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Elaboration of the Pilot of Sweden

Pilot: Country

A: Sweden, Office of Natural Resources, Region Västra Götaland

Geographical limitations

In our pilot, region is interpreted as Skaraborg, which is also a sub-regional cooperation of 15 municipalities. The participating school is the Biologiska yrkeshögskolan (Biological Post-Secondary VET School, hereinafter: BYS). It is an agricultural education centre at higher vocational education and training level (EQF level 5-6). BYS is centrally located in Skaraborg. The adult education given by BYS is always designed together with the branch of the trade.

Pilot idea

A: Please describe your pilot idea and include the following aspects:

- Reason as to why this pilot is necessary
- History: what has already been done in regards to this pilot
- Finish photo: what is realized after the pilot is completed

Reason

As it is underlined in the 2011 EU Modernisation Agenda, educational institutions are key actors concerning the establishment of a knowledge-based economy. An authentic learning environment for cross sectoral learning could contribute to competence accumulation. Regional level strategies emphasise the importance of a new perspective related to societal challenges observed in the green industries. The globalising market fosters the smart and innovative specialisation of SMEs that may lead to new regional business models. Therefore, the pilot focuses on creating a better understanding of SME driven local supply chains and networks exploring small-scale food systems. The findings would help the shift from the large industry and retail oriented, static conventional food chain to a dynamic and responsive food chain based on information sharing and networking. It may also contribute to tackle the major challenge that is transport and logistics in Swedish rural areas.

History

Lokalproducerat i Väst (Locally Produced in West) has already performed a mapping of food producer SMEs in Region Västra Götaland. <http://lokalproducerativast.se/producenter/>. This map is updated annually and serves as a starting point to the pilot.

Finish photo

Via student projects, the sectoral products of local food producers (e.g. milk, meat, and cheese) will be followed in the food chain from farm to table and beyond, i.e. the re-use of waste. Results will be interpreted in the context of the regional demand of large-scale consumers (e.g. hospitals).

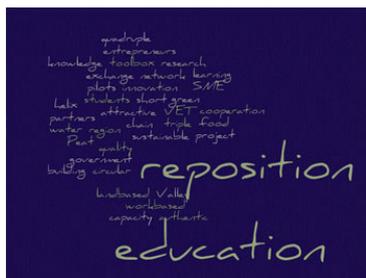
The pilot would eventually catalyse discussion about:

- handling the challenges of SMEs experienced concerning logistics and up scaling to achieve profitability in sales (fostering a potential model for new cooperative structures);
- smart specialisation strategies based on the regional demand;
- setting up a circular approach to food chain on regional level.

Pilot results

A: Please describe the results of the pilot:

- Describe the results (each result separately)
- Describe each result smart
- Make a connection to the description of each result as is described in the formal application to how this pilot will



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realize or contribute to this result

The pilot will highlight the conjured interconnectedness of regional SME food producers. The Swedish pilot will initiate the mapping of food demand of large-scale consumers (e.g. hospitals) and of food chain of regional SME food producers in certain sectoral products (e.g. milk, meet, and chees). It will open up opportunities for cooperation among food actors, municipalities, research and education and NGOs as well.

- The pilot will deliver information on specific regional food products and their way along the food chain as mapping up the supply side. Moreover, sectoral information of large-scale consumers will be monitored as mapping up the demand side.
- The gained information would facilitate smart and innovative specialisation of regional SME food producers catalysing ideas about new regional market mechanisms.
- The studied interconnection (or the missing of such linkage) would create a data pool for further research concerning entrepreneurs, intermediaries and policy makers.
- The findings of the pilot would foster discussion about setting up a circular approach to food chain on regional level.
- During the process, an attractive learning environment will be created by the participating students and teachers (together with regional partners) while following the food chain, mapping up regional large-scale consumers, interviewing local SME food producers. Assignments will be linked to the curriculum.

