**TE.EN. FARM**

**Teaching Entrepreneurship Education in Farming**

# HANDBOOK FOR TEACHERS

# INDEX

# THE TE.EN. FARM PROJECT'S ACTIVITIES AND OBJECTIVES

TE.EN. FARM project rests on three findings:

1) "Entrepreneurship Education (EE) is essential not only to shape the mind-sets of young people but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture." (Entrepreneurship Education at school in Europe, Eurydice Report, 2016).

2) Farming is the principal economic activity in most rural areas all over Europe (Eurostat, 2017).

3) Evidence-based Policy-Making in Education needs evidence (Eurydice report 2017).

So, project's overall objectives are: Participating to the large debate on redefining European education and training priorities; giving an incentive to the "2010 Progression Model" presented in above mentioned Eurydice Report which starts with a step called "Pre-strategy (based on individual initiative)" and goes on with "Strategy Development" (mapping and analyzing good practice examples) until to finalize (after TE.EN.FARM ending) into "Strategy Consolidation Progressive Implementation of Practice"; identifying a new skills for farmers in Europe 2020's strategy.

Overall needs are:

1) Differences in EE. Countries/regions have different starting positions with respect to the development of EE, and they may equally be at different stages of maturity in specific aspects of policy or practice. In "Eurydice Report on EE at school" at page 39 there is the map on Different National Strategy on EE;

2) Future farmers' profile. Today, more than ever, agriculture is articulated into two big main fields:

- Agriculture as production activity;

- Agriculture as multifunctionality.

For both fields, there is a prompted need of specific training contents able to define an interactive and participative model for knowledge transfer and to ensure valuable learning path, also by transferring the latest technologies and knowledge about sustainability of agriculture.

The first step to starting a business is to have the right entrepreneurial skills, knowledge, and attitude. Entrepreneurial skills can be built through informal learning and through formal education.

TE.EN.FARM partners were chosen and involved with a dual purpose:

- Representing different levels of competences/experiences in the field of training and education in agriculture: C-VET providers and Local development agencies; I-Vet providers_ University and Farmers' association.
- representing countries with different levels of how "state of Entrepreneurship Education is carried out" in schools: Italy, Bulgaria and Denmark.

TE.EN.FARM. was born to be a TRANSNATIONAL project because 8 multidisciplinary partners (3 Upper secondary schools I-VET, 2 C-VET Institutions, of which one is also a local development agency, 1 Foundation on Farm Management, 1 National Training in Farming Association, 1

University, ), come from 6 countries representing all different levels of how "state of Entrepreneurship Education is carried out" (see p. 39 of Eurydice Report), such as:

- level with a specific education strategy (Denmark),

- level with broader strategy (Bulgaria),

- level with no national strategy (Italy, Portugal, Netherlands, Germany).

Moreover in order to enforce dialogue with stakeholders all over European Union (please see Dissemination and Impact paragraphs), TE.EN.FARM. needs to collect "significant" figures on:

- delivering-phase of pilot course on EE to students coming from different situations/countries (local and  political contexts);

- assessing retention rate of students (future workers) entrants into different agricultural systems and economical context (i.e. countries).

# ENTREPRENEURSHIP EDUCATION IN FARMING: A EUROPEAN OVERVIEW

## European Union policies on EE

Entrepreneurship education (EE) plays a key role for Europe's competiveness and for the continuous growth of Europe's economy.  Promoting entrepreneurship in education as a key competence for EU citizens, both for their personal and professional development. It encourages EU citizens to be enterprising and to formulate innovative solutions to societal problems and to design products of added socio-economic value.

The EU has created a set of guidelines to support the fostering of entrepreneurship in education and training, as well as entrepreneurship is supported through a number of actions under the Erasmus+ programme, both for those studying, training and participating in strategic partnerships projects abroad.

The first step in recognizing the importance of EE in Europe is the *Recommendation on Key Competences for Lifelong Learning* (Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning -already recognized in 2006 with Council Recommendation 2006/962/CE).

The Council has outlined a set of eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:
• Literacy
• Multilingualism
• Numerical, scientific and engineering skills
• Digital and technology-based competences
• Interpersonal skills, and the ability to adopt new competences
• Active citizenship
• Entrepreneurship
• Cultural awareness and expression
The Council Recommendation provides a common European reference framework on key competences for policymakers, education and training providers, social partners and learners themselves. It also presents successful ways to promote competence development through innovative learning approaches, assessment methods and support for educational staff.

EU support entrepreneurship in supporting citizens, specific groups and entrepreneurs in general. As concern citizens in general, the aim is to foster entrepreneurial learning and the entrepreneurial mindset as promoted by the *European Entrepreneurship Competence Framework* (*EntreComp*). The EntreComp framework proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

In addition, a number of tools have been created to support the development of an entrepreneurial mindset among EU citizens, among which *HEInnovate* for higher education institutions (https://heinnovate.eu/en).

The European Commission and the OECD have joined forces in the development of *HEInnovate*, a self-assessment tool for Higher Education Institutions who wish to explore their innovative potential. It guides you through a process of identification, prioritisation and action planning in eight key areas. *HEInnovate* also diagnoses areas of strengths and weaknesses, opens up discussion and debate on the entrepreneurial / innovative nature of your institution and it allows you to compare and contrast evolution over time. You can have instant access to your results, learning materials and a pool of experts. It is free, confidential and open to anyone to use. *HEInnovate* can be used by all types of higher education institutions. The website contains case studies, user stories and supporting material to help you to design solutions tailored to all needs.

To complete this European overview, we can mention the *[Entrepreneurship 2020 Action Plan](#)* - *Reigniting the entrepreneurial spirit in Europe* represents a blueprint for realising Europe's entrepreneurial potential by targeting the removal of existing obstacles and revolutionising the culture of entrepreneurship in the EU. "To bring Europe back to growth and higher levels of employment, Europe needs more entrepreneurs": so this Action Plan sets out a renewed vision and a number of actions to be taken at both EU and Member States' level to support entrepreneurship in Europe. It is based on three pillars: developing entrepreneurial education and training; creating the right business environment; role models and reaching out to specific groups. Investing in entrepreneurship education is one of the highest return investments Europe can make. Surveys suggest that between 15% and 20% of students who participate in a mini-company programme in secondary school will later start their own company, a figure that is about three to five times that for the general population. Whether or not they go on to found businesses or social enterprises, young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action and also significantly increases employability. "Education should be brought to life through practical experiential learning models and experience of real-world entrepreneurs. Defined entrepreneurial learning outcomes for all educators are needed, to introduce effective entrepreneurial learning methodologies into the classroom."

## Examples of projects and activities carried out in EE

Here are some examples of projects carried out on the theme of EE. We selected them taking into account the previous experiences of the partners and with a focus on the agricultural sector:

**A.  INCUB TRAINING (PT): Training for Start-up and Trading Entrepreneurs**

*www.incubtraining.org*

INCUB Training is an Erasmus + project, coordinated by ADRAT (TE.EN. FARM partner). INCUB Training has created an online, free to use, and free to access Start-your-own Business course for budding and existing entrepreneurs. All training materials have been created as open education resources to support the training and professional capacities of the business community in the areas of strategic development, organisational management and interna-tionalisation.  INCUB Training also aimed to assist business support agencies in providing ser-vice to their business customers.

The project team developed and implemented an innovative  curriculum,  and  provides training in areas such as:

- Change and innovation management
- Business plan assessment
- Social media for business
- Cost-effective marketing practices
- Understanding emerging industries
- Alternative funding sources for modern business

To ensure synergy and integration between projects, INCUB Platform is now used for imple-mentation of TE.EN. FARM curriculum.

**B.  THE INTERACTIVE STRATEGIC MANAGEMENT (ISM) METHOD (NE): Methods and Tools for Managerial Capacity Building of Agricultural Producers in Central and Eastern Europe.**

*http://ism.sggw.pl/*

The project was introduced in 3 Central-Eastern EU countries within Leonardo da Vinci Transfer of Innovation ISM Project in 2011-13, to instruct dairy farmers and advisors how to prepare a farm strategy (Wageningen partner participates to this project). The aims of this ISM project are to:
- improve entrepreneurship competencies of farmers, advisors, teachers, and agricultural students;
- assess the local agricultural framework conditions by a context analysis in order to adapt the ISM method and understand the outcomes of the training process;
- extend the ISM method to farmers and students in a variety of agricultural sectors (dairy, beef, pig, crop production);
- make the training applicable to a larger language area in Europe (English, German, Polish, Lithuanian and Slovenian languages);
- make the ISM method more applicable to market-oriented development paths and adding the marketing module;
- add a business planning module for economic assessment of farmer choices;
- introduce the concept of networking to stimulate social entrepreneurship;
- evaluate the effects of the trainings and use of tools;

The target groups of the project are: farmers and vocational agricultural students on one hand and agricultural teachers and advisors on the other hand.

