

Deliverable D1.2

TRAIN CE FOOD PROJECT

A list (a review) of good practices in partner countries

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1. INTRODUCTION

As argued by the European Commission Europe's economic growth and jobs depend on its ability to support the growth of enterprises. Entrepreneurship creates new companies, opens up new markets, and nurtures new skills. Thus, the Commission's is encouraging people to become entrepreneurs and try to make it easier for them to set up and grow their businesses. Furthermore, the Commission discussed the importance of the circular economy (CE), bringing major economic benefits, contributing to innovation, growth and job creation. Circular economy encourages sustainability and competitiveness in the long term, and helps saving costs for European industries, unlocking new business opportunities and creating local low and high-skilled jobs. Food issues were defined as a priority area, promoting circular economy. On May 6th 2019, the Commission reported that each year around 20% of food produced in the EU is lost or wasted, causing unacceptable social, environmental and economic harm. EU is committed to solving this problem and putting its food system onto a sustainable path.

TRAIN-CE-FOOD objective is acquiring innovative specialized competences for youth, by empowering them to make use of entrepreneurship and cooperative skillsets and mindsets, which will enable them to create much more efficient cooperative solutions and business models in the field of CE and food supply chains via open online learning, face-to-face workshops, and in-depth remote coaching.

A first step towards **TRAIN-CE-FOOD** goal is to realize the specific objectives, which depend also on the so called background activities, where one of them is Analyses of competencies.

The objective of this report –List of good practices– is: to build up a knowledge base, and map existing good practices, and it is in a compliance with the following specific objectives:

- develop and design curricula for secondary and higher education level (Entrepreneurship Competence Framework will be used as a basis for both levels), raising awareness/knowledge



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- develop and design an open OER platform with 3 integrated modules, supported by an e-textbook to ensure that learners will acquire skills, competencies and knowledge – modules will be integrated in learning/teaching at the secondary and university levels
- create training material used at face-to-face workshops, focusing on interaction with peers and business world, and training material for in-depth remote coaching with business mentors

This further comprehends and extensive analysis of the existing good practices (WP1, Task 1.2), which will be the basis of the work in WP2, WP3, and WP4.

2. METHODS and APPROACHES

Partner STRATECO prepared a methodology, which was represented at the project meeting and agreed by all the partners.

During the stage of the **TRAIN-CE-FOOD** project, each partner conducted a countrywide survey, based on predefined criteria and methodology.

Methodology used for the secondary school search, see Fig. 1.

(1) Search for		Curriculum overview available online	next step	CE-topics included	entrepreneurship topics included	Contact for details
Secondary Schools related to food issues in your Country (examples here for Austria)						
Overview https://www.bmirt.gv.at/land/land-bbf/bildung-agrar-schulen/agrarfachschulen.html						
In Detail						
LFS im Burgenland	no		→ (2) get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Kärnten	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Niederösterreich	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Oberösterreich	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Salzburg	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in der Steiermark	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Tirol	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
LFS in Vorarlberg	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...
	no		→ get in contact directly regarding CE and entrepreneurship topics	-	-	...@...

Fig. 1: Methodology used for secondary school search – best practices (an Austrian case/example).



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Methodology used for the secondary school search, see Fig. 2.