Pilot outputs

A: Please describe the outputs of the pilot:

- Describe the output (each output separately)
- Describe each output smart
- Make a connection to the description of each output as is described in the formal application to how this pilot will realize or contribute to this output

Study: student projects will explore sectoral regional food demand and supply via food chain mapping

- The annual mapping of food producer SMEs in Region Västra Götaland is carried out by Lokalproducerat i Väst (Locally Produced in West): <http://lokalproducerativast.se/producenter/>. Using their data, students will choose sectoral products of local food producers (e.g. milk, meet, and chees) that will be followed in the food chain from farm to table and beyond, i.e. the re-use of waste. Results will be interpreted in the context of the regional demand of large-scale consumers (e.g. hospitals).
- Methodology and instructions will be developed for the student projects.
- Coaching will be provided by the involved teachers.
- Cooperation with the NL pilot would be appreciated in relation to the web-based publishing and visualisation of the findings.

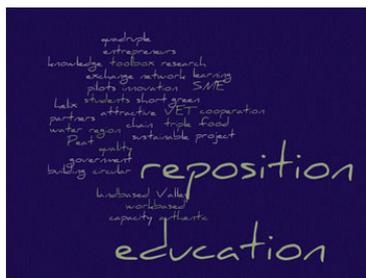
Pilot partners

A: Please describe the partners in the pilot:

- Describe the partners (education (staff, teacher, students), entrepreneurs, government) separately
- Describe their role, what they will do, what they will gain from the pilot, number of people involved etc

Coordination team:

Maud Albrektsson (programme coordinator, Farming Equipment and Hoof Care Education, BYS), Gunnel Marwén Kastenman (principal, BYS), Jonny Borg (programme coordinator, Bioenergy Technologies, BYS), Zoltán Dóczy (project manager, Office of Natural Resources, Region Västra Götaland).



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The coordination team will

- develop and monitor the pilot
- develop methodology and instructions for the student projects
- teachers of the coordination team provide coaching for the students

School-level activities:

- at least 12 BYS students, EQF level 5-6 will participate directly, i.e. via student projects in the mapping
- during one working week all BYS framing equipment students will participate in the pilot
- the pilot is opened for small-scale participation of Natural Resource Schools in Skaraborg (EQF level 4)

Regional coach:

Its role is divided. Contact person: Zoltán Dóczi. In case of specific, framing or education related issues, Maud Albrektsson will be involved.

- guides the development of the pilot project
- helps to establish the regional and transnational process and progress and create internal capacity building and learning within BYS
- acts as a coach for the triple helix partners within each region
- takes part in the work of the monitoring team

Cooperation with triple helix partners:

- University of Skövde will follow and evaluate the learning process of the students during their project work in order to identify the student's understanding concerning the nature of the industry and its skill requirements in the present and in the future. Results of the University of Skövde will be canalized in its vocational education teacher education.
- Drivhuset is a meeting place for people who want to develop business ideas and entrepreneurial drive. One of their offices is located at the same campus as BYS. Drivhuset will contribute to the pilot with continuing its previous activities about entrepreneurship. Moreover, Drivhuset will be involved in the vocational education teacher education at the University of Skövde via train the trainer entrepreneurship methods in order to give a method to teachers concerning entrepreneurial coaching.
- Employees of SMEs are planned to be involved by student projects as interview objects.
- Other partners may be added during the development of the pilot.

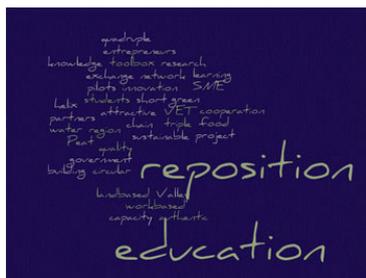
Pilot exchange

A: Please describe the exchange within the pilot

- Describe for students, teachers and entrepreneurs the following things:
 - Who will exchange
 - What will they do during the exchange
 - What is the benefit for the one who is exchanging (going) and the country that receives the exchange student/teacher/entrepreneur (receiving)
 - What is the time plan / period / amount of days/weeks of the exchange
 - Will you use KA1 or Ka2 (and then either exchange within the pilot or training activities)

Short-term joint staff training events

Joint development of methodology and instructions for the student projects to follow the food chain as well as to map up the regional large-scale consumers. Related conceptual ideas, prototypes, samples and learnt experiences can be shared and discussed. Cooperation with the NL pilot would be appreciated in relation to the web-based publishing and visualisation of the findings. It can be organised as master classes. It can already take place in spring 2016. Potential



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participants: the Swedish coordination team.