The ISM method wants to support farmers with a short training activity aimed to develop a farm strategy for the future (action-plan) starting from the analysis of 3 elements:

1.      Entrepeneur: ambitions and skills of the farmer and family and\or employees
2.      Enviroment: interaction with the environment (market and society)
3.      Enterprise:  focus on actual progress or actions of the entrepreneur (structure and per-formance of the farm)


### C.  FARMAGROPOLIS (DE)

*https://www.farmagripolis.de/en/home/*

FarmAgriPoliS is an interactive game that simulates the development of an agricultural region made up of farms. In the game, the player manages one of the farms while the computer takes over the decisions of all the other farms.
FarmAgriPoliS was developed by IAMO (Leibniz Institute of Agricultural Development in Transition Economies, Germany) for research purposes within the framework of the DFG-funded re-search group "Structural Change in Agriculture (SiAg)" in order to investigate the decision-making behavior of farmers and other groups such as students of agricultural economics in an experimental way. As part of a grant from the Landwirtschaftliche Rentenbank, it has been fur-ther developed so that anyone can use it as an agricultural business management game. In this game, you take over the management of a farm in an agricultural region and compete with the computer-controlled neighboring companies that aim to maximise next year's earnings. Each farm is already equipped with a certain amount of land (owned and leased), machinery, and buildings. Your job is to run your business for up to 20 gaming years. Over the course of a game year, the following decisions must be made: How much land should be leased? In which stables and facilities should investments be made? Which prices can be expected? Should you exit agri-cultural production and work off-farm? During the game, you will always receive advice on how the computer would decide. However, the final decisions are yours. Every decision has an influence on the further development of the business and ultimately on the business assets. In addition to information about the economic situation, you can also access information about the farms and the region in the corresponding menus.
The farms and agricultural regions shown in FarmAgriPoliS are based on farm-specific and structural data from real existing agricultural regions in Germany (eg FADN, KTBL). With the help of this data, characteristic farms are defined and weighted for the respective study region in order to map the agricultural structure of the regions as accurately as possible in the model.


### D.  JA JUNIOR ACHIEVEMENT

*https://www.jaworldwide.org/*

Junior Achievement is the largest non-profit organization in the world that prepares young people for entrepreneurship and their future work. Working in over 100 countries, JA equips young people with the employment and entrepreneurship skillsets and mindsets they need to succeed. By building abilities and nurturing self-belief, JA prepares youth for the future of work, ensures they have the tools to be financially capable adults, and teaches them to think entrepreneurially.

In ITALY, for students aged 16-19, JA propose an entrepreneurship education program named "Enterprise in action", that is the creation of a miny-company, from the concept of an idea to its launch on the market.

In particular, we want to report the "**GREEN JOBS**" project (*http://www.progettogreenjobs.eu/*) that is an entrepreneurship education program focused on green sector ("green" as a job opportunity, as well as an environmental protection instrument).

The methodological approach is "learning-by-doing": students create a team (from 7 to maxi-mum 30 people), with an organization chart, with the aim to design and start a company.

Green Jobs project allows students to:

- Develop a green business idea
- Made experience of a start-up of a green mini-company (taking into account local specificities)
- Learn organizational and entrepreneurial management models
- Learn the professionals involved in the green sector (job orientation)
- Learn how to transform an idea into an entrepreneurial activity
- Enhance creativity and promote soft skills (team work and communication abilities; stress management)

In recent years "Ciuffelli-Einaudi" High School in Todi (TE.EN. FARM partner) participated to this project with interesting results:

- "Todinature" is a miny-company that uses weeds for the production of natural cosmetics, thus helping to reduce the use of chemicals in nature for the weeds reduction.
  They collect and use weeds with medicinal and cosmetic properties such as as hypericum, bor-age and ivy (*https://www.youtube.com/watch?v=l0sUmUptvEo&feature=youtu.be*)
- "Biociclettiamo" is a miny-company that designed a "ricicletta" (re-bicycle), a smart -electric bike using cars' starter motors, powered by exhausted regenerated batteries https://www.youtube.com/watch?v=ZoPzSXb4_js&feature=youtu.be

In BULGARIA, JA is active since 1997 (https://www.jabulgaria.org/en/).

Among its projects, "**STUDENT COMPANY PROGRAM IN VOCATIONAL EDUCATION**" is addressed to students aged 16 to 18 years. It lasts 72 school hours (up to 144 hours available). Contents are:

- Acquiring entrepreneurial skills in parallel with vocational training
- Application of acquired theoretical knowledge in managing one's own enterprise
- Organization, operation and liquidation of Student Company within the study time
- Working of the student company under regulated conditions

Student Company aims to educate students with entrepreneurial spirit; skills for managing small and medium-sized businesses; successful team leadership; accumulation and raising capital; creating business plan as well as goal setting/fulfilment; motivation of the working spirit. This business is developing in the school farm complex. It is the second step in building the rational economic thinking and entrepreneurial spirit.

The "Student Company Program" typical plan is:

- May - information about the program, draft template
- By September 1 - finalize the number of schools that will work under the Student Company program
- September 21-25 - teacher training
- Until September 30 - textbook requests
- Until October 30 - registration of student companies
- Consultations
- Until May 31 - liquidation of student companies
- June, Sofia - National Competition "Best Student Company of Bulgaria"
- July - European Finals "Europe's Best Student Company"

Under the European Junior Achievement Program, the Vocational High school of Veterinary Medicine "Prof. R. George Pavlov"( TE.EN FARM project partner) involve students in simulate a business start-up.
**PAVLOV STUDENT COMPANY** is engaged in the production and marketing of:
- Dry bio-fertilizer/compost from Red Californian worms;
- Bio liquid fertilizer from Red Californian worms;
- Bio aromatics from lavender;
The student participation in PAVLOV Student Company develops their entrepreneurial mindset and spirit. It helps them to become acquainted with the choice and start of a business. It teaches them that they need persistence and strong will to succeed.

### E.  YELL  - DEVELOPING YOUNG ENTREPRENEURS BY RUNNING A MINI-COMPANY ON A EUROPEAN LEARNING LEVEL (BG, IT)

*https://www.youtube.com/watch?v=hCESpOgtn2w&ab_channel=HristoMilushev*

Erasmus+ project focused on Entrepreneurship education: the main element is to simulate the creation and management of a company, so students can develop entrepreneurial skills useful for their professional development.
Vocational High school of Veterinary Medicine "Prof. R. George Pavlov" participate to this project with an example of SEED PAPER COMPANY.
Seed paper is a special eco-friendly paper made from post-consumer (recycled) materials em-bedded with wildflower, herb or vegetable seeds. When you plant the paper in a pot of soil or outside in a garden, the seeds in the paper germinate and grow into plants.

# TE.EN. FARM TEACHING TOOLKIT

## Structure overview

The first Intellectual Output provided in the framework of TE.EN. FARM project is a "CURRICULUM ENTREPRENEURSHIP EDUCATION (EE) IN FARMING"

Even if the main users are I-Vet students, it was designing taking into account also other targets, such as C-VET basic users (people approaching to agricultural sector) and C-VET in-depth users (farmers who need more entrepreneurial skills to manage their farm in a better way)

Here the path of the IO n° 1:

| MODULE | Eqf level * | I-VET standard course | C-VET basic course | C-VET in-depth courses |
|---|---|---|---|---|
| Module n° 1: TO BE A FARMER (AN ENTREPRENEUR) | 3 | X | X | |
| Module n° 2: CREATIVITY AND INNOVATION | 3 | X | X | |
| Module n° 3: STRATEGY AND BUSINESS MODEL | 3 | X | X | |
| Module n° 4: MARKET ANALYSIS AND MARKETING PLAN | 3/4 | X (Level 1) | X (Complete) | |
| Module n° 5: WEB SOCIAL MEDIA MARKETING | 3/4 | X (Level 1) | X (Complete) | |
| Module n° 6: DIGITAL TRANSFORMATION OF AGRICULTURE | 4 | OPTIONAL In-depth study with teacher support | X | |
| Module n° 7: START UP FINANCING | 4 | OPTIONAL In-depth study with teacher support | X | X |
| Module n° 8: RISK MANAGEMENT: insurance policies and mutual funds | 4 | | X | X |
| Module n° 9: INNOVATION AND COOPERATION IN AGRICULTURAL SECTOR | 4 | | X | X |

* https://ec.europa.eu/ploteus/content/descriptors-page

The following Tool-Kit is mostly designed for help young students (I-Vet) to understand the specifics of being an entrepreneur, mostly in the agricultural sector, to open the mind to a problem-solving approach, to be proactive and collaborative.

For each module, we suggested some tools that teachers can use for class work or homework. In any case, they are tools for group work: to be effective, they need instruction and direction from teacher, and peer cooperation. Each tools, as descripted, could be used also in different course steps.

## Module 1

**TO BE AN ENTREPREUNER**

**Content/ Overview**

- The Entrepreneur
- The Business Idea
- Agricultural entrepreneurs

**Objective/Learning outcomes**

The module aims to make young people understand what it means to be an entrepreneur in the agricultural field, in particular:

- What are "characteristics" to be an entrepreneur? (We do not all have to be entrepreneurs!)