(3) Search for		Curriculum overview available online	CE-topics included	entrepreneurship topics included	Contact for details
Higher Education Institutions and Studies related to food issues in your Country (examples here for Austria)					
Overview https://www.studieren.at/hochschulen-finden/					
In Detail					
https://boku.ac.at/studienservices/studien/bakk/uh033217?selectedTypes=group yes		--> (4) check regarding integration of CE and entrepreneurship topics	no	no	-
https://boku.ac.at/studienservices/studien/master/uh066417?selectedTypes=group yes		--> check regarding integration of CE and entrepreneurship topics			
https://boku.ac.at/studienservices/studien/master/uh066457?selectedTypes=group yes		--> check regarding integration of CE and entrepreneurship topics			
https://boku.ac.at/studienservices/studien/master-en/uh066500?selectedTypes=group yes		--> check regarding integration of CE and entrepreneurship topics			
https://boku.ac.at/en/studienservices/studien/master-int/uh066451?selectedType=group yes		--> check regarding integration of CE and entrepreneurship topics			
https://boku.ac.at/en/studienservices/studien/master-int/uh066501?selectedType=group yes		--> check regarding integration of CE and entrepreneurship topics			
https://www.fh-joanneum.at/nachhaltiges-lebensmittelmanagement/bachelor/en/r yes		--> check regarding integration of CE and entrepreneurship topics	yes	yes	...@...
https://www.fh-oeo.at/campus-wels/studiengaenge/bachelor/agrartechnologie-univ yes		--> check regarding integration of CE and entrepreneurship topics	yes	yes	...@...
https://www.fh-oeo.at/campus-wels/studiengaenge/bachelor/lebensmitteltechnolo yes		--> check regarding integration of CE and entrepreneurship topics			
(5) In-Depth analysis of the curricula including CE and/or entrepreneurship topics					
(6) Collection of good practice contents regarding CE and entrepreneurship topics		Details to be discussed			

Fig. 2: Methodology used for higher education search – best practices (an Austrian case/example).

During the initial stage of the **TRAIN-CE-FOOD** project, each partner conducted a countrywide survey outlining the situation of circular economy business models in the food supply chains, entrepreneurship and cooperatives in Slovenia, Austria, Malta, Cyprus, Croatia, and Spain.

2.1 OUTCOMES OF TWO PILOT PROJECTS

TRAIN-CE-FOOD has been generated, based on the outcomes of two pilot projects – COOPilot and ECOOPE, as both brought a benefit to decrease the youth unemployment in Europe.

- Regarding the COOPilot, TRAIN-CE-FOOD utilizes MOOC results, Module 2 – a guide to create a cooperative start-up, as circular economy in food supply chains (topic covered within our proposal) is closely linked to innovative business models and “out-of-the-box” thinking, using social and technological innovations.
- From the ECOOPE project, we will utilize their outcomes at two levels:



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- 1) Co-operative training evaluation tool, where we will be able to measure our ex-ante and ex-post activities assessment, regarding the success, based on indicators provided
- 2) Integrating pilot educational directions for secondary and higher education trainings, which we will partially utilize in our activities.

3. RESULTS

This section represents the results obtained from the good practice review in all the partner countries, which is more detailed explained within the State-of-the-report (D1.3). This deliverable represents a list of good practices identified.

List of good practices identified within the partner countries is represented in Table 1.



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Table 1: List of good practices

Country	Topics		Training materials	Teaching methods	Other, comments
	Secondary	Tertiary			
Austria	<ul style="list-style-type: none"> -Crop Rotation -Plant nutrients, fertiliser management -Diseases, pests and harmful plants, integrated pest management, expert use of plant protection products and measures -Organic plant production -Organic livestock farming 	<ul style="list-style-type: none"> -Entrepreneurial thinking, -differentiation from other sciences, -enterprises (economic activity, basic characterisation and assessment, typification), -production factors, -basics of assessment, -land register, -interactions between economy and ecology -Emissions and waste in food production -Handling of renewable and non-renewable resources -Strategies and options for the avoidance and use of residual- and by-products -Strategies and options for the reduction of energy and water use in food production 	Mostly textbooks	<p>Training firm</p> <p>Integrated course</p>	



