Playful experimentation

Playful experimentation is about fostering imagination, playing with possibilities, establishing connections and following intuition. It is about empowering learners to tinker in a safe environment. Playful experimentation leverages previous knowledge, in that it promotes combining ideas in unusual ways, to explore what could happen if things went that way. It makes it clear that learning is not the end destination of an education or training programme, rather it happens along the way, while living a practical (entrepreneurial) learning experience. In play, means are more valuable than ends, so learners dare to try different non-conventional ways to achieve the goals. Process is more important than outcomes. Playful experimentation builds and leverages learners' engagement. Safe playful spaces support learning from failure, management of risk-taking, creativity, collaboration and innovation. By giving learners the opportunity to select how to proceed in exploring the problems and experiment with alternative approaches in a safe learning environment, it nurtures their motivation and increases the enjoyment of learning.

Researchers have identified 5 key characteristics that should be considered to set up a playful learning activity:

1. Make the experience joyful.

2. Make the purpose clear and meaningful to the learner.

3. Encourage learners' engagement in doing things (e.g. generating multiple ideas, experimenting with alternative scenarios, building and testing prototypes).

4. Iteratively loop idea generation, prototyping and evaluation.

5. Create opportunities for interacting with others

RESOURCES
Innovative use of traditional games and toys can serve to foster creativity and associations of different knowledge realms. The method of thinking with hands, handcrafting the ideas in three-dimensional artefacts is a very powerful tool to promote lateral thinking and reflection. Learners are more creative and more efficient when solving problems with their hands. Visual thinking tools, like mind mapping, facilitate the association of ideas and establish these associations in the memory of the learner. Techniques such as role-play and storytelling enable learners to experience different situations without fear of ridicule and failure and make them empathize with other realities. In addition, gamification can be a powerful tool to integrate narrative, experience, emotion, progress and motivation in the training process, achieving lasting learning over time. Particular forms of playful learning may be more appropriate in certain contexts; social, cultural or gender biases can condition learners' predisposition to learning experiences, so it is important to adapt them to the specific situation (space, time, target group).

FIND OUT MORE

conference.playthinklearn.net/blog

(3) Effectuation

Effectuation is rooted in the understanding of humans as creators of the future, resulting in the assumption that the future can be controlled and/ or created through human action. Effectuation was initially introduced as a set of heuristics used by experienced entrepreneurs to develop new ventures. Effectuation is about controlling the future rather than predicting it. When it comes to the actions of entrepreneurs, this control or creation happens in a social process. Entrepreneurs focus on possible outcomes that can be created with the available means at their disposal. Committed stakeholders are essential to effectuation; continuous interaction with stakeholders is necessary to shape goals, combine or recombine resources, and create entrepreneurial artefacts, which can be new ideas, new firms, new organisations, new markets or new institutions.

Five principles form the backbone of effectuation:

1. Do not wait for the perfect opportunity. Mobilise the resources you have available and start by asking 'who you are, what you know, and whom you know?'

2. Entrepreneurship is an uncertain affair. Limit risk by estimating how much you can afford to lose.

3. Creating something new is rife with surprises. Embrace the surprise factor and adapt. Try to use it as a potential advantage.

4. To make an idea materialise is often a social effort. Reduce uncertainty by forming partnerships with people and organisations.

5. Not everything can be controlled. Focus on activities that are within your control rather than attempting to predict the unknown future.

RESOURCES

Effectuation can be supported through a number of tools, such as means inventory, affordable loss assessment template, and effectual ask to uncover available resources. These tools can aid in the assessment of risks that are involved in venture creation activities, guide the formation of the network of stakeholders, and inform how to control the outcomes of a particular action.

FIND OUT MORE

www.effectuation.org

(4) The Lean Startup Method

The Lean Startup method is a set of practices for helping entrepreneurs increase their odds of building successful ventures. Inspired by the principles of lean manufacturing (i.e., avoiding waste and optimizing resource spending), it is founded on the realisation that although our judgment may be faulty, it can be improved by repeated testing of our theories. Such repeated testing or purposeful experimentation provides evidence to reduce uncertainty about sources of uncertainty. Insights are gathered through close and constant interactions with current and potential customers and are used to validate or invalidate key assumptions.

Through a process model called "build-measure-learn" loop, the Lean Startup method advocates three concrete steps:

1. Break the idea into its constituent components, map them onto assumptions that can be tested and build a 'minimum viable product' (MVP) to allow for collecting feedback as a way to test such assumptions. (An MVP is a version of the product with the smallest set of features that is built to provide relevant insights to help entrepreneurs validate or invalidate their assumptions.)

2. Test the MVP with users and objectively analyse the results of the completed experiments to validate or invalidate key assumptions.

3. Learn from the results and refine the next round of experiments.

RESOURCES

The proponents of the Lean Startup method propose a number of prominent tools. These tools include but are not limited to: "Customer Development Framework", which consists of four steps of customer discovery, customer validation, customer creation, and company creation; "rapid prototyping", a collection of techniques used to quickly fabricate a model of an idea (physical or virtual); "agile software sevelopment", a collection of principles such as short feedback loops and adaptation cycles, iterative, incremental, and evolutionary processes, and focus on quality. Other tools such as targeted experiments, customer interviews, physical prototypes, concierge, "A/B" tests, and "fake door" tests all allow for quick feedback collection and advancement of the process.

FIND OUT MORE

www.learningstartup.org

(5) Project-based learning

Project-based learning is a consolidated pedagogical approach that seeks to nurture inquisitive learners by actively engaging them in realworld projects. The Buck Institute for Education offers a model for project-based learning based on the following project design elements:

1. Identify a question, a problem or a challenge to address. The learning process is framed as a project to solve a challenging problem.

2. Proceed by questioning. Learners are engaged in a sustained inquiry based on posing questions, gathering information, combining approaches to shape and address the problem iteratively throughout the project.

3. Pursue authenticity. Learning happens in a real-world context, where the project creates real value for others and is rooted in what learners care about.

4. Foster learners' independence. To engage learners in a project, it is important that the project matters to them, that they can shape it and make decisions on how they approach it, organise their work and their team.

5. Promote reflection. Project-based learning puts a lot of emphasis on self-directed learning, based on learners' (supported by their teachers/mentors/facilitators) reflection on the process, the obstacles encountered, the information they are lacking to proceed and devise strategies for overcoming them.

6. Give, foster and collect feedback. Learners give, receive, and use feedback to improve both their ideas and the process to turn it into action.

7. Share outcomes to an external audience. Part of the authenticity component of project-based learning resides in having learners present their work to an external public.

RESOURCES

Project-based learning can be implemented through various tools, many of which emerge from the expanding technological educational space. Video presentations, employment of actionable models for guiding operations, setting up concrete goals while allowing for alterations in their structure, capitalisation on electronic databases, use of embedded and online coaching aids, group process methods, self- and peerassessment techniques, web mind-map tool, and concept mapping are some of the most common tools practiced as part of project-based learning.

FIND OUT MORE
my.pblworks.org

W e propose to develop EntreCompFood skills within the framework of training courses based on **project-based learning,** allowing for a strong involvement of the learners and the concrete implementation of the "soft skills" selected within the project.

The EntreCompFood learning pathway will be structured as a sequence of courses (modules) and quizzes that enable learners (identified target user groups) to master entrepreneurial skills in small steps.

The learner will be enrolled in a specific learning pathway which will comprise a number of courses in a particular order. As the learner completes each course, he or she will have access to the next one and will need to follow all the courses in order to complete the whole learning pathway.

The two main channels of course delivery will be offered to the target user groups in the most appropriate form: face-to-face and online.

Learners will follow their so-called "pre-requisite" courses (specific to each institution), which are essential for drawing up a project, and in parallel with the EntreCompFood courses to develop their soft skills. In addition to the project and the EntreCompFood pathway, the institution may offer additional types of support for entrepreneurship to help learners practice and/or launch their projects

The leaners are in a "learning by doing" situation based on concrete projects that they define themselves in order to make them their own.

To this end, several pedagogical approaches are used: the facilitation of creativity sessions, the use of adapted and recognised case studies, also the use of digital tools such as the VIANEO platform and entrepreneurial approach and the training of students in pitching.

The skills to be developed in these modules relate to entrepreneurial skills in particular: creativity and openness to the innovation process, structuring a coherent project, evaluating an idea, analysing a market and defining a strategic opportunity, outlining a business model, identifying the means to be implemented, working in a collaborative manner and communicating with professionals.

If the learner wishes to develop a business creation project, culminating in the creation of an economic activity, support can be continued within an incubator.

As an example, we present below the functioning of the Food'Inn Lab, an incubator specialising in food sciences within AgroParisTech. The Food'Inn Lab, an incubator specialising in food sciences, offers mainly scientific and technical support, as well as support for overall strategic thinking thanks to the Vianeo tool.

The selection of projects and their leaders is based on an initial examination of the written dossiers, followed by a 40-minute oral presentation (20 minutes presentation; 20 minutes questions/answers).

(6) Design Thinking / SCRUM

We also opt for the Desing Thinking method and SCRUM method.

What is Design Thinking?

Design thinking is a mindset, as presented to us by the company IDEO in its publication "Design Thinking for Educators", available on the portal www.designthinkingforeducators.com. It is a methodology that considers analysis and reasoning as important as intuition for problem solving. We break down a problem, divide it into smaller parts, analyze them, think a lot, without limits, as much as we can and everything we can think of, empathetically and together with other team members, then we will be much closer to finding the solution we are looking for.