Blended mobility of VET learners

The mobility of the participating students could stretch the regional context of cross sectoral learning to European context by sharing experiences about good practices and faced challenges. Potential participants: all or some of the least 12 BYS students (EQF level 5-6) whom will participate directly, i.e. via student projects in the mapping.

Mobility cooperation among the partners:

- with NL: learn from each other about practical issues concerning the mapping; fall 2016 (focus: techniques and food for thoughts concerning the mapping)
- with BE: learn from each other about start-ups in the green industries; spring 2017 or later (focus: how to interpret the outcomes of the mapping)

Pilot work plan

A: Please draft a work plan for the pilot. Use an excel planning form

- Describe for each activity the following things
 - Description of the activity
 - Who is responsible (name) for the activity
 - Who will work on the activity
 - When the activity is planned (time table)

Every action will be evaluated and results will be documented.

Action 1 Developing methodology

Methodology and instructions for the student projects are to be developed by the coordination team.

Action 2 Identifying the key branches

To understand the current regional food chain, it is of pivotal importance to map up the regional large-scale consumers (e.g. hospitals). Establishing them as key players, their most frequently ordered food products can be used as a reference point for identifying the key branches for observation of the food chain in the region.

Action 3 Follow sectoral food products in the food chain

Getting to know the demand part, student projects will be focused to follow the food chain of the sectoral products of local food producers (e.g. milk, meet, and chees) based on the methodology and instructions developed by the coordination team.

Action 4 Evaluation of the student projects' results

A synthesis report is to be developed summarising the current status of food chain. It will test the conjured interconnectedness of regional SME food producers.

Action 5 Dissemination of the student projects' results

It will open up opportunities for cooperation among food actors, municipalities, research and education and NGOs as well. The dissemination is planned in the framework of workshops and on online platforms.



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PV+ at BYS	2016		2017		2018
	spring	fall	spring	fall	spring
Action 1	X				
Short-term joint staff training events	X				
Action 2		X			
Blended mobility of VET learners with NL		X			
Action 3		X	X		
Blended mobility of VET learners with BE			X		
Action 4				X	
Action 5					X

Pilot monitoring

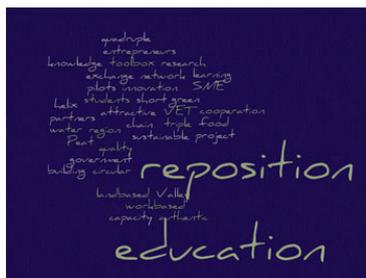
A: *In the application monitoring (monitoring team) is an important aspect.*

- Describe how you will monitor the pilot
- Describe how you will realize transnational learning
- Connect your plan to the plan that is written in the official application

Monitoring team:

We will monitor (and evaluate) results and assessment of the effectiveness of the activities in achieving the project aims during partner meetings by a special monitoring team. They will monitor the process and uses that input to develop the outputs. The monitoring team works closely together and meets monthly to evaluate progress. The outputs will be designed and developed in collaboration with all the partners and (if necessary) external experts. The project leader manages this process together with a team of coaches. Each region will have their own coach that helps the regional team (and especially the education institutes) with the living lab pilot. The three coaches work together closely and have monthly evaluations. There will be regular contact between the partner countries, both through face to face meetings and using conference call and social media, in order to ensure that the best practices from all partners are shared and contextualized for maximum effectiveness. The primary participants at these meetings are the partners themselves, along with representatives of their triple helix partners.

