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EUROPEAN FOODBUSINESS TRANSFER LABORATORY FOR STIMULATING ENTREPRENEURIAL SKILLS, FOR FOSTERING INNOVATION AND FOR BUSINESS CREATION IN THE FOOD SECTOR / FOODLAB

Solutions to maintain pedagogical approaches and contents at the state of the art in the long term

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Workpackage No.	**WP3**	Workpackage Title	**Development of new educational content, methodologies, and organization**

Task No.	**T3.2**	Task Title	**Improving educational content of food innovation and entrepreneurship**
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List of abbreviations

HEI: Higher Education Institution

IP: Internet Protocol

SME: Small Medium Enterprise

1 Introduction

1.1 Requirements specification of the part “Improving educational content of food innovation and entrepreneurship”

Source: DETAILED PROJECT DESCRIPTION – V3

“It will be necessary to define program contents that make the bridge between product development and business model development. The product development is only part of the innovation project even though it is a major part. In other words, it is necessary to define possible educational contents that lead students to understand how to go from ideas to the commercialization of the products. The business approach is usually weak within the programs that emphasize the technical content. The interface between technical and business contents need to be largely improved. The diversity of contents (as much as possible dedicated to food business) that need to be contained in educational programs must be defined by HEI and business partners of this project around 5 main modules: Creativity, Intellectual Property, Strategic Marketing, Finance and Food Innovation Management. The courses will be for example:

- *Courses on creativity methodologies and tools,*
- *Courses on the business model concept,*
- *Courses on the logic of the business plan and content of the food industry,*
- *Innovation management in the food industry with a focus on eco-innovation management (evaluation of environmental and social - Courses on quantitative market evaluation that is different from quantitative measurement,*
- *Financial forecasts that need to demonstrate the viability of a project that might lead to a start-up or industrial investment in SMEs,*
- *Courses on intellectual property rights management in the food industry (an educational program usually focusing on IP tools), courses on product/customer compatibility evaluation,*
- *Courses on food security and nutrition impacts on health,*
- *Etc.*

In this task, scenarios to organize digital tools globally, organization between partners with different profiles, links with education science resources will be considered to define methodologies and tools that can be easily maintained at the state of the art.”

2 Objectives

The aim is to update the content of courses but also the different tools set up during the three years of the FOODLAB program. Indeed, in terms of food innovation, the courses are likely to evolve quickly. Therefore, a network and connection between FOODLAB's representatives in HEIs, one administrator of the platform (or Web developer) and one manager of the platform should be designated during the FOODLAB project in order to maintain pedagogical approaches and contents at the state of the art in the long term.

The communication system from the field (represented by the experts which have already contributed to the development of the training content) to the FOODLAB manager on the platform should be pyramidal for a good visibility of the process by each protagonists of the pyramid, but also for an efficient process of the database updating (Figure 1).