· It's human-centered. "It starts from deep empathy and understanding people's needs and motivations"
· It is collaborative "Several minds are always more efficient in finding the solution to an isolated problem than an isolated mind"
· It's optimistic, "Trust that new and better things are possible and that you can make them happen"
· It's experimental "It gives you permission to fail and learn from your mistakes"

The design process. In Design Thinking the design process consists of 5 phases: **(1) Empathy, (2) Definition, (3) Ideation, (4) Prototyping** and **(5) Testing**

PHASE	DESCRIPTION
(1) EMPATHY	The center of any Design Thinking process is occupied by people who can receive/use the product and/or service we are designing. Empathizing with these people is the key, we need to understand what their real needs are and what aspects are relevant to them.
(2) DEFINITION	This is the phase in which we locate "insights" or revelations, with this term we mean that information that allows us to understand the reasons why people have a number of needs or desires and establish the focus of action from which we can continue to advance in the design process. It requires overcoming the barrier of the obvious and making use of intuition. As a result of this phase we define the challenge to be solved.
(3) IDEATION	In this phase we will generate as many solutions as possible in response to the creative challenge or challenge that we have defined above. To do this we need to break the usual limitations of thought, being recommended that the process be facilitated and based on some technique of generating ideas.

(4) PROTOTYPING	Developing prototypes allows us to make tangible ideas, converge different proposals, show ideas in a clear way and interact with them. In rapid prototyping processes it is advisable to start in a very simple way, using for example paper and pencil and increase the definition of the prototype cycle by cycle. In this way we can move from a paper prototype to a physical or digital prototype in an agile way and without using many resources.
(5) TESTING	We show the potential user the design made. We watch you as you interact with design leaving behind our own ideas and prejudices. Empathy is again essential at this stage. At the end of the test we collect and analyze the information. We may need to incorporate some improvement into the prototype, new design hypotheses may emerge.

What is SCRUM?

Scrum is a framework, a set of values and practices that invites teams and organizations to work in small, self-organized teams. These teams decide what, how and when to use these practices and pursue learning and continuous improvement.

How does SCRUM work? The SCRUM methodology works from the following elements:

• The principles and standards necessary for its proper development.
• The roles of the people who make up the team and the commitments associated with each team.
• A series of instruments that will facilitate the management and monitoring of work, called "Artifacts".
• The life cycle that the project will follow.

DECALOGUE OF PRINCIPLES AND RULES

1. Scrum develops from cycles, each of these cycles is known as sprint.
2. One of its principles is to reduce risks as soon as possible.
3. Sprints have a fixed duration and should try to maintain this duration throughout the project. An iteration is not extended to achieve its goal.
4. The equipment operates in a self-managed manner.
5. It has a reference person for the correct development of the methodology. Its main function is to remove locks.
6. An appropriate communication environment is provided and the importance of the people involved in the project, especially the team, is strengthened.
7. Tasks are always visible to everyone.
8. Tasks or functionalities that add value to the project are prioritized.
9. At the end of the sprint, a sample of the work done is made.
10. Learning throughout the process is continuous.

THE PROJECT LIFECYCLE: THE SPRINT

The Sprint. Sprint is called each of the iterations performed in Scrum. Each Sprint is divided into a series of phases that we could call:
1.- Planning: the amount of work to be done during the Sprint is assumed and organized.
2.- Working period: the team works on the user stories committed to the support of the Product Owner.
3.- Job delivery: the completed work is analyzed and shown to the customer for feedback.
4.- Sprint Analysis: The team analyzes the sprint gear that ends to detect possible points of improvement in future iterations.

Each of these phases results in an event:

PHASE	ACTIONS
PLANIFICATION	**SPRINT PLANNIG** Sprint Planning meeting
WORKING PERIOD	**DAILY SPRINT / WORKING MECHANICS** Daily meeting
DELIVERY OF WORK	**SPRINT REVIEW** Meeting to review what has been done in the Sprint
SPRINT ANALYSIS	**SPRINT RETROSPECTIVE** Retrospective meeting

3.2 Structure

The material we offer below is aimed at transforming our workspace into an incubator of entrepreneurial ideas. It is intended to be a versatile material, which can be used regardless of the context in which it is applied and the educational and/or professional profile of the persons to which it is addressed. It can be very practical when programming a course, subject or even an activity that may be related to entrepreneurship, social entrepreneurship, teamwork or agile process management.

En el primer bloque presentamos el marco teórico y los pilares en los que se asienta la metodología de trabajo propuesta en la incubadora, en el segundo bloque se presenta una hoja de ruta con los pasos a seguir para montar tu propia incubadora y en el tercero un toolkit o caja de herramientas de materiales diseñados específicamente para seguir el itinerario.

Entrecomp should be a starting point adapted to the different personal styles of entrepreneurship and the interests of the entrepreneur. Each must focus on the competency development needs demanded by its own context at all times. As a role learning-based model, Entrecomp goes beyond mere knowledge transmission and sets learning objectives that take into account both knowledge acquisition and personal skills and attitudes.

Let us remember that from the definition proposed in Entrecomp, fifteen subcompetences associated with entrepreneurship are identified, grouped into three main areas. At EntrecompFood we focus on 7 of the 15 competencies:

IDEAS AND OPPORTUNITIES	RESOURCES	INTO ACTION
IDENTIFY OPPORTUNITIES	**SELF KNOWLEDGE AND CONFIDENCE**	**TAKE THE INICIATIVE**
CREATIVITY Develop creative ideas, without losing sight of their practical application	**MOTIVATION AND PERSEVERANCE** Focus and don't give up	**PLANNING AND MANAGEMENT**
VISION Work to achieve the goals set by a vision that anticipates the future of a project	**MOBILIZE RESOURCES** Gather and manage the necessary resources	**MANAGE UNCERTAINTY AND RISK**
VALUE IDEAS	**FINANCIAL AND ECONOMIC EDUCATION**	**WORKING WITH OTHERS** Team up, collaborate and promote the network of contacts
ETHICAL AND SUSTAINABLE THINKING Evaluate the consequences and impact associated with ideas, opportunities and actions	**INVOLVE OTHERS**	**LEARN FROM EXPERIENCE** Learning by doing

This model is flexible, as subcompetences are representative, but not unique to each area. For example, creativity is necessary both to mobilize available resources and to turn an idea into an action plan that generates value. Similarly, knowing how to work with others is a very useful skill when it comes to action, but also for either of the other two areas. Competencies are not hierarchical, nor does their development require a preset order. No competition is more important than another, nor does it have to work first to pre-unlock work with others.

As facilitators of this process, we have a responsibility to include in our planning the optimal space and tools that each entrepreneurial team needs to become strong with respect to each of these subcompetences and to observe and analyze the results achieved.

The environment in which entrepreneurial initiatives are developed is uncertain and changing. Entrepreneurial teams face a scenario in which many unknowns arise and such an approach allows them to move forward and move forward by making decisions empirically, thus reducing risks and favoring the work they develop to respond to real needs and bring value.

What pillars can we support? The **INCUBATION OF IDEAS** process we propose is a mexcla based on two main pillars: **DESIGN THINKING** and **SCRUM** and covered by the methodology "**learning by doing**"

PILLAR 1: DESIGN THINKING	PILLAR 2: SCRUM
WHY WE'VE SELECTED THEM AS PILLARS?	
- They are agile - DT will serve as a basis for the process of generating, prototyping and testing ideas - SCRUM will serve as a basis for us as a process management model	
DESIGN THINKING IN THE PROCESS OF GENERATING, PROTOTYPING AND TESTING ENTREPRENEURIAL IDEAS	**SCRUM AS AN AGILE METHODOLOGY FOR DEVELOPING THE IDEA IN SMALL TEAMS THAT WORK IN A SELF-MANAGED WAY**

The EntreCompFood learning pathway will be structured as a sequence of courses (modules) and quizzes that enable learners (identified target user groups) to master entrepreneurial skills in small steps or sprints. Students will follow their so-called "pre-necessary" (institution-specific) courses, which are essential for the development of a project, and in parallel with EntreCompFood courses to develop their soft (mutualized between institutions) skills.

In this way, the incubation itinerary of ideas consists of 10 STEPS or SPRINTS. At the end of each of these SPRINTS teams will have reached a **Milestone** within their process of generating sustainable entrepreneurial ideas with social impact.

Milestone have been marked following the phases of the **DESIGN THINKING** process and to achieve them, the people who participate in the **incubator**, are organized into small teams of between 3 and 5 people who advance in a cyclical and self-organized way, guided by teachers or advisors.

By following this process you can ensure that the incubated entrepreneurial ideas have developed in an agile manner and at the end of the incubation are in a phase of previability.

DESIGN THINKING   SCRUM

Project-Based Learning
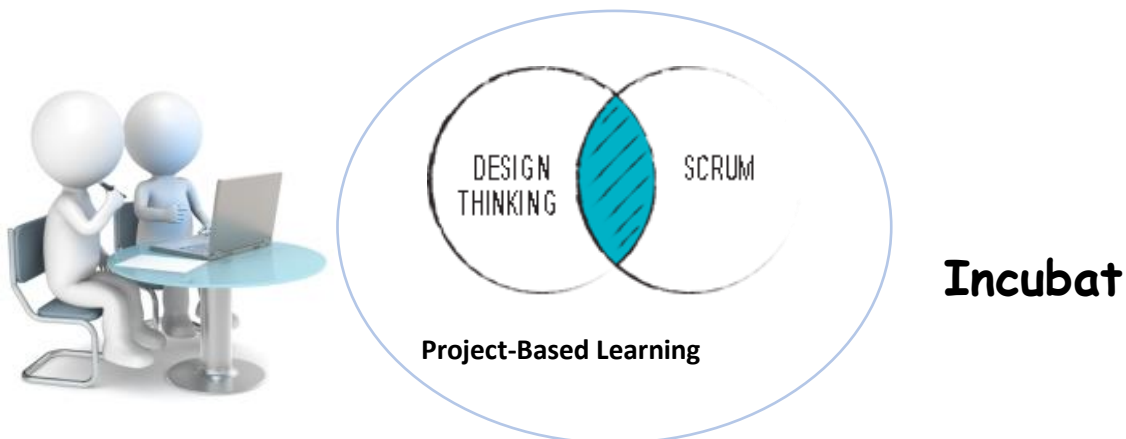
Incubat

WE UNDERSTAND THE INCUBATOR OF ENTREPRENEURIAL IDEAS AS A SPACE IN WHICH ENTREPRENEURIAL TEAMS WORK WITH A GOAL AND A METHODOLOGY TO FOLLOW, IN AN AGILE PROCESS FROM WHICH INNOVATIVE AND SUSTAINABLE IDEAS ARE OBTAINED, ACCORDING TO THE DIAGRAM OF THE PATH OF ENTRECOMPFOOD LEARNING