- What are the basic elements of a business, that is, first, the identification of an IDEA (the idea for a product, for a market target, etc.). The business idea is important not only in the start-up phase but also during the company life, according with the evolution of regulations and / or production technologies, market needs, organizational company changes, growth, etc.

- What are the specificities of being an agricultural entrepreneur, which represents an added value but also a responsibility: a farm has an important economic and social role because it is not only a productive site, but also an "instrument" of environment protection.

**Prerequisites**

n.a.

**EQF level** 3

**SUPPORTING TOOLS:**

## 1.1 BEST – "FUCKUP" PRACTICES

**Description**

This tool start form the idea of Fuckup Nights (FUN), events in which speakers share with the public information about business, work or personal failure and the reasons that led to it. The message is: You don't have to repeat mistakes that others made! Errors can never be avoided entirely, but it is important that errors are recognized in good time and that a cascade of subsequent errors can be prevented.

It is an evolution of the best practice story, and the aim is about learning from positive experiences on the one hand and learning to avoid mistakes from failed projects. As a consultant, losers become solvers!

For TE.EN. FARM module, the tool can be used in 2 ways:

- for I-Vet students and C-Vet students, analysing some local farm experiences and creating a debate on collected data

- for C-Vet students/farmers, analysing personal /professional experiences and creating a debate on collected data

**Learning objectives for the students**

The goal of Fuckup Nights (FUN) is to learn from mistakes made by others and to avoid repetitive mistakes. Impetus should be given for dealing with errors. Failure should be tabooed and the often painful experiences of the lecturers should be used as impulses for learning and progress in knowledge.
In this tool, instead, we search for experiences, trying to point out mistakes:
- to learn that mistakes are part of the experience
- to learn to reflect on mistakes and failures, as instruments of improvement

The message is that only those who don't act never make mistakes: "fail fast, fail often" is th motto of many start-ups! Students should learn about successful concepts and understand the importance of a systematic, holistic approach. Students should be able to transfer the success concepts from exemplary companies to their own business idea, as well as in other professional experiences.

**Data requirements**
Name and contact details of some local farms
Questionnaire form (provided)

**Methods / Procedures**
Teacher involves some local farmers to answer some questions about their experience (see attached Questionnaire). The questionnaire could be filled and returned by e-mail or used as track for a live interview.
For C-Vet students who already have a farm, each of them fill the questionnaire and then they report to the class their personal experience.
After data collection, all students fill the following table and discuss

| Farm | Risk/mistake/failure | How the farmer faced | How was the results | Notes |
|------|----------------------|----------------------|---------------------|-------|
|      |                      |                      |                     |       |
|      |                      |                      |                     |       |
|      |                      |                      |                     |       |

*QUESTIONNAIRE*

(1)    Describe the enterprise/initiative (What is produced/sold/provided) ?
- Specific product or group of products, meat, wine, machinery etc.(Describe)
- A service, as catering, accommodation, direct sales,etc (Describe)
- Other (Describe)


(2)    When did you start your enterprise/initiative (How many years in business?)

_____

(3)    Why did you start this company, activity, service?

_____

(4)    What kind of preparation did you do before startup (Market analyses, research, agronomic techniques etc)?

_____

(5)    How long time passed from idea to business case, to actual business (Launch of product or first customers)?

_____

(6)    What was the biggest obstacle you met <u>during the start-up</u> phase ?
- Problems related to technical / agronomic knowledge
- Startup capital or liquidity
- Authorities and legal compliance.
- Competition from others
- difficulties to reach end-user/customer
- Other (Which)? _____


(7)    How did you face it?

_____

(8)    What were others obstacles you met <u>after</u> the start-up phase ?
- Problems related to technical / agronomic knowledge
- Startup capital or liquidity
- Authorities and legal compliance
- Competition from others
- difficulties to reach end-user/customer
- Other (Which)? _____


(9)    How did you face it? And how effective was the solution?

_____

## 1.2 IDEAS FINDING WORKSHOPS

**Description**

Creativity techniques can be used to find business ideas.

Although there are various basic principles on which the creativity techniques are based, they all have the same goal: Firstly, they should support and aid to thinking about new ways of thinking, and secondly, as many ideas as possible should be generated with their help - as in the idea phase by Design Thinking.

Suggestions for new ideas often come about in an exchange in a group or in a team. Therefore, brainstorming workshops are a particularly suitable framework.

Creativity techniques offer structural and mental help e.g. to be able to easily think new combinations of ideas even in more hostile situations. "The best way to get good ideas is to develop as many ideas as possible" Linus Pauling (Nobel Laureate in Chemistry). Almost all creativity techniques are described in detail both in books and on the web. They are free and there are around 350 established methods!

**Learning objectives for the students**

The students should gain the following by the brainstorming workshop:
  - Firstly, get support and thought support for new ways of thinking and
  - secondly, as many ideas as possible should be generated with the help of creativity techniques.

Success actually only sets in when it is used multiple times - continuity and endurance are therefore essential success factors for the brain of new ideas. Continuity is also the basis for successful design thinking.

**Data requirements**

See each box belove

**Methods and creativity techniques**

In the following list, 8 tried and tested creativity techniques and methods for finding ideas are presented in extracts:

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**1 Mindmapping**

One of the classics among creativity techniques is the mind map. With a kind of card, the thoughts are structured and ideas visualized. A central topic is determined and further ideas are gathered around it.

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Beispiel einer Mindmap...

)
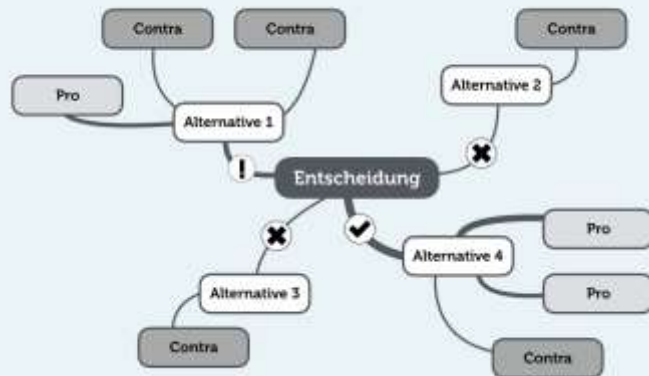
In this way, connections can be made and connections become visible.
It is important, however, that only key terms are used. Detailed descriptions should be avoided.

## 2 Brainstorming

Another classic creativity technique is brainstorming. The essence is to first collect all thoughts on a question or topic. Should mean: First of all, nothing is criticized or excluded. Every input is valuable and is recorded, even if the suggestions are totally unusual.

| Brainstorming | |
|---|---|
| Advantages | Disadvantages |
| | |
| | |
| | |

Only in the second step all collected inspirations are analysed, evaluated and sorted in more detail. Priorities can also be set here as to which idea is particularly promising and should be pursued first.

## 3 Brainwriting

It is a technique that works much like brainstorming. Brainstorming offers extrovert participants the chance to get involved. Brainwriting, on the other hand, involves everyone: all those who are present sit in a circle around a table. Everyone writes their ideas on the top of an A4 sheet.
After 5 to 10 minutes, the ideas are passed on to the left table neighbours. They complement the idea with their thoughts. Each idea is passed on until everyone has had the opportunity to add all the ideas. The written sketches then form the basis for discussion.

## 4. Brain Walking (after Eduard G. Kaan)
4.1. technical advice
Number of participants: maximum 15 people. Material: 1 flipchart sheet for 2-3 participants, 1 black felt tip pen for each participant. The flipchart sheets will

fixed on smooth walls. The entire collection of ideas takes 15 minutes.

4.2. applications

Good blood circulation in the brain decisively promotes the flow of ideas in the brain. Therefore, movement is an essential element in the context of creative thinking. If a team has been sitting for a long time, this method loosens up (and can therefore also be used after lunch).

4.3. Goal of exercise

Since it is a continuation of 'brain writing', its advantages (undisturbed association options, no assessment by colleagues) should be taken over, and its disadvantages (static, somewhat complicated post-processing) should be avoided. The participants bring their own ideas and build on the ideas of other participants, i.e. develop these further.

4.4. Course of the exercise

The same topic is on the top of every sheet.

During the first few minutes, the participants write spontaneous ideas on the flip chart sheet they are standing on.

Then they walk around the room, look at the ideas of the other participants on other flipchart sheets and write new associations there. In this way, they gradually walk through the space and continually develop new associations that build on the thoughts of others. There is no speaking during the collection of ideas in order not to interrupt the spontaneous flow of associations.

The sheets are taken off the walls, the posts are carefully torn into strips so that each post becomes a separate piece of paper. Excess white paper is removed. The strips can now be further processed on pin walls or on the floor.

4.5. evaluation

a) The group can then decide (if there is little time) to choose 'picking raisins' according to Hermann Will. Each participant selects 3 ideas that appear to be the most promising (by intuition). Then he has to separate from 2 and decide on his favourite. Each participant has to justify this choice when announcing their selection. The group may then decide by ranking which topics are to be worked on further. It is positive that the background of each selection is known for the evaluation.

b) The second option is the 'Blitzsort' to Kaan. To do this, the paper strips have to be placed on the floor. All participants in the group are involved and form clusters that point to the common features of the respective stripes. Various columns are now being set up on the floor (initially without headings). As soon as things get confusing, the columns should be labelled. Experience has shown that certain columns are dissolved or strips are re-sorted. The first sorting process usually only takes about 5 minutes, labelling and reordering another 10-15 minutes. A new idea generation process then takes place, in which further ideas are to be developed for each column (depending on the heading).