The creation of a monitoring team is essential to the successful development and implementation of this journey. The



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monitoring team office has several functions. They will monitor the overall process within each pilot, but will also be responsible for gathering data, documenting results, informing the project leader when deviations are found etc. They are also responsible for the development of a suitable and easy usable monitoring device for the development of the education institute. The monitoring team provides thus an essential contribution

Pilot ambitions

A: Please describe how you would like to participate in the pilot of the other countries?

Frequent information exchange and follow-up would be an important aid during the pilot implementation. Handling the same challenges, similar solutions can be jointly developed.

It would be feasible for the students to take part directly in each other's regional food chain mapping if similar methodology is used. It can be facilitated by a prior short-term joint staff training. The participating students can learn about mapping techniques and start-ups from each other.

See also: the section on Pilot exchange

Evaluation Regions Västra Götaland, Department of Natural Resources

(the current evaluation the research of the University of Skövde was also used)

1. Describe shortly what the pilot was about.

Exercises are carried out focusing on Agro-Technician Programme (EQF level 6, hereinafter: the Programme) at the participating school, i.e. at the Biologiska yrkeshögskolan (Biological Post-Secondary VET School, hereinafter: BYS) in line with Document "Positioning of the school in the region" 20161031 V 0.3.

The kick-off focus group meeting at BYS on 11 October, 2016 showed that branches of trade is primarily interested in the sub regional food chain. IO5 has been developed further using it a test question from the branch of trade. It has been broken down to student projects in line with New Economic Model for Cooperation outlined in IO 3.4. And as a conclusion, a solution will be delivered for the branches of trade **by spring 2018**. The pilot is used to establish and to develop envisioned cooperation platform according to IO 3.4.

The pilot will highlight the conjured interconnectedness of regional SME food producers. The Swedish pilot will initiate the mapping of food demand of large-scale consumers and of food chain of regional SME food producers in certain sectoral products. It will open up opportunities for cooperation among food actors, municipalities, research and education and NGOs as well.

2. How many students were involved?

Academic year 2016-2017: 11 students

Academic year 2017-2018: 18 students

3. How many teachers were involved?

Academic year 2016-2017: 4 directly, 4 indirectly

Academic year 2017-2018: 3 directly, 5 indirectly

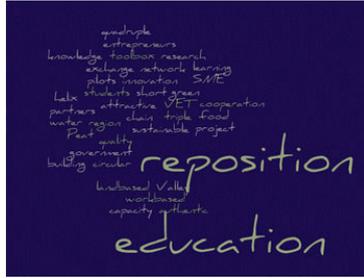
4. How many entrepreneurs were involved?

The branches of trade is involved via leading/steering committees. Direct involvement approx. 10 branch organisations that involves several entrepreneurs.

5. Which other participants were involved?

The University of Skövde is involved as part of research and development. The project is managed by the Competence Centre at the Department of Region Västra Götaland (hereinafter: Competence Centre) being a politically steered regional public body.

6. What was the general result? (specific results for every participant please in the schedule)



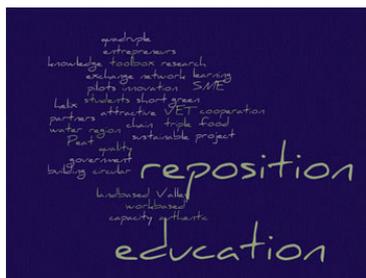
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- The pilot will deliver information on specific regional food products and their way along the food chain as mapping up the supply side. Moreover, sectoral information of large-scale consumers will be monitored as mapping up the demand side.
- The gained information would facilitate smart and innovative specialisation of regional SME food producers catalysing ideas about new regional market mechanisms.
- The studied interconnection (or the missing of such linkage) would create a data pool for further research concerning entrepreneurs, intermediaries and policy makers.
- The findings of the pilot would foster discussion about setting up a circular approach to food chain on regional level.
- During the process, an attractive learning environment has been created by the participating students and teachers (together with regional partners) while following the food chain, mapping up regional large-scale consumers, interviewing local SME food producers. Assignments have been linked to the curriculum