1. Team-oriented in the idea-generating process
2. Offering specific training in agile methodologies
3. Keeping track of the process
4. Offering mentoring
5. Being part of your community's entrepreneurial ecosystem
6. Giving teams resources and tools
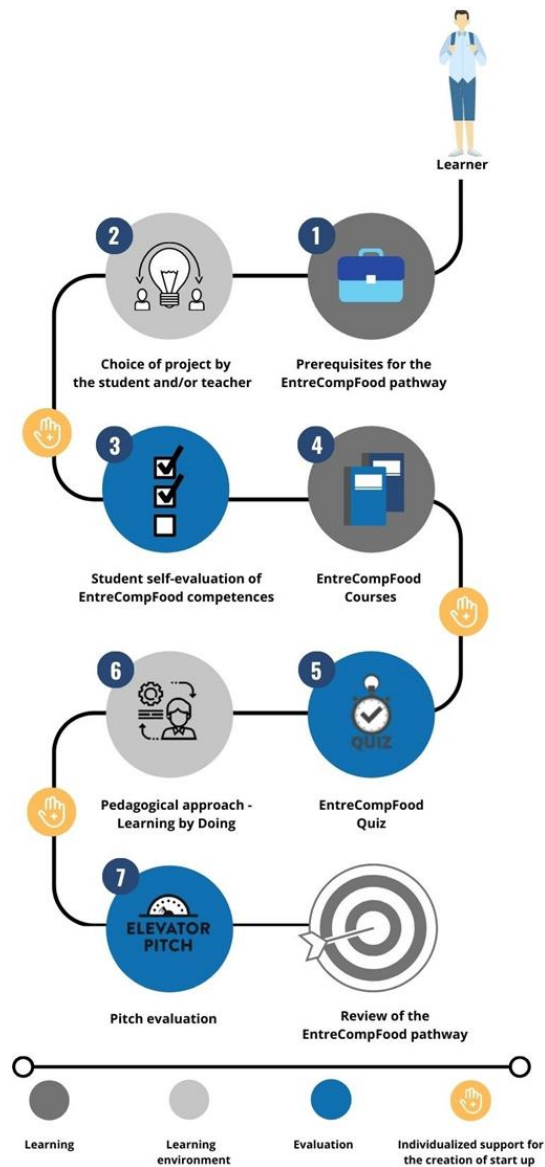
We created our **Incubator** through 10 sprints:

1. DEFINING CHALLENGES

What challenge do you face as an incubator promoter and facilitator?
How could we...?
… transform my workspace into an incubator of entrepreneurial ideas?
… guide participants in the process of creating innovative entrepreneurial ideas?
… be in direct contact with the entrepreneurial ecosystem of my environment, be part of it?
… lead change, make progress visible, create alliances?

What is the challenge for teams involved in incubating ideas?
How could we…?
… optimize our work, add our capabilities, take advantage of our strengths?
… respond to the social challenge with an innovative solution?
… develop a prototype of the solution?
… obtain valuable information from the prototype?

2. PLANIFICATION

| BEFORE	DURING	AFTER
Prepare YOU		
Design the PROJECT		
Prepare the SPACE		
Become part of the ENTREPRENEURIAL ECOSYSTEM		
Design a PLAN OF MARKETING AND COMMUNICATION		
	Present the CHALLENGE to the PARTICIPANTS	
	Establish TEAMS	
	Develop the ITINERARY (10 sprints)	
		FINAL EVENT

BEFORE

1.- PREPARE YOURSELF

It is very likely that before you begin some "enemies of change" will appear in your path such as fear, procrastination, lack of focus, conformism..., count on it and prepare to identify and overcome them using your best strategies. The end result is going to be very worth it.

2. DESIGN THE PROJECT

Before you begin, we recommend that you define the specific features of the project you want to carry out.

In fact, it is essential to adapt the itinerary to the objectives, people, resources and time you have established to develop the project. To do this, we have designed a Canvas that will allow you to define the key elements of your project in a visual, simple, agile way that facilitates collaborative work, in case you can share this task with someone else.

CHALLENGE

FINAL PRODUCT

ORGANIZATION

COMPETENCES

ACTIVITIES

RESOURCES
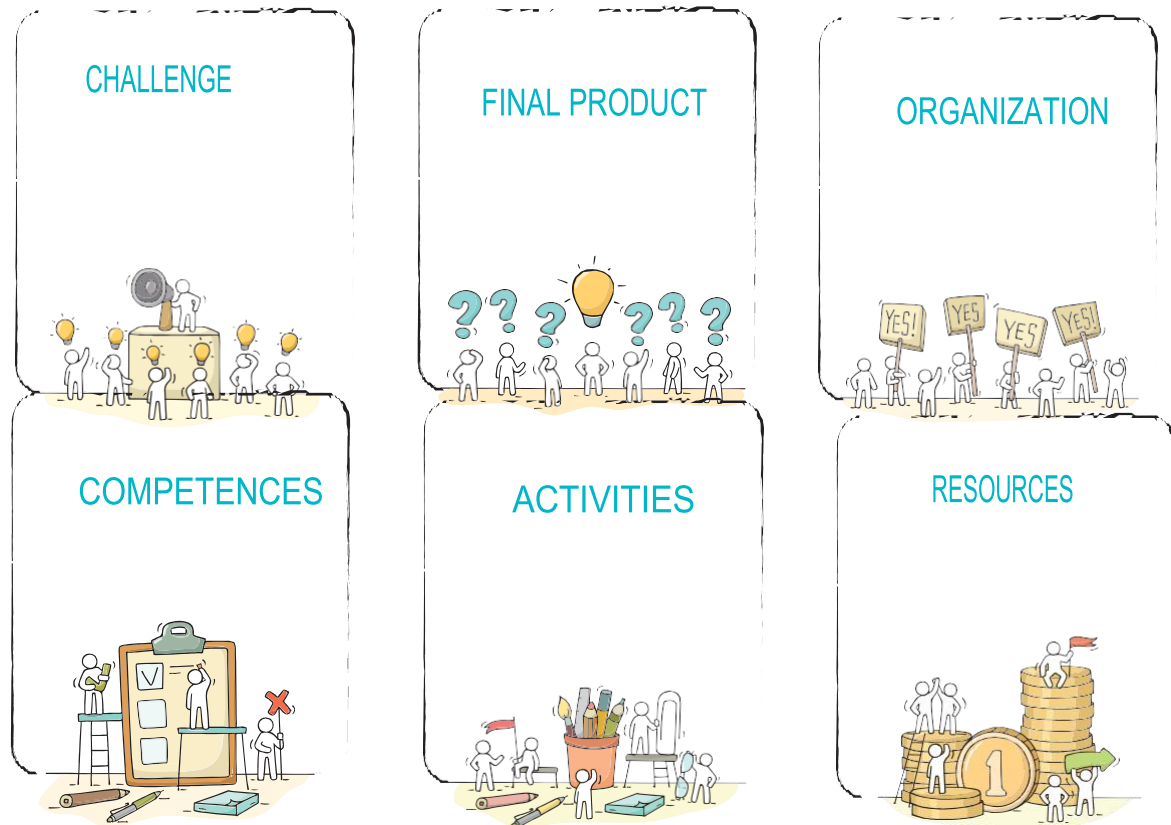
3.- PREPARE THE SPACE

We will need a space where you can work as teams, where information is easily shared and visible, people can work focused on individual or collective tasks, invite the activity and motivate.

Keys to transforming your space (conventional classroom, offices...) into an innovative classroom.

ORDER THE TABLES AS A TEAM. Boost cooperative learning.
THE WALLS ARE SLATES. Bet on adhesive vinyl paper, slate-effect paint or continuous paper to extend the possibilities of the wall. It turns walls into slates, they are flexible and versatile spaces in which to draw, project, map...
OPENS A DIGITAL WINDOW. You need a screen, an interactive whiteboard or a simple wall on which the digital dimension of space is projected.
USE THE ENTIRE WALL AND ALL THE WALLS. The walls are big surfaces that we often don't get as much out of as we can.
OFF-CENTER THE SPOTLIGHT. Help yourself to off-center classroom linearity by creating at least three spotlights: one in the digital space, one on one on the whiteboards, and one on each task on the team tables.
CONQUER THE CORRIDORS. The corridors can be learning spaces, some activities can take place there lightening the weight of the classroom.
CREATE STORES. You can hang images and equipment work from one side of the ceiling to another or along a wall. They are very useful because while the walls act as new slates, the clotheslines allow to animate the space with images of the projects of each sprint.
TAKE CARE OF THE LIGHTING. Avoid fluorescent lamps, if you have no possibility to change them you can cover them with sheets or fabrics in white tones. With this simple effect light gains clarity and naturalness.
INVOLVES PARTICIPANTS IN THE PROCESS. Launch the challenge to the participating Teams and create solutions collaboratively How can we improve the design of our space?, how can we design a space that facilitates learning?

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4.- BECOME PART OF THE ENTREPRENEURIAL ECOSYSTEM

You may be interested in programs, meetings... related to entrepreneurship that are developing in your community. Do not miss the opportunity to knock on the doors of other entities and/or people with which you can establish synergies and possible links, whether public bodies, social organizations, companies, key people... I'm sure they appreciate you sharing your project with them.

Whenever you can attend events, they are inspiring and favor the establishment of interesting contacts. Many efforts have been made in recent years to foster entrepreneurship and provide the entrepreneurial ecosystem with resources and tools.

5.- DESIGN A MARKETING AND COMMUNICATION PLAN

Whatever your context, this step is key. With a good marketing and communication plan you can achieve goals such as getting the support of your workplace management team, reaching the funding you need to get the project going, getting hold of a good network of collaborators and people who complement and support the project, directly impact your target audience.