If a clear definition of objectives/goals has been made beforehand, what can be achieved or solved with the new ideas, then a systematic assessment of the developed ideas is no longer so difficult.

4.6. Personal comment

Not only is there a lot of movement and dynamism in brainstorming and postprocessing, you move away from your thoughts (by leaving your place on the first flipchart) and look at the ideas of others at a distance (2-3m). This is often quite effective. Initially, however, the moderator / trainer has to ask the participants to change the flipchart space.

## 5. Walt Disney method

The Walt Disney method actually goes back to the creators of Mickey Mouse, Donald Duck, Goofy & Co. The US film producer developed this method to overcome mental blocks.
For this purpose, the participants slip into three different roles: the dreamer, the realist and the critic. The participants take on each role alternately during the brainstorming process and argue from this special point of view. For this to work, the size of the group should not exceed nine people.
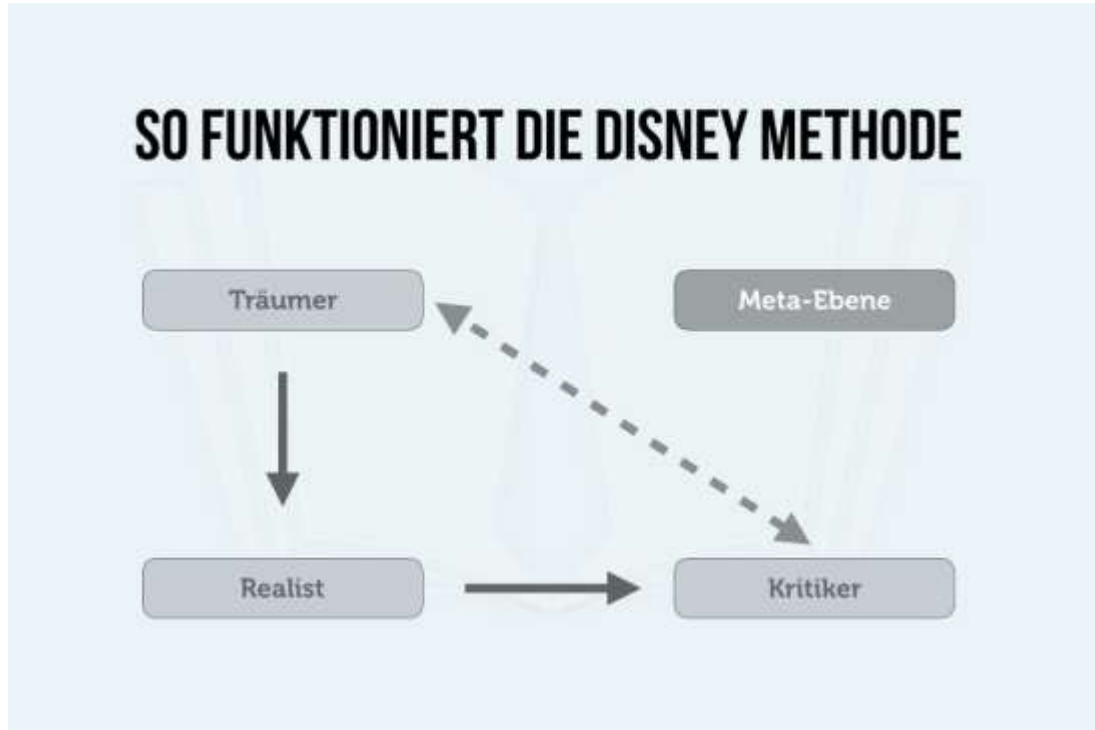


It starts with the role of the dreamer: He thinks chaotically and visionary and cannot be restricted by (logical) rules or traditions. The realist then concentrates on what is feasible - but with a lot of good will: If the dreamer's idea were implemented, what would it take? What would it cost? It is important that the realist is always heard before the critic. This gives the vision the chance to show its potential. Only then does the critic strike, ask constructive (!) questions, check, analyse and improve the preliminary result.
Then the process starts all over again, the critic hands the solution back to the dreamer, who spins it on, and so on. As soon as the critic has no more open questions, the realist is convinced of the success of the project and the dreamer is enthusiastic about its radiance, the result is optimal.
Another role or perspective technique is the so-called Raikov method.

## 6. De Bono Hats
The creativity technique of the De Bono hats works in a similar way to the Walt Disney method, here, too, different roles are assumed. However, the British psychologist and renowned teacher of creative thinking, Edward de Bono, expanded Disney's model to six perspectives and assigned them different-coloured hats:

6 Denkhüte nach Edward de Bono

ANALYTISCHES DENKEN (Fakten)

OPTIMISTISCHES DENKEN (Chancen)

EMOTIONALES DENKEN (Gefühle)

KREATIVES DENKEN (Ideen)

KRITISCHES DENKEN (Risiken)

ORDNENDES DENKEN (Prozesse)

Even if not all colour types are represented in a team, this technique can at least initiate creative processes by either a) deliberately assigning different colours and properties to each team, b) assembling the team according to these strengths or c) put on different hats in turn. A recent expansion of the team roles comes from the British psychology professor Meredith Belbin. He formulated 9 perspectives - the Belbin team roles.

## 7 Headstand

You don't really have to be upside down for this creativity technique, but you actually turn everything upside down. The main idea is: turn the question or problem around completely and look for suggestions for the exact opposite. In other words, what is most likely NOT going to work at all and will achieve the opposite of what should actually be implemented?
It may sound absurd and counterproductive, but it stimulates creativity immensely. By rethinking you come up with completely new ideas, see a problem from a different perspective and can bring a breath of fresh air to your search for ideas. A positive side effect: You narrow the area of the best idea ever further, because you already know very well what doesn't work.

## 8 Morphological box

When used correctly, a morphological box can provide a comprehensive picture of all possible solutions and thus form the optimal basis for decision-making as a creativity technique. It is sometimes a bit more complicated than other creative techniques.
Put simply, the morphological box is about breaking down a problem into all relevant parameters, i.e. properties or elements. All possible values are then listed for each of these parameters. For a better understanding, we will show you how this can be illustrated using the example of chocolate:

| PARAMETER | AUSPRÄGUNGEN | | |
|---|---|---|---|
| STRUKTUR | GERIFFELT | GLATT | BEDRUCKT |
| GRÖSSE | 50 GRAMM | 100 GRAMM | 200 GRAMM |
| SCHMELZ | KNACKIG | NACHGIEBIG | FLÜSSIG |
| GESCHMACK | SÜSS | SAUER | BITTER |
| FORM | DROPS | RIEGEL | TAFEL |

Creativity method morphological box (https://karrierebibel.de/kreativitaetstechniken/#Kreativitaet-Was-ist-das-und-wo-entsteht-sie)

Using this list, all different combinations can now be found, either quite systematically or by setting priorities from the start, which parameters are particularly important or which form is preferred.

## Module 2

**CREATIVITY AND INNOVATION**

**Content/ Overview**

Creativity

Innovation

Creative farming

Innovation in agribusiness

**Objective/Learning outcomes**

The module introduces the concepts of creativity and entrepreneurial innovation, and then focuses on the aspects of creativity and innovation related to the agricultural sector.

There are different ways to be creative, just as innovation does not necessarily mean experimenting with new products, but also adopting new production processes, opening up to new markets or adopting new organizational forms.

The module aims to make young people understand that:

- Creativity and innovation are not distant concepts from the agricultural world (as is usually thought…)

- Creativity and innovation are elements to be taken into consideration throughout the whole life of the company, not only in the start-up phase. They are a continuous challenge for entrepreneurs to keep the farm competitive and to face technical innovation, new rules, changes in consumer's needs,  etc.

**EQF level** 3

**SUPPORTING TOOLS:**

## 2.1 SCAMPER

**Description**
"Scamper" Is an evolution of Brainstorming, and it helps to develop creative thinking to solve specific problems. It is based in 7 words, 7 creative questions, that allow us to see a problem (relate to product or a service, or other things) from different perspectives.
*S* Substitute
*C* Combine
*A* Adapt
*M* Modify
*P* Put to other use
*E* Eliminate
*R* Reverse
This methodology could be used to solve specific problems (for ex: customers not satisfied with our packaging) as well as to create new business ideas, new products or new services.

**Learning objectives for the students**
The aim is to help students to thinking out of the box, considering different points of view. Student will be more open minded in general, not only for business ideas, so it could be very useful in students daily life

**Data requirements**
For the exercise, teacher has to choose/define:
- a type of farm, and its characteristics
- a critical point  to solve into the farm

For example, packaging to change or create (maybe because customers are not satisfied with the packaging, or we want to differentiate from our competitor).