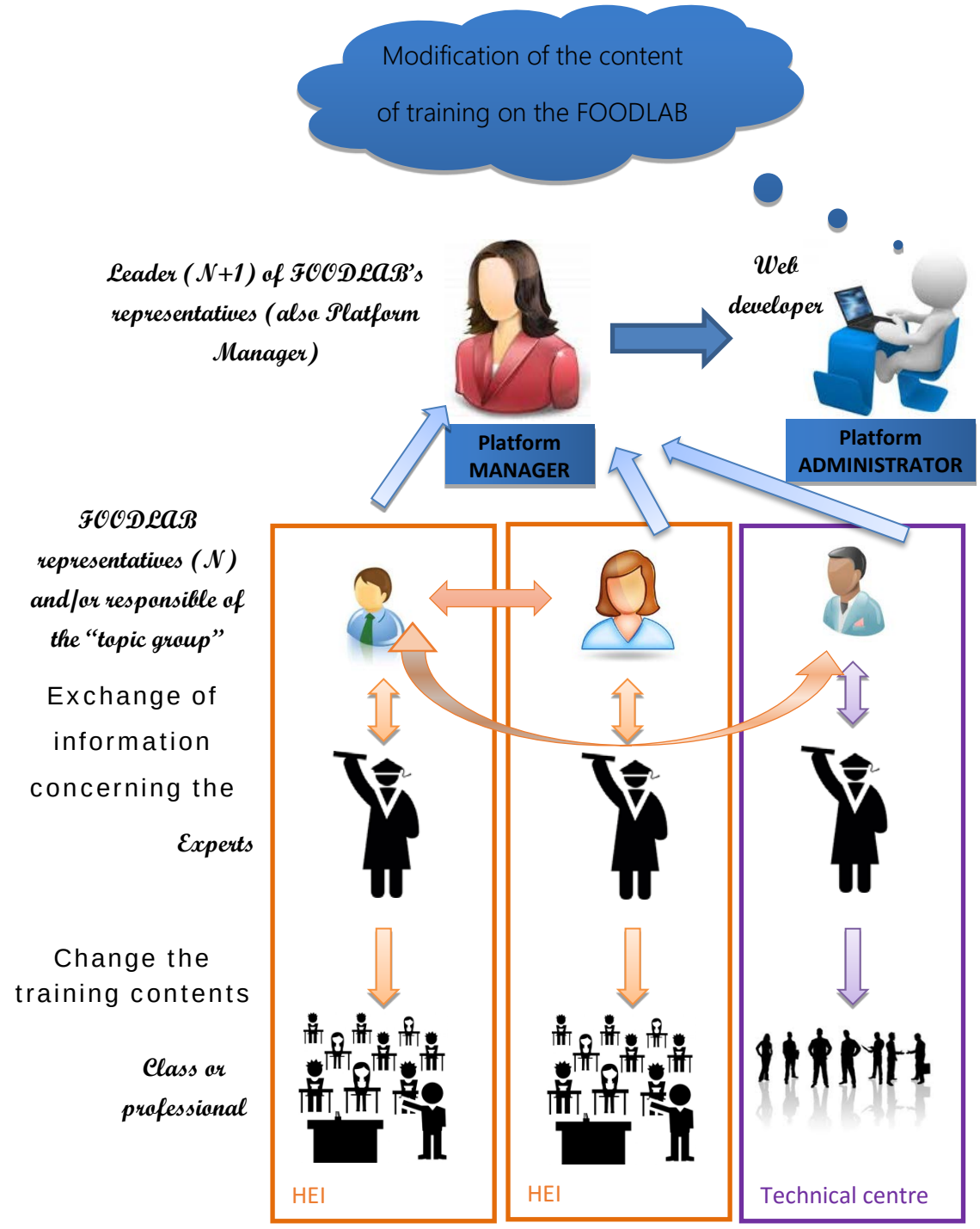

Figure 1 Pyramidal organisation for updating the data of the training content of FOODLAB on the platform.

Legend: - The orange and purple arrows show the communication between the FOODLAB representatives inside the institutions and “their” experts in order to understand the extent of the changes concerning the disciplines and at the end to introduce them into the FOODLAB training.

- The red arrows show an example of the transversal communication between the responsible of a discipline among the N (also named the responsible of the “topic group”) and the other FOODLAB representatives (also N) in each institution.

- The bleu arrows show a bottom-up communication between the leader of the FOODLAB representatives (N+1) and the responsible of the “topic group” (N).

3 Pyramidal organisation

The pyramidal organisation is set up as soon as the content of the FOODLAB training is developed. This organisation is briefly described in the deliverable D3.2 on the chapter "4.1.1. Process". This chapter is here after:

Extract from the deliverable D3.2

Firstly, experts are identified in each institution of FOODLAB's partners (HEIs, technical centres and companies): a list of experts is developed. Then, one FOODLAB partner is designated as the responsible of one (or more) discipline(s). This responsible is in charge of the "topic group", composed by FOODLAB's partners and their experts, for developing the content of the discipline concerned by the "topic group".

After this division of roles, each FOODLAB partner inside the different "topic group" will have to fill in the "template for the content of the disciplines" (detailed in the following chapter).