To design it you need to ask yourself at least the following questions: What do I want to tell you? Who? By what means? What results do I hope to achieve? How do I measure the impact?

DURING

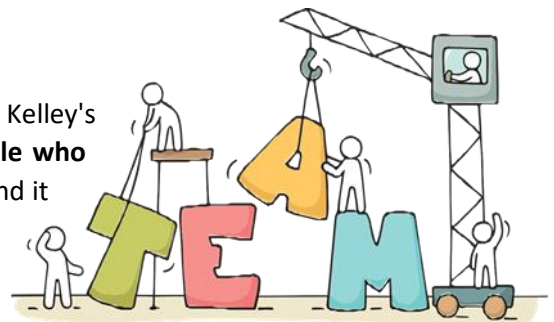**1.- PRESENT THE CHALLENGE TO THE PARTICIPANTS**

In 2015, the United Nations (UN) adopted the 2030 Agenda on Sustainable Development, an opportunity for countries and their societies to embark on a new path with which to improve everyone's lives, leaving no one behind. The Agenda has 17 Sustainable Development Goals, ranging from poverty elimination to combating climate change, education, women's equality, environmental advocacy or the design of our cities.

 We will align ourselves with the UN Agenda 2030, incubating projects that respond to social problems, are innovative and generate sustainable solutions.

2.- SET THE TEAMS

To do this we will take into account the 10 sides of Tom Kelley's innovation. This ranking identifies three key roles: the **people who learn**, the **people they organize**, and the **ones they create**, and it tells us that together they can accomplish extraordinary things.

There is no standard formula for setting up work teams based on these roles, among other things because we can all take multiple roles.

LEARNING ROLES		
ANTHROPOLOGIST		He does not stand still, he ventures to observe how people interact with products, services and experiences in order to come up with new innovations. He is very good at rephrasing a problem in a new way, humanizing the scientific method to apply it to everyday life. They usually have the following characteristics: observing with an open mind, empathy, intuition, the ability to "see" things that have gone unnoticed; a way to seek inspiration in unusual places. Curiosity is your most powerful tool.
EXPERIMENTER		He has a curious mind and open to fortuitous findings. Try and retest possible scenarios to make ideas tangible. Look for calculated risks, models for everything: products or services, look for proposals in order to come up with an efficient solution. Invite others to collaborate to share the fun of discovery, while making sure the whole process is over in saving time and money.
INTERPOLLINATOR		It makes associations and connections between seemingly dissex ideas or concepts to open new paths. Armed with a wide range of interests, an avid curiosity, and aptitude for learning and teaching, it brings great ideas from the outside world to bring your organization to life. People with these characteristics innovate through the discovery of an ingenious solution in one context or industry, and then successfully move it to another
ORGANIZING ROLES		
OBSTACLE JUMPER		He does more with less. He is a tireless problem solver who manages to deal with something that has never been done before. When faced with a challenge, it gracefully dodges obstacles, maintaining a firm determination, in a positive way.
COLLABORATOR		Guide from the center to create new combinations and multidisciplinary solutions. It has an interest in getting things done, it induces people to get out of the silos of their work to form multidisciplinary teams by eliminating the traditional boundaries that exist in organizations.

	More coach than boss, instills in your team confidence and the skills needed to complete the rideshare.
DIRECTOR	It has the ability to bring a team together and help activate the creative talents of its components. Through empowerment and inspiration, the person in this role motivates others to take center stage and embrace the unexpected
BUILDING ROLES	
ARCHITECT OF EXPERIENCES	Design experiences that connect with the latent or expressed needs of customers and/or users. He's a person who knows how to turn something ordinary into something memorable.
DECORATION DESIGNER	Take advantage of every day to bring your workspace to life and create scenarios where you can work better. Promotes work environments that stimulate creativity. It makes space itself one of the most versatile and powerful tools in the organization in order to meet changing needs and foster innovation.
CARER	He is a very attentive and empathetic person who enters into relationships with ease and understands the needs of people. It provides a comfortable atmosphere and good experiences.
STORYTELLER	Capture our imagination with compelling accounts of initiative, hard work and innovation. This person goes beyond the oral tradition to work with any medium that best suits the message he wants to convey and his skills: video, storytelling, animation, comic strips... It can awaken emotion and action, convey values and objectives, encourage collaboration, and create heroic characters.

3.- DEVELOP THE ITINERARY WITH SCRUM AND DESIGN THINKING

The itinerary travels through 10 sprints, when each of them completes the teams reach an important milestone in the process of incubating innovative, sustainable and socially purpose entrepreneurial ideas. Let's take a closer look at the working methodology in each of the sprints.

SPRINT	DEFINITION	MILSTONE
1	What problem/need are we going to solve?	We understand the challenge and select our problem to solve
2	What do we know about this problem/need?	We investigate the problem and its context
3	Who are we addressing?	Conocemos a nuestro cliente y/o usuario
4	Now yes, what problem/need are we going to solve?	We interpret the challenge
5	What solution do we propose?	We propose solutions and filter a single solution
6	How can we show it?	We prototype the solution
7	How do people interact and behave with this solution?	We test the prototype
8	What have we learned?	We incorporate improvements to the prototype
9	What is the impact of this solution?	We designed a broadcast/capture/crowdfunding campaign... and measure its impact
10	How do we convince with our idea?	We make an elevator pitch and present the idea

The itinerary runs sprint to Sprint. We have based on design thinking when defining the milestones to be achieved and have designed a series of canvases that will function as tools to achieve the objectives of the sprint and in turn, once realized, we can catalog them as pro- ducts to be delivered at the review meeting of the work carried out in the sprint.

SPRINT	DESIGN PROCESS PHASE	MILESTONE TO BE REACHED	TOOLS / PRODUCTS
1	**EMPATHY**	"Participants settle in work teams, understand the challenge they face, and select a problem to solve"	**CANVAS "TEAM" CANVAS "CHALLENGES"**
2	**EMPATHY**	"Teams conduct an investigation of the problem they have selected globally and identify and observe it in a nearby environment"	**CANVAS "WALL" CANVAS "ALBUM"**
3	**EMPATHY**	"Teams identify the different population profiles affected by the problem and empathize with each of them"	**CANVAS "PEOPLE" CANVAS "EMPATHY"**
4	**DEFINITION**	"The teams interpret and define the challenge they face, analyzing the root of it and building a story showing the conflict, the protagonists and the derived consequences"	**CANVAS "WHY" CANVAS "SCRIPT"**
5	**IDEATION**	"The teams propose solutions, filter them based on sustainability and innovation criteria and reach a consensus on what solution they will continue to work with"	**CANVAS "IDEAS" CANVAS "LEAN"**
6	**PROTOTYPED**	"Teams prototype the agreed solution"	**CANVAS "PHYSICAL PROTOTYPE" "SERVICE PROTOTYPE" "DIGITAL PROTOTYPE"**
		"Teams test potential users of their solution, based on activities specifically designed to interact with the prototype	

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7	**TESTING**	made, observe their behavior and collect valuable information that allows them to evolve the prototype shown"	**CANVAS "TEST"**
8	**TESTING**	"The teams analyze the information collected in the test, decide which aspects of the prototype should be retained, which to remove and which to modify and make a new version of the prototype"	**CANVAS "IMPROVEMENTS"**
9	**TESTING**	"Teams design a social media marketing campaign that allows them to validate hypotheses and measure the impact of their solution"	**CANVAS "SOCIAL NETWORKS CAMPAIGN"**
10	**TESTING**	"Teams identify key people for the development of your project and briefly expose them to it from a speech that summarizes the significant aspects of the project and incorporates a call to action for these key people"	**CANVAS "PITCH"**

AFTER

1.- FINAL EVENT

Once teams have passed the idea incubation process, organizing a final event is a key activity for several reasons: It is established as one more challenge in which to continue developing its entrepreneurial competence (learning)

- It allows them to show the prototype of their idea to potential stakeholders and/or people who can add value to them to continue growing the project (growth, ties, synergies)

- It provides visibility to the incubator and the projects that have been part of the project (presence in territory, consolidation of the project)

- Stage closure, moments of thanks and recognition, farewell.

There are many formats in which we can be inspired to organize such an event, for example:

- Round of elevators pitch
- Showroom, exhibition fair (possibility of networking, mentoring...)
- Pechakucha
- Fuck-up nights
- Hackathon
- Fair maker
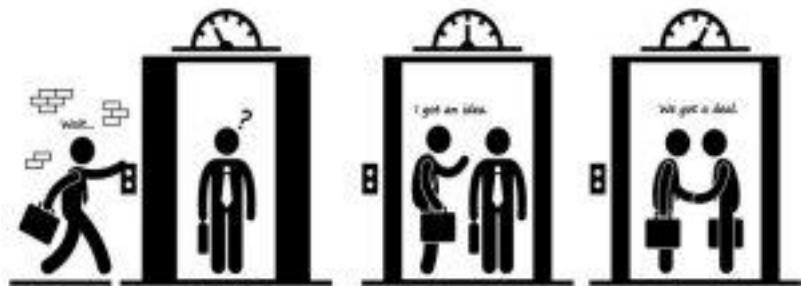
ACTIVE METHODOLOGIES

In the field of established and undejusted education, you can integrate this itinerary, or part of it, into educational projects in which you use active learning methodologies such as Project-Based Learning (PBL) or Learning Service (ApS) and enrich it by gamifying the itinerary and taking into account the Personal Learning Environment (PLE) of students.

PROJECT-BASED LEARNING (PBL)	Methodology that allows students to acquire key knowledge and skills by developing projects that respond to real-life problems.

LEARNING SERVICE (ApS)	In the ApS students learn while acting on real needs of their environment. To this end, they identify a problem in their community and commit to developing a solidarity project that solves or alleviates this situation. In this way, in the face of a social need, young people undertake an action of service to the community by awakening their talent and putting it to work for the common good.

GAMIFICATION	" Gamification is the use of game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems" (Karl Kapp) In recent years many teachers have joined the tendency to gamify their activities, projects and even their subjects.