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		<ul style="list-style-type: none">-Sustainability standards: life cycle assessment, material flow analyses, product carbon footprint, cost optimization and others-Introduction to energetic optimization and preventive environmental protection in food plant processing. -Theoretical basics and developments of supply chain management-Tasks and aims of supply chain management-Importance for the success of a company in view of marketing of high quality agricultural products -Entrepreneurship-Business planning-Business creation and -take over- Presentation of the 4 groups of cooperatives in Austria	Lectures	Seminar	Seminar
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Croatia	- renewable energy sources and introduces the students to rational and economical management of energy needs and drinking water guided by the principles of sustainable development	- courses at the university level are mostly related to the sustainable development in general terms -circular economy course was perceived: <ol style="list-style-type: none">1. Linear economy and sustainable development2. International institutional support for sustainable development3. Accounting as a basis for the benefits of investing in sustainable development4. Green and circular economy5. Green consumers, environmental protection and waste management6. Green economy in Croatia until 20507. The EU and the circular economy: Europe 2020 and the Environment Action Program (EAP)8. Accounting as a basis for the benefits of investing in the circular economy		Lecture	In Croatia at the secondary level several educational projects were perceived. For more details, see D1.3
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		<p>7. Measuring green economies (The Global Green Economy Index)</p> <p>8. Case studies: The British-style green economy and the lessons of Scandinavia</p> <p>9. Alternative indicators of national accounts</p> <p>10. Eco-account system – SEEA</p> <p>11. Product life cycle accounting in a circular economy</p>			
Cyprus	Entrepreneurship and innovation in the hospitality sector. This course provides the students of the speciality with the necessary specialized knowledge regarding entrepreneurship, creativity, innovation and competitiveness	<p>-The economics of entrepreneurship and innovation.</p> <p>- Promoting Creativity.</p> <p>- Gaining Strategic Advantage.</p> <p>- The Marketing Plan.</p> <p>- The Business Plan.</p> <p>- Intellectual Capital.</p> <p>- Knowledge Management.</p> <p>- Presentation Technique.</p> <p>- Self Confidence and personal development.</p> <p>-Technical Innovation.</p> <p>-Green and Social entrepreneurship.</p>	Lectures		



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Malta	Environmental education	<ul style="list-style-type: none"> -circular economy, the following concepts guide what is taught: change, culture, ethics, globalization, innovation, and strategy - socio-cultural factors in health and nutrition focuses on historical aspects of national cuisines and food choices -sustainable consumption and production - dietary guidance, health behaviour promotion, consumer protection and sustainable living -sustainable business models 	textbooks	Project, teamwork, lectures	More details are provided in the state-of-the art
Slovenia	Various initiatives to engage students in the field of sustainability and entrepreneurship	<ul style="list-style-type: none"> -agriculture -food science and nutrition -agricultural economics 		Research work, projects, lectures	More details are provided in the state-of-the art
Spain	<ul style="list-style-type: none"> -Introduction to Entrepreneurial and Business Activity -Sustainable development -Sustainable development and management -what is circular economy 	<ul style="list-style-type: none"> -international forum on circular economy -New disruptive economic processes: the circular economy and the collaborative economy -food industry management 		Role playing game, real-life case studies	Many informal workshops and other resources are offered for the students.



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	-organic wine production	-tools for circular economy			
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4. CONCLUSIONS

Taking into consideration the best practices overview the following can be summarized:

- In the field of secondary education no circular economy related topics were perceived
- Countries: Cyprus, Slovenia, Spain are teaching about entrepreneurship issues, however, this is introduced to the students in a very general terms, and not in a form of setting up a company
- In general secondary schools did not make visible teaching material or teaching methods used
- In the field of higher education we have perceived in the following topics in the partner countries: food, entrepreneurship, circular economy, which are again represented to the students from a theoretical perspective and in a general terms
- Very interesting is a case in Austria, where they are teaching students about cooperatives in a local environment in a form of a case studies
- In Croatia, Malta, and Spain we have perceived circular economy topics, however, according to the content represented these topics are mostly very general, introducing to the students a difference between circular and linear economy, theory about what is a circular economy. Thus, more practical approach towards circular economy is missing
- Considering the teaching methods perceived within the courses, they seem to be more or less traditional (project work, seminar work, research, lectures, etc.), with some innovative approaches (role playing games or real-world case studies).
- In some partner countries innovative initiatives were perceived, covering more innovative learning approaches (e.g. online) regarding circular economy and sustainability issues.



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