**Methods /procedures**
Students, starting from the problem, have to answer to these 7 questions:
Substitute: Try replacing some product features (material? color? size?)
Combine: Try combining the product with something else or some characteristics with others (can have multiple functions? We can use in different ways?  I can satisfy multiple needs at the same time?)
Adapt: Try to make the product more functional, more suitable to different types of use.
(Is there any other product that has a particular packaging, from which to take inspiration, to adapt it to mine? What ideas, inspirations borrowed from other products, can we adapt to our packaging?)
Modify: try to change some features (What can I enlarge, reduce, exaggerate, emphasize, change about my packaging?
Put to other use: Try changing the intended use of the product (the packaging could have another type of use once the consumer has used the product inside?)
Eliminate: Try deleting elements of the product (What parts might be superfluous or uncomfortable? How can I simplify it?)
Reverse/Rearrange: Try reversing the way the product works or making it evolve into something new.

| | S Substitute |
|---|---|
| | |

| Starting idea /problem | C Combine |
|---|---|
| | A Adapt |
| | M Modify |
| | P Put to other use |
| | E Eliminate |
| | R Reverse |

## Module 3

**STRATEGY AND BUSINESS MODEL**

**Content/ Overview**

Strategic Management vs Operational management

Development of Business Strategies

**Objective/Learning outcomes**

The module wants to make students awareness that running a business is first of all making strategical decisions and choices.

These long-term decisions are based on different elements (internal, external, vision) and they must be "translated" into operational decisions

Developing corporate strategies means planning for the long term in advance, by which means, in which time stages, and by what means goals are to be realized in the company. It is not a static task, but requires a continuous review of operational results and changing market conditions in order to make any corrections in strategic planning. Data and information are as important as ideas to carry on an enterprise: they confirm that strategic choices were right or make adjustments possible

**EQF level 3**

**SUPPORTING TOOLS:**

## 3.1 SWOT ANALYSIS

**Description**

The SWOT analysis is an instrument of strategic corporate management. It is used primarily in strategic planning at the level of the entire company, but can also be used to compare strategic business units in competition. On the one hand, internal strengths and weaknesses are defined, and on the other hand, external opportunities and risks are defined. While fundamental, often unspecific positive or negative characteristics are identified when founding a company, strategic corporate management at consolidated companies is much more about comparing success-determining categories in competition with the strongest competitor (s)

Basically, it is about making the company's strengths and weaknesses visible, as well as opportunities and risks in the company's environment, to determine the company's strategic position in order to derive strategic options and ultimately to formulate suitable strategies. This implies the task of reducing weaknesses, using the strengths strategically and reducing them in relation to the existing opportunities and the goal of risks.

An environmental analysis attempts to identify market attractiveness by recognizing opportunities and risks. The environment can be divided into business-related and more remote areas In this respect, the SWOT analysis method is also used in market analysis.

The SWOT analysis is therefore always a comprehensive analysis of the company (or of strategic business units) that can enable management to determine indicators and key strategic factors that are decisive for the development of company strategies.

Fig. 1: Strengths and weaknesses profile of a strategic business unit

**Learning objectives for the students**

The students know the SWOT analysis as an instrument of strategic planning and can use it as a method of analysis. They are able to identify key factors of success in competition with their competitors and use them for the development of corporate strategies. They understand this method as one of the various instruments of company formation, market analysis and strategic company management.

**Data requirements**

Basically, it remains difficult to obtain reliable data for comparison with the strengths and weaknesses of key competitors. Information from market or research studies, neutral expert interviews or discussions with management consultants can be helpful.

For the exercise, teacher must provide students with data/statements about a typical farm situation:

1) identify and list farm's characteristics (<u>internal factors</u>) : Human resources (roles, employees, organizational processes), Financial resources (income, budget); Physical resources (raw materials, equipment); Trademark etc ..

2) identify and list of competitors and environmental characteristics (external factors): Politics (environmental and economic regulations); Economic trends; Market trends (technological advances, changes in needs); Relations with stakeholders
   The teacher provide these information aggregate

3) Then, teacher as to define the TASK (what decision we have to take?)

NB: Some elements could be strengths for some farms (or a part of farm business) or weakness for other!! So you have to give the right place according to the type of farm and according to your task

SWOT analysis can be used <u>to define a strategy</u>. By analysing external and internal factors, you can evaluate whether it is better to follow an aggressive or defensive strategy. The first is recommended when there is a strong relationship between strengths and opportunities, the second, on the contrary, when there is a strong interaction between weaknesses and threats.

Another way to use SWOT analysis is the process that in English is called Matching and Converting, Matching is a method of identifying competitive advantages by correlating strengths with opportunities, while conversion is about transforming weaknesses or threats into strengths or opportunities, and if that isn't possible, at least minimize them. For example, changing the market is a conversion strategy

SWOT analysis can also be used to analyse your startup's competitor. By analysing its strengths, its opportunities, its weaknesses and its threats, it is possible to establish a strategy by targeting its weaknesses and perhaps looking for ways to circumvent its strengths.

**Methods / Procedures**

Starting from the data, students have to:

1) identify SWOT elements and place correctly these data into the SWOT matrix, according to the task

|  | **S strengths** | **W weakness** |
|---|---|---|
| *Internal environment* | What we do well? <br> What we do better than others? <br> What valuable resources do we have? | What could we do better? <br> What we are criticized for? <br> Where we are vulnerable? |

| | | What do customers identify as our strengths?<br>=<br>critical success factor; give you a competitive advance; find ways to leverage and build these strengths | =<br><br>Thing that put farm at a disadvantage ; fundamental to identify it early |
|---|---|---|---|
| *External environment* | | **O Opportunities** | **Threats** |
| | | What opportunities do we know about, but have not addressed?<br>Are there emergency trends on which we can capitalize?<br><br>=<br><br>Pinpoint opening in the marketplace<br>Market fluctuation, trends etc<br>Figure out which opportunities are right at the same time | What external roadblocks exists that block our business?<br>Is there significant change coming in our sector?<br>Are economic conditions affecting our financial viability?<br><br>=<br><br>Market fluctuation, regulations, public perception, etc<br>Identify threats that you can actually counteract based on your strengths and weakness |

2) create strategies: you can go from SWOT analysis to TOWS analysis, that is create a connection between squares. In SWOT analysis you identify all the Strengths, Weaknesses, Opportunities, and Threats in point form. TOWS matrix identifies the relationships between these factors and Proposes some actions /strategic decisions in order to transform S in W and T in O

But how is a TOWS analysis done? By combining:

• Strengths with Opportunities: Use your internal strengths to take advantage of opportunities.
• Strengths with Threats: Use your strengths to minimize threats.
• Weaknesses with Opportunities: Improve weaknesses by exploiting opportunities.
• Weaknesses with Threats: Work to eliminate weaknesses to avoid threats.

-

| | O | T |
|---|---|---|
| S | What strengths can you use to maximize opportunities? | What strengths can you leverage to reduce threats? |
| W | What opportunities can you take to reduce weaknesses? | What opportunities can you take to reduce threats? |

As you fill in each quadrant, you will be able to define actionable strategies.

TIPS:
- *Try to keep your SWOT diagram brief and to the point (few key words!)*
- *Get different feedback (if possible ) from customers, employees, partners, .. for a varied perspective*
- *Keep your core objectives in mind at all times*
- *Create a list of priorities in your results*

## 3.2 BUSINESS CANVAS MODEL

**Definition**

The Business model Canvas describe the logic with which an organization creates, distributes and captures value.

**Learning Ojectives for students**

The Business Model Canvas is a tool that allows you to represent graphically all the important components of model business in a single image, maintaining clarity and effectiveness and helping the people involved in the definition of the model to put ther ideas in order, to better understand how to innovate, to understand how the company works and what actually creates value for costumers.

The Business Model Canvas is a Business design which it uses to support companies in the innovation of their business models.

This tool allows to understand, in a simple and intuitive way, elements that concern that affect the functioning of company. This is possible thanks to a method based on a visual language understandable beyond the professional background.