PERSONAL LEARNING ENVIRONMENT (PLE)	PLE is defined as an environment that includes all resources, such as sources of information, digital tools, and activities, that help the student find, share, and manage knowledge to learn. The PLE is a change in the open educational methodology that encourages self-learning through Web resources, where the student is the center of the process and is the one who takes control of the teaching-learning process, setting their learning goals, managing their study and communicating with others.

The agile entrepreneurship methodology we have proposed for the incubator of entrepreneurial ideas, aligns with the use of active learning methodologies for various reasons:

Knowledge does not belong to you as a teacher, it is the result of the work process you go through with your students. In this process you will ask questions, investigate hypotheses and will draw conclusions together.

Students actively participate throughout the itinerary performing tasks involving complex cognitive processes such as identifying problems, prioritizing and collecting information, understanding and interpreting data and behaviors, establishing logical hypotheses and relationships, approaching conclusions, or critical review of preconceptions and beliefs. Our work as trainers goes far beyond exposing content in the classroom. In fact, the main task is to design and build that scenario that will allow students to develop the project autonomously. To do this, your tasks will be related to locating sources of information, procure content, facilitating and managing teamwork, assessing project development, resolving blockages, controlling work rhythms, making it easier for teams to achieve the challenge and assess the outcome.

4. Annexed

4.1 Proposal for content and methodology

The **general objective** of the project is the design of a face-to-face or online training itinerary on entrepreneurial skills and competencies within the agro-industrial sector, that is, the design of a set of training actions that develop specific capacities in entrepreneurship and basic business management in the field of this sector.

This pursues the following **specific objectives**:

• To offer the best advisory and training service in business skills and skills, as well as in basic business management to companies, entrepreneurs in the agri-food sector.

• Promote the development of the personal and professional skills of students that enable him to entrepreneurship and the start of a more effective and efficient economic activity.

• Meeting the needs and gaps present in entrepreneurs when starting a viable economic activity within the sector.

• Promote interrelationship and knowledge among industry members to achieve higher levels of competitiveness.

• Supporting entrepreneurs in the agri-food sector.

• Increase levels of efficiency and quality to promote innovation within the sector.

Project scope:

Temporary: the implementation period can be adapted by each institution.

Objective:

- Design and execute a **Preliminary Diagnosis** study of training needs prior to the start of entrepreneurship activity and basic business management for the sector.
- Design and execute a **Participatory Process** that sets short, medium and long-term strategic objectives, defines lines of action and establishes indicators and results, as well as evaluation and monitoring. Create a face-to-face or online training **itinerary** with specialized sessions in this sector based on the results of the previous diagnosis of training needs, covering the inadequacies detected.

Subjective: young people, companies and entrepreneurs in the sector, as well as teachers, agents and managers of the territory. Entrepreneurs from other sectors that can create synergies with the agri-food sector may also be recipients of this action.

Methodological: methodological scope is determined below

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Launch of the project

At the beginning of the project, it is proposed that a launch meeting be attended by project managers and the task **team** responsible for its implementation. In this regard, a person responsible for the project will be appointed by each institution, who will be responsible for the interlocution with other actors and for decision-making on organizational and operational aspects of the project.

Prior to this meeting, the task team will carry out a **Work Plan** for the project in which the different activities to be carried out with the updated timetable will be realized, presenting the same during the meeting and making the appropriate changes based on the contributions that arise. The Work Plan will establish the control and monitoring mechanisms provided for the project.

Preparation of training content

Our goal will be to **train professionals in the sector**, so that they are kept up to date on the topics directly or indirectly related to this discipline, through the realization of training actions, in the face-to-face or online modality, through an *e-learning* platform.

(1) Define the training content

For the elaboration of training actions we will meet the requirements::

- We will use various **narrative forms.**
- We will explain **precisely and effectively** the complex set of information.
- The information will be **tailored to recipients** and their needs.

(2) Topics:

- Training actions will cover different topics related to entrepreneurship in the sector. We will suggest new innovative and disruptive ideas.

(3) Define team tasks

● The project manager and academic coordinator:

- He will be responsible for the management and operational coordination of the team.
- You will allocate the appropriate resources.
- It will adjust the knowledge, experience and skills of each person, according to each training activity.

● Teacher / expert:

- You will perform the instruction design of the formative action.
- It will develop the pedagogical resources for its delivery.
- It will tutor the student in resolving the issues associated with the course content.
- Raise student evaluation activities.

● Facilitator:

- It will act as a stimulator of the training process It will encourage the participation of the student in the training actions.
- It will facilitate shared knowledge and collaboration among students.
- It will detect deviations of satisfaction from what is expected by students

(4) Define the duration

The number of hours of each formative action, minimum 75 h, will be defined.

(5) Set the values

- At the heart of the strategy of creating training content is the creation of **value** for the target, putting the user in the center. This, in addition to helping us achieve the goals, will provide us with virality and therefore contribute to community growth and increase their commitment.

- To this end, we will give priority to content of very **practical** and direct value, aimed at responding to topics of interest to citizens in the field of entrepreneurship in the sector.

(6) Establish the overall strategy

- The overall strategy in training content will be to develop very practical and ameal content, using gamification, the concept of "learning by doing" and other innovative training methodologies aimed at keeping your knowledge, skills and skills up to date.

- The tone of the training will be very clear, close and accessible, looking to create content that connects with the day-to-day life of professionals in the sector, invite you to reflect and give you concrete advice and/or actions that you can start applying in your daily life.

- If necessary, we will update the old training contents by adapting and updating existing information, making the necessary adjustments to update it to new formats or before the approval of new regulations, or the emergence of new agents or new trends in the sector.

(7) Evaluation

The evaluation model will have three key axes:

1. Contribute to constant monitoring of the program.

2. Ensuring the learning and use of the concepts and procedures presented by entrepreneurs.

3. Assess the achievement of objectives to be reflected in entrepreneurs' skills and professional skills.

The evaluation of the itinerary will be carried out continuously throughout the program, there are for each of the modules a series of activities that the entrepreneur/startup must carry out and that will be evaluated by the tutor.

These assessments will inform teachers and employers of the aspects to be improved and new goals to be met. The effort made by entrepreneurs the positive progress continued throughout each module are also aspects considered by tutors when establishing a numerical qualification as a global result of the entrepreneur/startup. The overall pedagogical evaluation of each entrepreneur/startup's program will result from the average of the different modules that constitute it.

(8) Proposal of contents

The **training itinerary** will consist of four main blocks, which coincide with the natural evolution of an entrepreneurship project:

1. **Entrepreneurship** in the agri-food sector: presentation of the general concepts of entrepreneurship and its application in the sector, detailing real cases and explaining methodologies and tools to generate ideas, develop business models and validate the hypotheses raised.

2. **Legal**: knowledge of existing legal obligations both for the company's own constitution and for its administration.

3. **Business management**: a set of modules designed to manage the company created in an optimal way, both financially and technologically. This block will address not only financing pathways available to entrepreneurs in the sector, but also proposals for business management in a technological and agile way.

4. **Business growth**: aimed at consolidating the company, this block encompasses modules aimed at improving the communication of the entrepreneur (picthing) and developing good marketing through traditional and online methods.

Entrepreneurship	
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4.4. Online marketing, strategy and sales management	4
4.5. Internationalization and external action	4
Total itinerary hours	75

1.1. Keys to entrepreneurship in the agri-food sector: what does it mean to undertake?

Contents

This first introductory module will contain a general characterization of the concept of entrepreneurship, presenting the basic concepts of entrepreneurship at the general level and knowing what key aspects should be taken into account when undertaking a project in the agri-food sector. All this will be accompanied by the exhibition of success stories of entrepreneurship in this industry, which can serve as a reference to the students of the training itinerary.

General objectives

• Raising awareness of the potential of entrepreneurship in the agri-food sector

• Familiarize students with the basics of entrepreneurship

Specifics objectives

• Sharing the keys to undertaking in the agri-food sector

• Know real cases of entrepreneurship in the agri-food sector

Program

• Entrepreneurship: characterization, basic concepts, applicable regulations and figures

• Current situation in the agri-food sector: sector framing, challenges and barriers

• Entrepreneurship as a way to respond to existing challenges and consolidation of the agri-food sector

• Keys to entrepreneurship in the agri-food sector: planning and implementation

• Cases of entrepreneurship success in the agri-food sector

Resources

• Success stories: selection and exposure of a total of 5 success stories in the agri-food sector, prioritizing those that have developed in our territory.

1.2. Creativity and generation of business ideas: methodologies and tools

Contents

To launch the start-up project it is important to start by clearly defining the roles, personality and expectations of a team, as well as strengthening its commitment and the values that propel them to the initiative successfully towards fulfilling its purpose. We will work additionally on the ideation process explaining different techniques, such as brainstorming, prioritization based on team motivations and analysis of related problems. To estimate the market opportunity we will use processes of sub-segmentation, evaluation of the size of the opportunity and analysis of the attractiveness of the different attributes of market niches.

General Objectives

● Identify the pillars and methodologies of startups, SMEs and companies.

● Understand the customer's development process (use, impulse, process, equipment, rules, sins).

● Understanding how to define a business strategy model, how to assess the size of a market and the potential for growth and competition.

Especific Objetives

● Identify and select the most useful ideas.

● Understand how to identify an urgent problem worth solving.

● Reflect on how to build a business model.

● Identify how to choose a target market segment.

Programa

● Defining objectives in an entrepreneurship project ● Tool: Team Canvas Template

● Customer development ● Tool: Idea Builder Template

● Tool: Problem Definition Template ● Market research

● Tool: Market Segmentation Template

Resources

Resources	That contribute?
Team Canvas Template	This activity template allows you to define a goal by a team that shares a purpose
Idea Builder Template	This activity template allows you to identify and select the most useful ideas
Problem Definition Template	This activity template allows you to define an urgent problem that is worth solving
Target Market Template	This activity template allows you to define a target market segment

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1.3. Business models in the agri-food sector

Contents

Companies that develop activities within the agri-food sector make up a fabric formed by a wide and heterogeneous set of business forms where tradition and innovation coexist with business models that partialize various aspects of the value chain to turn them into a business opportunity. Knowing the business models that have traditionally been taking place in the agri-food sector and the new trends is essential to develop an entrepreneurship project in the sector, inso can help identify the key aspects that it has to have to conform as a stable and sustainable business model.