To summarize, each FOODLAB partner will ask their experts (teachers, coaches, employees specialized in specific fields) to share their point of view concerning their area of expertise and their specific entry point on the material taught in their institutions. More accurately, for each discipline taught, the expert should transmit general guidelines (or check lists) which should be known by the learners in order to approach the management of an innovative project in the food industry. Other parts detailed in the following chapter will be filled in by the experts. Then, the responsible of the "topic groups" will contact the FOODLAB partners from his group in order start the European synthesis for the discipline in question.

The methodology of investigation described here will be very helpful for the establishment of the training content and should probably underline the cultural differences between countries. Each idea is going to enrich the course content in order to create a "melting-pot" of FOODLAB training.

Once (or more if necessary) a year, the FOODLAB representatives (N) inside the institutions will discuss with the experts in order to understand the extent of the changes (if there are any) in order to introduce them into the FOODLAB training. The responsible of the "topic group" (also a FOODLAB representative (N) will collect all the changes proposed from all the institutions (HEI and technical centres) by the FOODLAB representatives and their experts. Then, the responsible of the "topic group" (N) will refer the changes to the leader of the FOODLAB representatives (N+1), also the platform manager. This person will harmonize the content of the new training with the existing one. The leader of the FOODLAB representatives (N+1) will communicate to the web developer the new training content. The leader of the FOODLAB representatives (N+1) and the web developer will be the two

persons in charge of the updating of the training content. The FOODLAB representatives (N) and the FOODLAB administrators are detailed in Table 1. The participants of the topic groups are detailed in Table 2.

Table 1 Identification of the FOODLAB's representatives (N) and the FOODLAB's administrators (leader of the FOODLAB's representatives (N+1) and the web developer).

	Institution	Name of the representative during and after the FOODLAB project
Platform administrator **Web developers**	CCI (P1)	Benoît Cuillère Aurélie Bouland
Platform manager **FOODLAB representative (N+1)**	ISARA Lyon (P3)	Christian Pineau and Laetitia Gemelas
FOODLAB representatives (N)	IPB (P2) ISARA Lyon (P3) UPV (P4) UCSC (P5) UNITO (P6) CBHU (P7)	Elise Dargelos and Mathieu Breton Christian Pineau and Laetitia Gemelas Javier Martinez Elena Angeleri and Andrea Mezzadri Remigio Berruto Katalin Viola and Zsófia Kertesz

Table 2 Identification of the members and the leaders of each "topic group" from the syllabus

Disciplines / methodologies	Leaders of the "topic groups"	Members of the topic group	Names of the experts
1/ INTRODUCTION			
Presentation of the effectuation	ISARA-Lyon	-	Laetitia Gemelas (ISARA)
2/ 1st step of FORMULATION			
"Design thinking" methodology	UPB	ISARA-Lyon	Javier Martínez Monzó (UPV), Laetitia Gemelas (ISARA)
3/ 2nd step DEVELOPMENT			
Business model CANVAS (linked with strategy)	CBHU	UNITO, ISARA-Lyon, IPB, UCSC	Katalin Viola (CBHU), Zsófia Kertész (CBHU), Eric Astien (IPB), Remigio BERRUTO (UNITO), Javier Martínez Monzó (UPV), Andrea Mezzadri (UCSC), Jérôme Zlatoff (ISARA),
Business plan	CBHU	UNITO, ISARA-Lyon, IPB, UCSC	Katalin Viola (CBHU), Zsófia Kertész (CBHU), Eric Astien (IPB), Remigio BERRUTO (UNITO), Javier Martínez Monzó (UPV), Andrea Mezzadri (UCSC), Jérôme Zlatoff (ISARA),
ANNEXES			
Financial engineering (linked with 2nd step DEVELOPMENT)			
Basics of financial analysis and Financing innovative enterprises and entrepreneurial finance	UCSC	-	Andrea Mezzadri (UCSC)
Legal engineering			
Legal framework of food business	IPB	-	Claude Atgié (IPB)
Innovative project management			
Management and organisation	IPB		Thomas Habersetzer (IPB)