The Business Model Canvas can be used by teams, as it facilitates discussion, creativity and the contribution of everyone; in fact can be printed and used for group work. The people can draw and discuss the elements of the business model with post-its and markers with a dynamic and participatory approach that facilitates the expression of each individual participant.
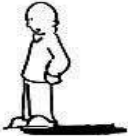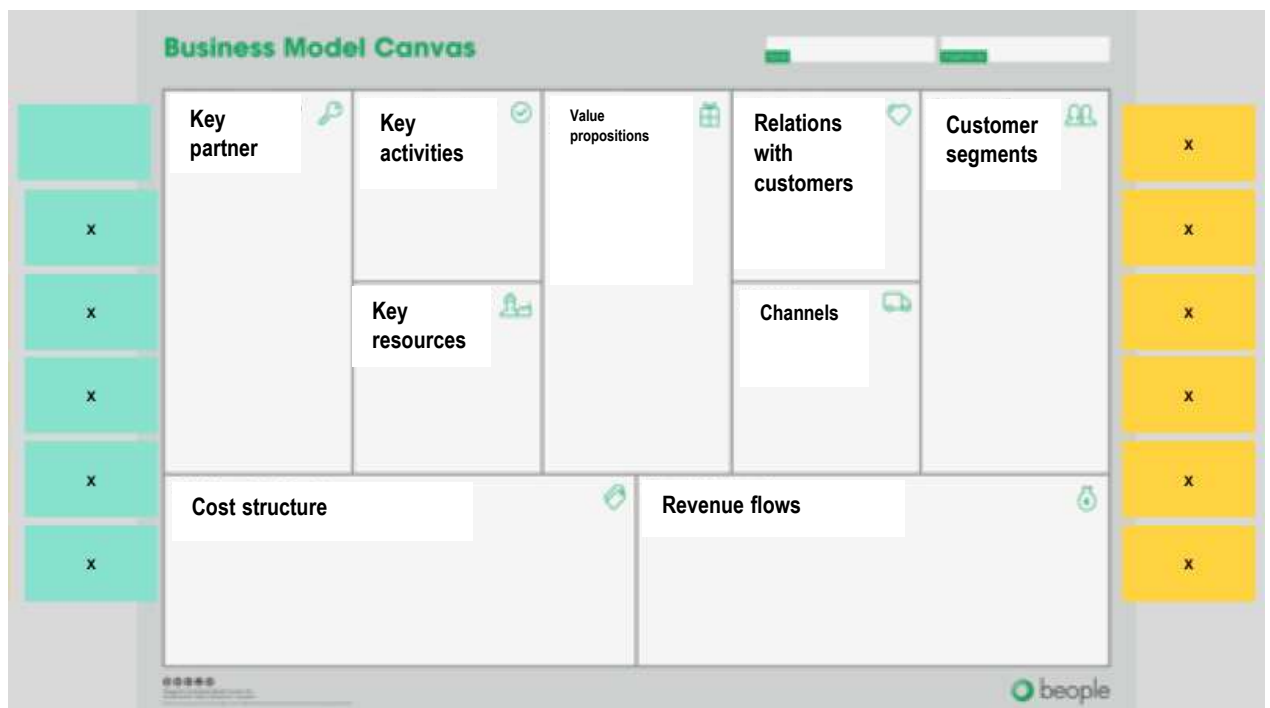


The Business Model Canvas is a framework within which the 9 constituent elements of a company are

represented in the form of blocks: Customer Segments; Value propositions; Channels; Relations with customers; Revenue flows; Key resources; Key activities; Key partner; Cost structure

**Data requirements and Methods /procedures**

QUESTIONS TO ANSWER TO FILL IN THE CORPORATE CANVAS BUSINESS MODEL

| | | |
|---|---|---|
| **Customer segment** | | **For whom we are creating value?**<br>**Who our most important customers are?**<br><br>**SOME EXAMPLES     B2B (Business to Business)**:<br>• Distributors<br>• Installers<br>• System integrators<br>• Brand owners<br>• Resellers<br><br>**SOME EXAMPLES     B2C (Business to Consumer):**<br>• Students<br>• Young couples<br> • Sportsmen<br> • Moms<br>• Pet owners |
| **Value proposition** | | **What kind of value do we bring to different customer segments (including end users and stakeholders)?**<br>**What customer, stakeholder or end user problem do we solve?**<br>**What their need do we satisfy?**<br><br>**SOME EXAMPLES**<br>• Risk reduction<br> • Cost reduction<br> • Increased accessibility<br> • Increased usability<br> • Performance proven to be better<br> • Optimization of particular processes<br> • Benefits in terms of brand and status |
| **Channels** | | **Through which channels do we reach customer segments? How do we distribute our offer?**<br>**What are the points of contact between our company and its customer segments during the purchasing process?**<br><br>**PHASES OF THE PURCHASE PROCES:**<br>1. Awareness: through what channels do potential customers learn about     us?Valutazione: attraverso quali canali aiutiamo i potenziali clienti a valutare le nostre Proposte diValore?<br>2. Purchase: through which channels do customers |

| | | |
|---|---|---|
| | | purchase our services / products?<br>3. Consumption: through which channels do we transfer our offer to customers?<br>4. After-sales: through which channels we continue to support customers, to make sure they are satisfied<br>5. and how we build new sales opportunities (up & cross selling)?<br><br>**SOME EXAMPLES OF CHANNELS**<br>• Agents<br> • Sites, apps and online platforms<br>• Catalogs and brochures<br>• Distributors and resellers<br> • E-commerce and marketplace<br> • Fairs and events<br> • Physical offices and branches<br> • Sales force (sales and pre-sales)<br> • Help desk and customer support<br> • Traditional media (newspapers, radio, TV)<br> • Social network |
| **Relations with customers** |  | **How do we manage interaction with Customer Segments? What objectively characterizes the relationship we establish with the Customer Segments?**<br><br>**EXAMPLES OF RELATIONSHIP MODES**:<br>• Direct or indirect<br>• Personal or automated<br>• One-off or continuous<br> • Formal or informal<br>• One-sided or co-creative |
| | | **What revenues are generated by the offer and with what logic?**<br><br> **SOURCE OF REVENUE**<br><br>What do our customers pay for? Which elements of the offer generate revenues? How are they distributed in percentage?<br><br> **REVENUE MODEL**<br> What is our revenue model?<br> **SOME EXAMPLES:**<br>• Sale of products and services<br>• Payment according to consumption<br>• Subscription<br>• Rent / rent / lease<br>• Membership<br>• Licensing / franchising |

| | | |
|---|---|---|
| | | • Brokerage<br>• Advertising |
| **Revenue flows** | | **PRICING POLICY**<br>How are prices defined?<br><br>**SOME EXAMPLES:**<br>• Fixed price list<br>• Price dependent on the characteristics of the product / service o<br>by the customer segment<br>• Volume dependent price<br>• Demand-dependent continuous adjustment<br>• Auction<br>• Negotiation<br>• Based on performance<br>• Freemium / premium<br><br>**PAYMENT METHOD**<br>How do our customers pay?<br><br>SOME EXAMPLES:<br><br>• In advance<br><br>• After delivery<br><br>• In installments |

| | | |
|---|---|---|
| **Key resources** | | **What costs are generated by Partners, Activities and Key Resources and what logic do they have?**<br>**What do we need to have to create and distribute our offer?**<br>**What do we need to have to defend ourselves from the competition?**<br><br>**TYPES OF KEY RESOURCES:**<br>**- Physical**<br>**- Intellectual (trademarks, patents, copyrights, data)**<br>**- Human**<br>**- Financial** |

| | | |
|---|---|---|
| **Key activities** | | **What activities do we need to do to create our offering and generate value for the market?** <br> **Which activities are indispensable to create our offer? Which ones, instead, are indispensable for its diffusion?** <br><br> **Which ones are indispensable for customer loyalty?** <br><br> **EXAMPLES OF ACTIVITY CATEGORIES** <br> - Consulting services <br> - Designing <br> - Prototyping <br> - Testing <br> - Manufacturing <br> - Delivery <br> - Service <br> - Marketing and Communication <br> - Business Development |
| **Key partner** | | **What external integrations are needed to create our offering and generate value for the market?** <br> **Who are our partners?** <br> **Who are our most important suppliers?** <br> **What Key Resources are we acquiring from partners?** <br> **What Key Activities do partners perform for us?** <br> **What motivations make partnerships seemly?** <br> **SOME EXAMPLES OF MOTIVATIONS:** <br> • Optimization and savings <br> • Reduce risk and uncertainty <br> • Acquisition of particular resources and activities otherwise unavailable |
| **Cost structure** | | **What costs are generated by Partners, Activities and Key Resources and what logic do they have?** <br><br> **SOURCES OF COST** <br> What are the most impactful costs? <br> What are the most expensive Resources, Activities or Key Partnerships? <br> How are they distributed as a percentage? <br><br> **ORIENTATION:** <br> What is our business most focused on? <br> - to the cost (some examples: structure of the costs lean, offered value <br> - at low cost, maximum automation, driven outsourcing) <br> - to value (some examples: focused on value creation, premium value <br> - value, premium value offered) <br><br> **LOGIC** <br> What logic does our cost structure follow? |

## Module 4

**MARKET ANALYSIS AND MARKETING PLAN**

**Content/ Overview**

Level 1:

Introduction

Many analyses to do

Business Canvas model

Business plan

Level 2:

Models and maps (PEST, Porter, SWOT)

**Objective/Learning outcomes**

The module aims to make young people understand that:
- the context in which a farm operates is very complex
- the entrepreneur/farmer has a lot of data at his disposal potentially: on consumption, on consumers, on competitors
- the entrepreneur/farmer has to select those who are functional information suitable to its own business

Market analysis allows you to be aware of the opportunities that a market reserves and also of its possible risks, so as to help the company understand how to exploit the advantages, avoid dangers, develop a successful business, plan strategies and commercial and marketing actions.