General Objectives

● Present existing business models

● Familiarize students with business trends in the agri-food sector

● Contextualize the development of a business in the agri-food sector

Especifics Objectives

● Define the key elements of a business model

● Knowing how the development of new technologies has affected business models in the agri-food sector

Program

● The value chain: creation, production, marketing, distribution and valuation.

● Traditional business models in the agri-food sector

● New business models of the agri-food sector (social networks, decentralization of activities, dependence of large companies on distribution, etc.).

● Identification of key resources in an agri-food company: Business Model Canvas

Resources

Resources	That contribute?	
Business model canvas	View or build a business model from a set of 9 key elements: key activities, key resources, partner network, value offering, channels, customer relationships, cost structure, and revenue streams	
Description of real business models	Explanation of real examples of business models in the agri-food sector	

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1.4. Prototyping: How to validate our hypothesis beyond interviews?

Contents

This module closes the discovery phase of the Lean Startup process. We will need to quantify the value we bring to the customer and actively test the products that our competitors have built and that our potential customers have access to. To properly map these alternatives to our solution we identify the search chains for which they are positioned, the funding they have obtained and their history as business initiatives. To validate that the solution we intend to build makes sense before we start doing so, we will create an experiment in smoke test format or low fidelity viable minimum product. Finally, we will analyze the distribution channels, as well as the positioning in each of them to show that there is enthusiasm on the part of some group, capturing the first users.

General Objectives

● Understanding the components of the value proposition

● Know the different alternatives agile development

● Task and role tracking processes in scrum

Especific Objetives

● Detailing the value proposition ● Estimar el valor aportado

● Map the different customer interaction steps

● Backlog of features and sprint planning

Program

● Presentation: Customer Tasks ● Canvas: Customer Journey

● Presentation: Value Proposition ● Canvas: Value Proposition

● Presentation: Competitive Analysis ● Lienzo: Posicionamiento Competitivo

● Presentation: MVP (Minimum Viable Product) ● Canvas: Risk Prioritization

Resources

Resources	That contribute?
Product Lace Canvas Template on the Market	This activity template allows you to detail the value proposition
Value Proposition Quantification Template	This activity template allows you to estimate the value contributed
Customer Lifecycle Template	This activity template allows you to map the different customer interaction steps
Sprint Planning Template	This activity template allows backlog of features and planning of the sprint

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Legal

2.1. Legal forms and constitution procedures: what steps to take to set up a company?

Contents

The creation of a company is often perceived as a set of bureaucratic procedures linked to a broad set of regulations with unclear language and difficult understanding for those who do not have a legal profile.

That training therefore seeks to set out, in a simple and clear way, the legal forms in which business activity can be carried out in the agri-food sector and what steps need to be taken in accordance with current legality.

General Objectives

● Familiarize students with the main legal terms that must be taken into account in order to form a company

● Reducing existing uncertainty in the legal world and removing fear of dealing with it

Especific Objetives

● Know the legal forms under which a business activity can develop in the agri-food sector

● Learn the steps to be taken to set up a company or start a business activity in the agri-food sector

Program

● Applicable regulations

● Existing legal forms for the development of a business activity in the agri-food sector (cooperative, limited liability company, association, etc.)

● How to choose the legal form: need to delimit the product or service offered

● Procedures/steps to be followed to form a company according to each type of legal form.

2.2. Business Administration: What regulations do I need to consider when managing a company? (I)

Contents

Knowledge of legal aspects is not only relevant during the creation phase of a company, but there are also several conditions that must be taken into account once the company is already underway. In this sense, having basic knowledge of aspects such as payroll, social security acquisitions or conventions, for example, are aspects of great importance for the development of a professional activity, even more so considering that most companies in the agri-food sector are SMEs or self-employed people who do not have specific departments for the legal field.

General Objectives

● Familiarize students with the main legal terms that need to be taken into account in managing a company

● Reducing existing uncertainty in the legal world and removing fear of dealing with it

Especific Objetives

● Know fundamental aspects for the development of a company from a legal point of view, especially in the relationship with other people and institutions

Program

● Educational cooperation agreements

● Labor contracts

● Payroll

● Civil Liability Insurance

● Occupational hazards

2.3. Business Administration: What regulations do I need to consider when managing a company? (II)

Contents

Continuing with the legal bloc, this module develops some essential aspects for the development of the agri-food sector, focusing especially on data protection and intellectual property issues.

Objectives

● Know the aspects of data protection and industrial property that should be taken into account in the agri-food sector

Program

● Partners agreement

● Trademark and domain registration

● GDPR (General Data Protection Regulation)

● Patents and industrial property registration

Business Management

3.1. Financing channels: what sources of financing are available?

Contents

One of the main aspects for the creation and consolidation of companies, both in the agri-food sector and in other sectors, is to have sufficient funding for this. It is therefore essential to have a general presentation of the different sources of funding that are available, covering both the general ones for all sectors and those specific to agri-food companies. To this end, this specific module on financing routes will be carried out, where not only public and private sources will be exposed but the main characteristics of each and the steps to be taken to access them.

General Objectives

● Disseminate existing funding sources for the creation of a company through simple and clear language

Especific Objetives

• Know the sources of public funding that exist and their main characteristics.

• Explain how to get private financing through private investment.

Program

•Existing public funding sources for entrepreneurial projects: direct aid and indirect funding/aid models. Description of major sources at European level (e.g. Horizon Europe), at the state level and at the regional level in all regions of the project.

• Private financing: o Informal Private Investors (FFF – Family, Friends, Fools): very close people, who know the entrepreneur well, and who bet on him "blind", knowing that they risk a lot and without demanding profitability.

o *Crowdfunding*: Get funding from private investors using specialized internet platforms

o *Equity crowdfunding*: investors get shares or stakes in the company

o *Business Angels* (BA), highlighting the aspects that a BA analyzes to invest (viable, feasible, invertible character, entrepreneurial DNA, etc.)

o Venture capital: minority equity through capital. Characterization of venture capital funds or venture capital firms.

• Other options: Grants

Resources

Resources	That contribute?	
Crowdfunding platforms	Presentation of the main existing crowdfunding platforms: investment partners, Inverem, The crowd agne, Nestarter, Ynverison, Bihoop.	
Visualization of the financing stages of companies	Presentation of the main stages of financing of companies prior to the exposure of existing sources, so that each of the sources is fully grouped with the phase to which it corresponds.	

Contents

The purpose of the module is to validate that the project is replicable and scalable. We will carry it out by completing several sales using the same process and knowing its associated cost. To achieve this we will start by working on how to select, motivate and manage high-performance talent with different types of remuneration. We will define a process to list and approach the advisors that would be needed to maintain an unfair advantage. We will continue to work in the project partners and define their role or long-term compensation so that they continue to provide customers. We'll analyze costs to understand profitability metrics. Finally, we will clearly establish what the company's medium and long-term objectives are in the form of measurable challenges.

General Objectives

● Understanding the right metric to self-assess project progress

● Analysis of alternatives in terms of revenue models.

Especific Objetives

● Identification of the conversion funnel ● Understanding pricing processes

● Understanding the establishment of barriers to competitor threats

● Identifying strategic alliances

Program

● Presentation: Income Model● Canvas: Income Alternatives

● Presentation: Pricing Scenarios● Canvas: Pricing Strategy

● Presentation: The Startup Culture● Canvas: Unfair Advantage

● Presentation: Partner Strategy● Canvas: Whole Product

Resources

Resources	That contribute?
Test Template AARRR. A = Acquisition A= Activation R=Retention R=Revenue R= Referrals	This activity template allows you to identify the funnel of conversions
Pricing Scenarios Template	This activity template allows you to understand pricing processes
Unfair Advantage Template	This activity template allows understanding of the establishment of barriers to threats from competitors
Full Product Template	This activity template allows identification of strategic alliances

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3.3. Collaboration spaces: how to work with corporations?

Contents

To validate the first hypotheses about the identified urgent problem, we learn how to find and interview 30 corporations in the chosen customer segment. We will then process the qualitative information derived from these conversations to convert it into quantitative information that allows us to focus on a specific problem, which has been highlighted in the interviews. Once you've defined who has the problem within the corporation, we'll take a closer look at your day-to-day life, your purchasing criteria, and the decision-making unit around you.

General Objectives

● Identify observable behaviors in pioneering users

● Process for creating a problem interview script

● How we should conduct an interview to make it useful

● Knowledge of the decision structure in B2B environments

Especific Objetives

● Selecting the channel to talk quickly with pioneering users

● Reducing the anxiety of talking to strangers

● Importance of the prototype user for a consistent design

● Quantification of qualitative information

Program

● Presentation: Contacting the first customers ● Canvas: Interview Organization

● Presentation: The script of the interview ● Canvas: Easy Interviews

● Presentation: Interview techniques ● Canvas: Person

● Presentation: Decision-making unit   ● Canvas: Interview List

Resources

Resources	That contribute?
Reaching Pioneer Users Template	This activity template allows channel selection to quickly talk to pioneering users
Interview Script Template	This activity template reduces the anxiety caused by talking to strangers
Interview Techniques Staff	This activity template allows you to see the importance of the prototype user for a consistent design
Decision Making Unit Template	This activity template allows quantification of qualitative information

3.4. Technology and digital transformation for business management: project management

Contents

Just as business models in the agri-food sector and other sectors are changing, so are the way they manage it, increasingly focusing on the use of IT tools and adding to the digital transformation process that is taking place at all levels. It is therefore appropriate in this regard to develop training dedicated to technology and digital transformation for business management, taking into account in this module the tools of project management.

