



**REDERA Revitalization and entrepreneurship for deprived rural areas in Europe**

**CRITERIA FOR THE SELECTION OF GOOD PRACTICES**

**GOOD PRACTICE NR 1: EDUCATION FOOD OPERATOR NETHERLANDS**

**1.- Name of the practice: Education Food Operator**

**2.- Objectives and challenges tackled, according to RedEra Application Form (between 500 – 1000 characters)**

Public-private cooperation in Dutch Vocational education Relationship to (technical) training of food operators

After a period of 4 years , the public/private cooperation must create sustainable value for educational institutes, research & profit companies

Growth in number of students who choose for food process operator education, and achieving a better result

Applied research for businesses;

Education 'on demand ' re,-and further training

**3.- Brief description of the practice: (between 400 and 600 characters)**

Key activity food processor; three courses: Operator A, Operator B, Technical Operator

Growth of young professionals for the process engineering

Providing support in realizing a fit in study choice

Excellent education on demand

Continuous learning (Lower Vocational > Intermediate Vocational)

Practical courses

Customization courses (for businesses)

The ability to use state-of-the art equipment

Excellent working & Learning environment & Experiences

**4.- Among the following descriptions, which one will fit best to the practice?:**



**A) It is a practice developed:**

- In a rural area (according to inhabitants, evolution of population, economic sectors...)

**Other Comments(between 450 and 600 characters)**

Key partners:

- Intermediate vocational education (ROC= VET) and Lower Vocational Education (VMBO)
- Government
- Network of businesses
- Technology Suppliers
- Expertise platform: Cooperative Working & Learning in the Process-technology/Engineering (WLP)

**B) Target public of the practice**

- Young people, in general  
 Young people at work  
 Workers

**C) Transferibility of the practice**

- Very high

**D) Which is the source of this practice**

- Collective initiative

**E) Agents involved**  Local administration

- Local administration  
 Regional administration  
 Companies  
 Employers' associations  
 Schools for secondary education  
 VET school

**F) What type of role, do the agents indicated in the previous question, play**

- Funders  
 Stakeholders (Government, schools, companies)  
 Companies



### **G) Sustainability of the practice (environmental, social and economic)**

The initiative is sustainable from all points of view:

Environmental and economic: the education food processor is based on developments on the regional labor market. Sustainability is one of the big issues in Agrifood Capital.

### **H) How is the gender approach considered in the practice?**

X It fosters the participation of women through positive measures due to the lack of female participation in the sector.

### **I) Is it an inclusive practice?**

X It gathers people with different capacities

### **5.- Please, highlight some of the main results obtained to date**

Objectives Starcker factory:

Tech students => school and training

All knowledge central from A- Z

Learning from top professionals with the latest technology

Physical learning factory with real units/plants ( Experimental learning)

Perfect match with practice

Driven chain partner

Involved with Starcker R&D program

Employees from Starcker / employees from customers

Learning what is necessary (job related)

Further development in own technology of expertise

Integration with other engineering technology

Talent development

Stay future-proof