The module introduce to some tools to reduce the complexity, to select useful data to make entrepreneurial choices: some of them we used in the previous module (as SWOT analyses and BMC), and in this module we focus on **consumer analysis.**

**EQF level**

Level 1 - EQF level 3

Level 2 - EQF level 4

**SUPPORTING TOOLS:**

## 4.1 VALUE MAP

**Definition**

It is a business tool that allows to design, use and build a value proposition to identify customer needs in a structured and in-depth way.
The value map can be used as a poster to stick at the wall and to fill in with post-its.
The poster is divided into two parts: on right a circle that represents the customer subdivided into three sections (customer work, benefits, difficult reducers).
On left a square that represents the proposal of farm's value, also subdivided into three sections (products and services, benefit generator, difficult reducers).
To fill out the map at the best way, an order must be respected.

CIRCLE: Start from the right with "the circle", the block dedicated to customer segments. By analysing activities, difficulties, benefits / desires, you will be able to create a realistic customer profile and create an interesting value proposition for him.
It serves to put yourself in the customer's shoes, to describe in the most precise and detailed way possible his wishes, in terms of the objectives he wants to achieve, the problems he is trying to solve or the activity he is trying to carry out (job-to -be-done), of difficulties he experiences and desires or advantages he wants to achieve.

**Learning objectives for students**
The goal of this map is to represent the profile of the customer segment in a single page and in a simple way, in order to transform it into operational information: all that is mapped is then tested on the market in order to arrive at the end of the creation of products and services tailored to the customer
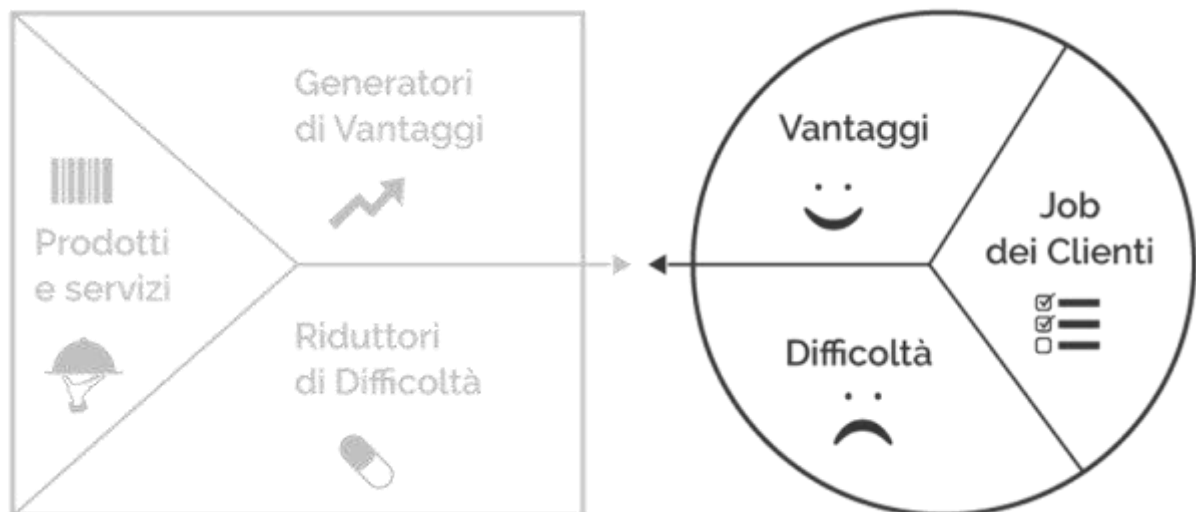
**Data requirements and methods/ procedures**

THE STEPS TO FILL OUT THE CUSTOMER PROFILE MAP
Once you have selected the customer profile to work on, you can move on to the brainstorming phase for:

- Identify the "jobs" of the potential client, the tasks he is trying to perform and the objectives he is trying to achieve;
- Identify the "pain", its difficulties;
- Identify the "gain", what you want and the benefits you want to get;
- Identify the priority compared to "jobs", "pain" and "gain", which are important for that customer segment.

WHAT ARE THE MOST COMMON ERRORS WHEN FILLING IN THIS SECTION?
To fill out this particular section of Value Proposition Canvas, it's necessary to avoid making these mistakes:

- Mix different customer segments within the same profile. Every customer profile needs a personalized value proposition;
- Focus only on functional needs and not consider the social and emotional dimension, that completes the customer's need;
- Confusing "jobs" with the "gain";
- Consider few "job", "pain", "gain" and describe them vaguely;
- Do a list of "job", "pain", "gain" think about the value proposition you have in mind; you need to put yourself in the customers' shoes without confirming the idea of products / services that you already have in mind.

SQUARE: Proceed left with "square", the block dedicated to products and services you want to offer. You will have to do a list of products and services you want to propose, focusing on how they could solve customer difficulties and generate benefits. This section allows you to illustrate the value of products and services according to a specific customer segment.
When filling out the Value Map is necessary to describe how products and services create benefits for potential customers.

THE STEPS TO FILL OUT THE VALUE MAP
To fill out this section of the Value Proposition Canvas correctly, follow these steps:
- Products/services, start with list of products and services inside the dedicated block;
- Difficult reducers, describe how these eliminate or reduce the difficulties of customers (those identified within the Pain);
- Benefits, describe how they generate or increase the benefits customers are seeking and how they can help them to achieve their desires;
- Priority: establish priorities based on the consistency of solutions with customer expectations.

WHAT ARE THE MOST COMMON ERRORS WHEN FILLING IN THIS SECTION?
To fill out this particular section of Value Proposition Canvas, it's necessary to avoid making these mistakes:

- Describe all the products and services possible. Do not describe all the products and services existing and to create, even if not specifically related to customer segment. Focus only on those you need;
- Insert products and services into the block of "pain reliever". Pain Reliever are difficulty reducers, so in this section describe how products and services will solve the "customer pain";
- Create "pain reliever" disconnected from "pain". When writing "pain reliever" link them to "pain" and "gain" identified on customer profile.
- Try to solve all the difficulties. It is impossible to think of fulfilling every wish of potential customers, so try to give an order to those identified and focus on solutions dedicated to macro difficulties (which, in turn, will satisfy the macro desires);

The value map is based on customer analysis. The block's of the Pain Reliever and Gain Creator should overlap whit those of difficulty and benefits included in the map of customers. More they are stackable, more they represent real solutions for customers.

VALUE PROPOSITION CANVAS

On Business Model Canvas the block "Value proposition" is very important: the value proposition, indeed, is what brings the company together with the right customer segments.

The Value Proposition Canvas is the tool that helps to focus on the value proposition in relation to customers, in order to correctly identify their real needs and relate them to the value that the company can offer them.

Whit its six blocks, the Value Proposition Canvas concentrates it focuses on the overall vision and helps to better solve the problems, difficulties and needs of customers.

FIT

After thinking about the typical customers and the most suitable products / services for them, the next step is to check if they really correspond to market needs.

FIT- PROBLEM- SOLUTIONS: highlights that customers are interested in the jobs, challenges and benefits that the value proposition intends to address.

FIT- PRODUCT- MARKET: highlights that customers wish value proposition.

FIT OF BUSINESS MODEL: highlights that business model for value proposition is feasible and profitable.

GOAL/RESULT

The goal is to "create products and services that customers want" through the use of the Value Proposition Canvas.

## 4.2 ROLE PLAY

**Description**

Beside technical knowledge about agriculture, an entrepreneur needs to have a broad set of skills, which include interpersonal skills. An entrepreneur in agriculture needs to interact with various stakeholders, such as representatives of a potential bank to acquire a loan, landowners to rent fields, future staff to be employees in the business and others.

Therefore, he needs to show confidence in himself and the business he carries out. Confidence results from knowledge about agriculture and a self-assured attitude. The latter is usually not taught at universities. This module tries to show how to bridge this potential gap of knowledge, that is linked to a self-assured attitude, that enables a person to be an successful entrepreneur.

**Learning objectives for the students**
Getting to know features of confidence
Learning to put confidence into practice
Reflecting the own interpersonal skills concerning confident behaviour and attitude

**Data  Requirement and Procedures**
Teaching method: short theoretical input, roleplay, Observing and giving feedback according the fish bowl method
Instruction: The leader of the module gives a short input about a confident person:

*Maintaining consistency: calmness and steadiness*
*They are not easily offended*
*They take initiative*
*They maintain open body posture*
*They maintain eye contact with the people they talk to*
*Avoid crossing arms*
*They never stop learning*
*They see everything as an opportunity.*
*They recognise their weakness and convert them into strength.*
*They need to assess the situation they are in.*

Social situations are categorised into three main categories:

1. To enforce your rights
   The aim of the behaviour in this social situation is primarily the fulfilment of your own claims which are allowed by social norms or conventions or law. The entrepreneur is in a better position as the social partner (for example a customer who complains unjustified about something) and has the right to enforce something (i.e. not to take back a product). In these situations, it is necessary to assess, weather it is better to enforce something, or weather there are strategic reasons not to enforce something (for example to take back a product, with the effect to have a satisfied customer, who stays your customer).

2. To establish social relationships and to actively shape them
   The overall goal is to maintain or improve a relationship. A consensus must be established between the parties. In this situation, it is less a matter of enforcing than to agree with someone.