General Objectives

● Add to the agri-food sector in the digital transformation process that is taking place in all sectors

● Familiarize students with the main aspects of project management

Especific Objetives

● Make project management more efficient in the agri-food sector through digital tools

● Publicize the main tools that exist

● Show an example of actual use of a project management tool (TRELLO, SLACK, JIRA)

Program

● Project management: existing basic concepts and methodologies

● Utility project management tools for the agri-food sector

● Demonstration of a project management tool: TRELLO, SLACK, JIRA (basic concepts, functionalities, dashboards, calendars, project allocation and budget management)

Resources

Resources	That contribute?
TRELLO, SLACK, JIRA...	Real-time visualization of the functionalities of a project management tool through the use of TRELLO, SLACK, JIRA...

3.5. Technology and digital transformation for business management: customer management

Contents

In line with the above, it is also necessary to know customer management tools. In this way, through the implementation of tools of this type companies in the agri-food sector can keep an ongoing track of the entire relationship with the customer (billing, satisfaction, interactions developed, etc.). In addition, these tools allow you to set notifications for contact reminders to customers and develop predictions of potential customer interests based on the relationship you have had with them, which can be very useful for customer entrenchment and business development/business activity.

General Objectives

● Add to the agri-food sector in the digital transformation process that is taking place in all sectors

● Familiarize students with the main aspects of customer management

Especific Objetives

● Making customer management more efficient in the agri-food sector through digital tools

● Publicize the main tools that exist

● Show an example of actual use of a customer management tool (PIPEDRIVE)

Program

● Customer management: existing basic concepts and methodologies

● Useful customer management tools for companies in the agri-food sector

● Demonstration of a customer management tool: PIPEDRIVE (basic concepts, functionalities, automations and predictions)

Resources

• Viewing tool usage in real time

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3.6. Security and Cybersecurity in the company

Contents

The digital transformation process referred to above also brings with it the emergence of new threats that advise taking into account a set of guidelines and recommendations. Therefore, this module aims to convey basic notions of cybersecurity that must be taken into account by professionals.

General Objectives

● Awareness of the basic problems that can occur through the use of digital tools

Especific Objetives

● Understanding the basics of cybersecurity and information security

● Learn how to protect information from intrusions, attacks and computer theft

● Learn how to use the Internet anonymously and privately

● Know and apply data surveillance and protection techniques

Program

● Safe browsing: definition and existing threats.

● Guidelines to follow for the safe use of search engines/email/instant messaging/internet of things

● Special mention of security from mobile devices

● Case study: how to identify phishing emails

Resources

• N/A

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Grow

4.1. Communication and elevator pitch: how to present and communicate as an entrepreneur?

Contents

This block aims to prepare the project for submission. We will be able to put ourselves in the investor's perspective to understand that it considers an invertible project and what methods it uses to carry out the valuation of the company, as well as what techniques we should use to compensate for the work of the partners with shares. We will also look at the various legal issues that concern the clear presentation in front of investors of the terms of pacts between partners.

General Objectives

● Transmitting the keys to pitch

● Understanding business selection processes

● Communicating the relationship between partners

Especific Objetives

● Safely master the content to be presented and its projections

● Constructively criticize a presentation

● Publish the project capitalization table

Program

● Persuasion with Logos, Ethos and Pathos

● Stories, Metaphors, Dreams, Impact

● Presentation content: Humor, Enthusiasm, Passion, Smile

● Structure, Rhetoric, Anecdotes, Appointments

● Interaction with the audience and generating attention

Resources

Resources	That contribute?
Plantilla de Presentación	Guide to how to make the perfect pitch
Cost Structure Template	This activity template allows you to identify the essential points of the cost structure
Capitalization Table Template	This activity template allows you to create the project capitalization table

4.2. B2B sales: How to exploit B2B sales?

Contents

In this module we will work on the keys to effectively present our project to clients, first understanding that we must have several presentation versions depending on the objective we are pursuing: we will not present in the same way if we send information by email because we seek to be granted a meeting to present to the investor. We must have a proper presentation for every moment of contact.

General Objectives

● How to create sales cycles, from plan to analysis ● Generating sales arguments at each stage of the funnel

● Commercial models. Pass filters in the sales process. Lead tracking and optimal price

● Attitudes, skills and trading tools and closing techniques

Especific Objetives

● How to predict and meet the customer

● Tools to visualize, design and correct the customer conversation process and encourage conversion

● Design of quantitative and qualitative metrics to measure results with price and profit margin obtained

● Farming, account maintenance

Program

● Presentation: Sale and Seller ● Canvas/Activity: List of Companies ● Presentation: The sales plan ● Canvas/activity: Maps of empathy ● Presentation: Commercial Execution or Performance ● Canvas/Activity: Argumental Process on Marketing ● Presentation: Analysis and collection ● Canvas/activity: Account management and business plan

Resources

Resources	That contribute?
Empathy Maps template	This activity template allows you how to predict and get to know the customer
Sales Positioning Template	This activity template enables Tools to visualize, design, and correct the customer conversation process and encourage conversion
Commercial Dashboard Template	This activity template allows the design of quantitative and qualitative metrics to measure the results with price and profit margin obtained
Customer Maintenance Template	This activity template allows Farming, account maintenance

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4.3. Business Perspective & Marketing Strategy: How to deal with your customer?

Contents

The module deals with traction techniques and aims to get irrefutable proof that someone, who is not part of our own team, is willing to pay for the product. We'll start by analyzing the 20 possible inbound and outbound marketing channels to choose the most attractive to launch a short-term customer acquisition strategy. We will also work on notification retention alternatives, incentivization processes for conversion through marketing automation or sales, and alternatives to viralize the product. We will continue to define the appropriate metric to self-evaluate project progress and collect data for measurements using web analytics. Finally, we will perform an analysis of alternatives in terms of the business models and price of our product or service.

General Objectives

● Understand the importance of constant monitoring of competitors' activities

● Understanding the different dimensions of Corporate Identity

● Understanding outbound marketing traction strategies

● Understanding inbound marketing traction strategies

Especific Objetives

● Identifying competitors' attributes to differentiate the difference ● Creating a landing page

● LinkedIn lead recruitment campaign ● Traction channel selection

Program

● Presentation: Traction channels ● Canvas: Traction tests ● Presentation: Distribution channels ● Canvas: Positioning statement ● Presentation: Content Marketing ● Canvas: Content strategy ● Presentation: Metrics ● Canvas: The Only Metric That Matters

Resources

Resources	That contribute?
Traction Test Template	This activity template allows the identification of the most suitable traction channels for our company
Positioning Statement Template	This activity template allows you to define with a phrase the exact positioning of our product
Content Strategy Template	This activity template allows you to define a content strategy
Unique Metrics Template That Matters	This activity template allows us to identify the most relevant metric for our business

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4.4. Online marketing, strategy and sales management

Contents

Following the above contextualization, this module focuses on specialized training in online marketing and the sales process, two essential aspects for the growth of an entrepreneurial project.

General Objectives

● Understand the importance of developing online marketing actions and measuring them

● Take avenues for the sale of the product or service, with special consideration of the peculiarities of the sector

Especific Objetives

● Know the different existing online marketing tools and their application

Program

● SEO on landing pages and using SEM to identify user acquisition cost

● Social marketing and data analysis plan. Personal marketing plan, reputation and social identity

● Writing articles, press releases and blogmarketing.

● Social Media Marketing and Email Marketing

● Test A/B

● Definition of objectives, risk assessment and problem mitigation strategies.

● Decision-making and task prioritization processes.

● Sales plan, funnel, CRM and KPI reports ● Procesos de ventas telefónica, cara a cara con clientes e inversores

● International partner search and classic distribution channel establishment.

Resources

N/A

4.5. Internationalization and external action

Contents

A module specialized in the internationalization of companies in the agri-food sector will be dedicated, considering in any case the heterogeneity of the companies that are part of it. In this sense, companies in the sector have internationalization as a way of growth, both through the export of products/services and through the development of joint projects.

General Objectives

● Identify internationalization as one of the growth pathways for companies in the sector

Especific Objetives

● Know the agents of interest in the internationalization and external action of companies in the agri-food sector

● Understand what options exist for internationalization

Program

● The internationalization of agri-food companies: justification, current presence abroad and existing support policies.

● Strategic framework: regulations and related planning (e.g. National Anivel Sector Internationalization Plan, etc.)

● Existing internationalization models, with special mention of the development of joint projects, export of products/services or the development of exhibitions abroad.

● Cooperation as a way of expansion and special mention of opportunities in European countries.

Resources

N/A

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4.2 Real implementation: Restart

Presentation

Since the start of the health and social crisis caused by Covid-19, the **Ministry of Employment, Training and Self-Employment**, through **Andalusia Emprende**, has been actively working for the reconstruction and recovery of self-employment and small businesses, through different actions aimed at responding to the new reality. This purpose leads us to launch a **program that supports small businesses to reconvert their economic activity**, looking for new exits and ways to reach their customers, detecting the business processes that have been diminished and those sectors that need a new focus on their economic activities. It is in the aim of **giving answers to freelancers and small businesses at this time of such uncertainty**. **Restart** has been nominated at the 2021 World Information Society Summit (WSIS) Awards as one of the 20 BEST in the world, in Category 6, Enabling Environment

What is Restart

'Restart' it is a pioneering program, of public-private collaboration, promoted by the Ministry of Employment, through Andalusia Emprende, for entrepreneurs, self-employed and small companies that reinvent themselves. In particular, it is an itinerary of "business reactivation" in which Andalucia Emprende as a facilitator agency, and in collaboration with angels and expert mentors with extensive professional trajectory and specific knowledge in key sectors, we will help entrepreneurs, SMEs and self-employed to rebuild their activity, implementing new models that respond to new needs and demands of the market, providing them with keys and activating levers that can generate success , through mentoring and personalized attention. In short, what we are looking for is to give answers to unemployed people, entrepreneurs, self-employed and small businesses at this time of so much uncertainty.

Actions lines

The 'Restart' program has three major lines of action or programs:

1. **ON**: for people who, as a result of the economic crisis arising from COVID, are in **unemployment but who have an entrepreneurial profile and for second-chance entrepreneurs**. The goal is to help them find profesional opportunities in the world of entrepreneurship, improving their personal and professional skills and connecting them with the new reality.