3. To bid for something: To express own feelings and needs
   The expression of own feelings is the central argument and the understanding of the feelings of the other one. The goal is to win somebody`s favour. The main thing is the desire to start a good relationship. Or a situation in which own demands can only be met by the fact that the other waives

his right (e.g. not pay a fee that is due). It is necessary to give a positive picture to the interaction partner.

Roleplay:
Role playing has the purpose to train people to rehearse situations in preparation for a future performance and to improve their abilities within this role.
Therefore, the teacher should look together with her students for such a typical situation, which an entrepeneur in agriculture might face in future.
Potential Scene: Negotiations in a bank for a loan to set up a new business.
Create the scene together with the students or write the roles of the roleplay in advance.
Example: A farmer wants to sell cheese from his farm. He needs money to extend and build a new kitchen where the cheese is produced and he needs money to buy a caravan to build a mobile store for different markets.

This roleplay can be linked to the teaching module about writing a business plan. The students can use their own business plan to negotiate with the bank.

Ask the students which category they would think that this social situation (negotiation with a bank) belongs to

Remind the student of the theoretical input and the two important features of confidence:
1.Knowledge (Agricultural knowledge, Knowledge of their business plan, cost calculation, marketing etc.)
2.Self-assured attitude

In order to make it more difficult for students, the representative of the bank must be not very accessible. This role you could prepare in advance with the students as well. Ask the students to first work out the risks they see in this business plan and let them make a risk assessment. This risk assessment is given to the person who plays the representative of the bank.

# Module 5

**WEB SOCIAL MEDIA MARKETING**

**Content/ Overview**

Level 1:

What is web marketing

Web marketing benefits

Focus on social media communication

Level 2:

Focus on web marketing and social media tools

**Objective/Learning outcomes**

The module introduces to the use of web and social tools, which are so important for farmers than for other entrepreneurs. Students must learn that communication is the basis of customer trust, and it is important to:

- build and manage farm's reputation

- have a visibility, that allows farmers to reach a large audience of potential customers

- involve people, share dialogue, build relationships, turn potential customers into customers, and then build loyalty

- get feedback from customers in order to improve product's quality, services, etc

The objective is to think not individually: farmers must have comparison with other farmers, with customers, with public society, and modern times require modern tools to be present and available.

**EQF level**

Level 1 - EQF level 3

Level 2 - EQF level 4

**SUPPORTING TOOLS:**

## 5.1 STORYTELLING

**Definition**

Storytelling is a tool to communicate who we are, not only as a company but also as people, as values (it is linked to emotions). It is useful to communicate not a specific product but the brand, the company as a whole, and it is aimed not only at selling but at creating communities, finding partners, developing synergies and collaborations, etc.

Digital storytelling can use the following tools: Video; Blog articles; Social (FB, Instagram ..); Email marketing.

It is not an indispensable element of communication, but useful for improving self-understanding and vision.

**Learning objectives for the students**

Storytelling can be very useful for students to develop skills related to:
- Make content choices
- Focus on goals
- Team work
- Choose the right tool (consistency between message and channels, message and tools)
- Use different digital tools, facing up the problems related to their use (technical difficulties, images copyright, privacy, free or paid software, etc.)

**Data Requirement**

Teachers have to provide students with basic elements to develop a storytelling:

- Farm's characteristics
- Story goal : storytelling can communicate brand history, achieved farm's goals, past experiences, vision and mission
- Examples of storytelling

**Methods and procedure**

Divide the class in 4-5 groups, each of them with the same goal.
Then, students have to follow these steps for the creation of a digital storytelling:
1. Define the initial idea through a short description, a diagram, a question: Digital storytelling can start from any kind of idea: a journey, a love story, the birth of a business, a place, a particular vent. The type of story should be identified on the basis of our communication objective, and according to 5 w:
   - what: object
   - why: the triggering facto that motivate the succession of events in the story).
   - where: location
   - when: time
   - who: story protagonist/subject

2. Research, collect, study information on which history will be built: If we talk about the digital storytelling of a farm, we can search for documents, photographs and people that can provide some more information into the farm history and all the aspects that make that reality. It is very useful to carry interviews, and we can use these interviews also as a part of the video

3. Draw up a story draft and create the storyboard: This draft – the story structure- must contain the objectives of the storytelling and be as authentic as possible. One of the goals of storytelling, at school as well as in the company, is to generate an emotional response through the story. The storyboard allows to integrate multimedia materials within a story that is born as a textual. It also helps us imagine the final result, or visualize the scenes of a short film or the graphic structure of a website. In any case, it is important that the storyboard is an agile document.

4. Record or collect images, sounds, videos, and assemble the material: Using the storyboard as a track, it's time to create those products that are an integral part of the actual digital storytelling. Digitizing material means scanning images, editing videos, transcribing interviews or formatting texts

5. Distribute the product (class simulation) and collect and analyse feedback from other groups

What are the key elements for a great Brand Story? Creativity, planning and strategy are the elements to build a good story. Before starting, take a look around: collect images, phrases, inspirations and group everything together.

# Module 6

**DIGITAL FARMING**

**Content/ Overview**

<u>Level 1:</u>

Precision Farming

DSS Decision Support System

<u>Level 2:</u>

Digital farming

Future of farming

**Objective/Learning outcomes**

The module introduces to the "future of agriculture" that is the use of digital tools that can support farmers for a more efficient agriculture with a lower environmental impact.

The module aims to make young people understand the importance of technical and digital support for all production phases, in order to be more competitive and assure the farm's growth.

**EQF level**

Level 1 - EQF level 3

Level 2 - EQF level 4

## Module 7

**START UP FINANCING**

**Content/ Overview**

<u>Level 1:</u>

General context

Bank funding

CAP funding

<u>Level 2:</u>

Farming support

**Objective/Learning outcomes**

The module introduces to the credit access for farm, that can arise from:

- Bank (private credit)
- Local public funding
- EU funding (CAP)

The module aims to make young people understand that in agricultural sector, as for any other business, access to finance and funding is essential in order to promote development, growth and continuous innovation. Agricultural sector has many specificities, for example CAP funding, and it is very important to consider them in making business and investment choices, in order to take advantage of the opportunities offered.

**EQF level**

Level 1 - EQF level 3

Level 2 - EQF level 4

## Module 8

**RISK MANAGEMENT**

**Content/ Overview**

Risk management in farming:

- Why risk management
- Tool kit risk management
- Funding risk management

**Objective/Learning outcomes**

The module introduces to the use of public funding to support farmers in facing risks related to crop (and income) loss due to unforeseeable or manageable events (hail, strong wind, frost, drought, epidemic animals' diseases, parasitic infestation, etc).

Risk management is very important due above all to the effects of climate change that make adverse weather phenomena more and more frequent.

**EQF level**

EQF level 4

**INNOVATION, RESEARCH AND COOPERATION**

**Content/ Overview**

- European context
- Challenges for future farming
- EIP-AGRI

**Objective/Learning outcomes**

In a changing world, the EU's economy needs innovation to become smarter, more sustainable and more inclusive, also in agricultural sector. To manage these innovations, it is fundamental to activate cooperation and collaboration within farmers, and within farmers and other subjects (research canters, universities, industries, public bodies).

The module aims to make young people understand that:

- in modern agriculture, farmers cannot act alone but must find or create synergies with other partners in order to be more competitive, both as a single farm and as a sector.

- innovation and cooperation are important also to make more efficient the social and environmental role of agricultural sector (remind: agriculture is not only a productive sector, it has a big role in society!!)

**EQF level**

EQF level 4

**SUPPORTING TOOLS:**

## 9.1 HOW TO BUILD A GOOD PARTNERSHIP

**Definition**

Research and innovation projects need to adopt a multi-actor approach. This approach puts together researchers, farmers and other subjects to answer at real needs related to farms and agricultural sector in general. It means that the projects need to focus on problems or opportunity that the farmers or other (as consumers) need to face up.

For this reason, partners with complementary knowledges (scientific and technical skills) need to join forces in the project activities from the beginning to the end, to develop innovative solutions for the sector competitiveness.

**Learning objectives for students**

The objective is to use Role play methods to build a partnership related to a project/objective, starting from project needs and famers' resources (the right partner in the right role).



Choose consortium partners with **complementary types of knowledge and skills** (for "cross-fertilisation")



Bridge the gap between research and practice **by facilitating discussions**

**Data requirements and Methods /procedures**

The teacher has to provide a short project description (objectives, activities, required tools, skills and funds). Starting form this input, students have to work together in building a "typical/desirable" partnership, with the following elements:

- Name /type of each partner
- Involvement/contribution to the project: which role and activity? Which phase?
- Resources (key technical skills and experience, number of people and working days, etc)
- organization chart: how responsibilities are divided? decision-making/management levels? communication mechanisms?

Set up a plan with a **clear role for each of the** different partners



All partners must **co-create and co-decide throughout the** project

Then, students have to prepare a partnership agreement draft, in which collect information we need about the partners, useful to support the project application:

General information

Reference person

Brief description of the organization and competences

Consistency with the project objectives

Role and responsibility in the project linked to the results