2. **Play: for unemployed people who have a business idea**, who want to turn into a viable, sustainable project adapted to digital transformation for unemployed people who have a business idea, who want to turn into a viable, sustainable project adapted to digital transformation.

3. **Reset**: for **self-employed people and SMEs** who are going through a critical moment in the current economic crisis. The idea is to help them reinvent themselves, to reconvert their economic activity, to adapt their business models and look for new outlets and ways to reach their customers, so that they are able to generate new value offers.

¿How will we develop it?

We will begin by exchanging the first reflections on the current situation and how to strengthen the sectors most damaged by the health crisis, through webinars with entrepreneur expert "restart", who will propose solutions to activate businesses in the current context and provide specific training in specific subjects.

Specifically, we will develop **two webinars**, which will be titled 'Monday Restart' and will last 45 minutes, 30 colloquium and 10 for questions from the participants.

- Monday Restart: New crisis, new opportunities

- Monday Restart: Sell without limits

In addition, we will provide specific training on topics of interest to provide participants with tools to facilitate conversion. There will be three online courses on the **Moodle platform** lasting 12 hours each and intended for 80 people each course.

1. Reinvent your business: strategies to reorient, attract customers, leadership, communication and creativity.

2. E- Commerce: online sales, online tools, digital strategies, taxation, payment, distribution, internationalization.

3. Digital marketing and online strategies: sales methods, communication and social networks.

After this contact with the new reality, we move on to the development of the three main lines of action of the program.

Line 1. ON

It is a program of boosting unemployed people who need to design a new professional action plan to activate their entrepreneurial skills, detect opportunities and enhance entrepreneurial talent, with the accompaniment of the Entrepreneurship Team, of specialized technicians.

What can they get?

- Knowing and positioning yourself in the new business reality to activate a process of personal and work transformation.

- Define your professional goal and design the action plan to achieve this.

- Deepen your personal resources and propose aspects of improvement.

- Develop a new entrepreneurial capacity to address the new business environment and be able to see entrepreneurship as an optimal professional outlet.

- Activate yourself and reach your career goal.

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What will it consist of?

They will design their own action plan through an accompanying process with group sessions, which will be complemented by individual tutoring on the following topics:

- Module I. Post-COVID19 work environment

  o 2 webinars

- Module II. My starting point

  o 2 webinars

- Module III. New competencies soft-kill

  o 2 webinars

- Module IV. Personal brand

  o 2 Webinars

- Module V. Entrepreneurship, an attitude

  o 2 Webinars

Once completed, those who have been awakened by entrepreneurship as a way out of their unemployment situation and want to deepen and work their business idea to turn it into a viable business project, sustainable and adapted to digital transformation will be able to participate in the second line of the program, called **Play**.

Line 2. Play

It's a line of work for people with an entrepreneurial profile who want to transform **their idea into a viable business project**.

What can they get?

- Know whether or not they are entrepreneurial people and whether they have the skills to be able to undertake.

- Learn how to monetize a business idea and design a business project.

- They will have a value proposition from the designed company project.

- They'll know what the CANVAS canvas is and the bravest will be able to finish with their first full canvas.

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What will it consist of?

- **An online course with synchronous sessions**, in which you will work as a group and do activities on the online platform during the sessions.

  o Nº participants: 40

  o Selection: Derivatives of the ON and other people interestted in undertaking.

- **Workshop**. Can I be an entrerprising person?

  o Dissemination to capture students, who do not know the program.

- **Workshops and tutorials**

  o Workshop Md1. From the intention of undertaking a sufficient idea.

  o Workshop Md2. From the idea to a sustainable company.

  o Group tutoring. Workshop

  o Workshop Md3. How to validate my Project

  o Workshop Md5. Present your project

  o Workshop Md4. Start your business project

Dissemination and registrations to this line will begin to take place before the end of the ON line, so that those who have a specific idea can continue to analyze it and launch their business project with guarantee.

Line 3. Reset

It is the line of **business reactivation**, aimed at helping entrepreneurs, SMEs and freelancers to change the mindset and digitize their businesses, implementing new models that respond to new needs and demands of the market, without leaving behind unemployed people, who bet on entrepreneurship as a way of life.

In this line will be provided the **keys to the resolution of the needs, difficulties and opportunities** that arise in specific sectors, working those that are common to all businesses, but activating the levers that can generate success in individual projects, with a **personalized attention**, close and that gives them value.

Who is it for?

- Entrepreneurs, entrepreneurs and self-employed people, with special interest in young people, women and rural environments and in whom the viability of their business during the COVID stage has been threatened.

- Generally, the whole of society.

Sectors

We have focused on 10 key sectors, which have been the most diminished by COVID and which in turn represent opportunities for new businesses.

1. Tourism and leisure.

2. Restauration sector.

3. Agri-Food sector.

4. Non-food retail trade.

5. Personal services.

6. Cultural creative industry.

7. Crafts and Textile Industry.

8. Audiovisual and videogames.

9. Sport activities.

10. Education.

What is it going to consist of?

We will develop an **itinerary** of "**for the creation of new businesses under these new circumstances as well as reactivation of the already current ones**" through:

- Webinars específicos.

- Mentoring experts with a long career and extensive knowledge in these sectors.

- Training.

- Personalized tutoring**.**

- Business Coaching.

- And a set of activities that will help undertake with guarantees**.**

How will we do it?

Once the main problems of the most damaged sectors in this period have been analyzed, the **solutions and opportunities identified for the conversion of businesses** in each sector will be provided, by holding **expert webinars** on the sectors indicated.

- 10 group mentoring webinars on the proposed sectors and conversion group mentoring webinars on the proposed sectors and conversion.

  - 100 projects per webinar.

  - Minimum duration of each webinar: 2 h.

- 10 webinars with the selected projects of each sector for the resolution of specific doubts of your business.

  - 50 projects per webinar.

  - Minimum duration of each webinar: 2 h.

What subjects will be covered?

1. Transform destabilizing situations into balance: adapt, reorient or modify activities aimed at profitable businesses (business model and access to new markets).

2. Economic-Financial Analysis, Seeking Financing.

3. Marketing and sales.

4. Digitization (digital transformation, computer applications, technological trends...).

5. Effective communication.

6. *Soft skills*: innovation, creativity, leadership, collaboration, adaptability, work organization, time management.

7. Emotional intelligence (managing emotions and behaviors that work on self-knowledge, self-control, empathy, social skills, flexibility, and optimism).

Mentoring and individual coaching sessions

Following the webinars and the detection of the specific problems of each company, **tutoring and monitoring** will be developed with each of them, through mentoring and individual coaching sessions.

- A personalized mentoring for selected companies.

  - 100 companies.

  - Duration: 2 h.

- Training in mentoring projects to the technical staff of Andalusia Emprende.

  - **On line** 5 hours course

  - Minimum: 20 technicians

- Mentoring through the **SECOT** program (Retired Entrepreneurs)

- Tutoring with Andalucia Emprende staff.

- Coaching Emprende, a specialized service to guide and help entrepreneurs, entrepreneurs and self-employed people manage uncertainty, establish new objectives and action plans.

- Final networking with participating companies.
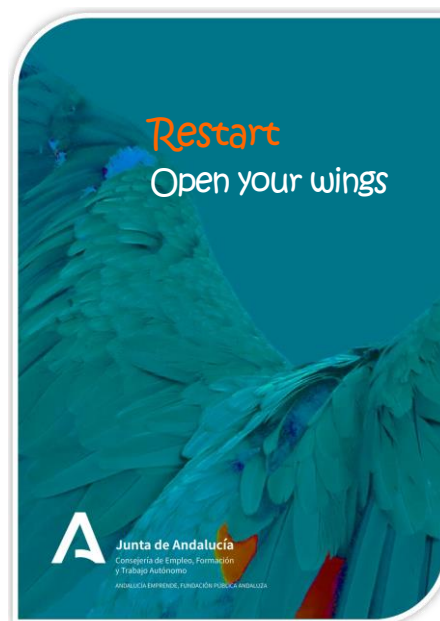
What role will the Emprende Team have?

- Spread the program.

- Attracting entrepreneurs, self-employed and entrepreneurial people to participate in the different stages.

- Monitoring and mentoring of participating companies.

- Recruitment of angels (locally renowned entrepreneurs who want to help share their know-how with other entrepreneurs).

RESTART			
	ON	**PLAY**	**RESET**
Who is it for?	Entrepreneurial unemployed people FOUNDATION	Entrepreneurial people with a business idea raised INTERMEDIATE	Entrepreneurs and companies ADVANCED/EXPERT
What will we do?	Working entrepreneurial skills IDEAS and OPPORTUNITIES	Providing resources to undertake with guarantees RESOURCES	We will work to undertake successfully INTO ACTION

How will we do it?	5 webinars online
	
	  o Duration: 20 h.
	
	  o **40 persons**.
	
	They will design their own action plan.
	
	Group accompaniment and individual tutoring.
		Online course through synchronous sessions, in which you work as a group and do activities during the sessions.
		
		o **40 participants**
			10 sectorial webinars
			
			1000 participants
			
			10 Thematics webinars
			
			  o **500 companies**
			
			Individualized mentoring
			
			  o **100 companies**
			
			Business Coaching
			
			  o **50 companies**

Rebooting will be a great success if all the agents of the entrepreneurial ecosystem put resources next to those who need it most: our entrepreneurs.

We use **EntreComp** with the **aim** of assisting with the **implementation** of ideas or projects, posing business learning and practical business experiences, designed for the development of skills and career paths or ways of implementation, integrating EntreComp and linking it to other key competencies, in order to create and strengthen initiatives to support star-ups, while developing our own organizations with EntreComp to:

- Understand how existing activities contribute to business competencies.

- Help entrepreneurs chart their own business competencies.

- Design new training to support business creation or business growth assigned to EntreComp competencies.

EntreComp Food

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:

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Zbornica kmetijskih in živilskih podjetij

Univerza v Ljubljani
Biotehniška fakulteta

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