What did the students do	What did the teachers do?	What did the entrepreneurs do?	What did the other participants do?
The students followed chosen raw materials and even products way all along the food chain.	Coaching and summarising the student projects.	Mentoring at optional workplace-based learning. Got involved via steering/leading committees. They will be briefed once the pilot summary is ready	Research of the University of Skövde. Reporting to stakeholders by Competence Centre.
Hours they spent: <ul style="list-style-type: none"> □ introduction and problem-based learning: 1 week □ group project work: 2-3 weeks □ reporting: 2-5 days □ internationalising the pilot: 1 week □ optional combination with workplace- 	Hours they spent: (directly involved) <ul style="list-style-type: none"> □ preparation: 2 weeks □ coaching: 2-3 hours per student per week □ internationalising the pilot: 1 week □ compilation: 1-2 weeks per raw material or product 	Hours they spent: <ul style="list-style-type: none"> □ involvement via focus groups: 2-3 hours per semester □ mentoring at optional workplace-based learning: 3-4 hours per student per week □ upcoming briefing: 1 day 	Hours they spent: <ul style="list-style-type: none"> □ interviews and research: 1-2 weeks per semester □ reporting to stakeholders: 3-5 days per semester
Specific result students	Specific results teachers	Specific results entrepreneurs	Specific results other participants
Problem and project-based learning in an international context.	Work placements and project-based learning are integrated so that the education contributes to solving challenges of regional entrepreneurs. New methods in the education.	Fostering a potential model for new cooperative structures.	Third-party monitoring. Raised awareness concerning regional food chains. Building up a new triple helix.
What did students learn?	What did teachers learn?	What did entrepreneurs learn?	What did other participants learn?
Teamwork. Problem-solving.	Coaching skills were developed.	A circular approach to food chain on regional level.	New ways of cooperation among stakeholders, research and the business.
How satisfied are the students?	How satisfied are the teachers?	How satisfied are the entrepreneurs?	How satisfied are other participants?



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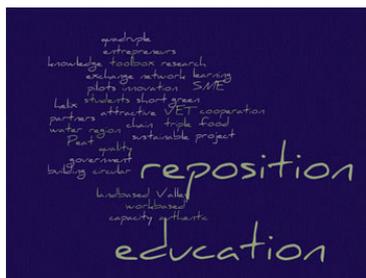


<p>A more detailed explanation of the importance and the context of their learning is desired.</p>	<p>The new methodology can bridge theoretical and practical segments of the education. To reach it, staff trainings are needed.</p>	<p>The entrepreneurs want to take a more integrated part in project-based education.</p>	<p>The started work is encouraged to be continued. However, it is supposed to be self-sustainable and quality assured.</p>
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8. Will there be a follow-up?

There is a circular follow-up mechanism inbuilt in the pilot. The University of Skövde as part of the current project implementation interviewed the students, the branches of trade and even the teaching staff so that the learning processes of the students and the embedding connection between education and the branches have been followed up and monitored.

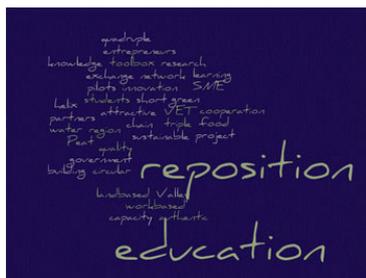
Once the results of the student pilots are summarised, they will be disseminated to stakeholders and to entrepreneurs.



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Pilot: The Netherlands
Pilot idea: Mapping
<p><u>Reason</u> Getting the basics right</p> <p>The main drivers for change of the food chains and networks are: impact of societal changes, the constant changing consumer buying behavior, new disruptive technologies and responsiveness of the entrepreneurs as well as civil challenges such as a healthier environment and reduce of food waste. The pilot focusses on the development of SME driven local supply chains and networks. There has been an explosion of innovative small-scale food systems. The dynamics are very high. More and more new entrepreneurs from outside the traditional food system introduce new food concepts. The failure rate of the initiatives is relatively high due to lack of chain knowledge as well as basic knowledge of the food sector. A higher level professionalism is required to reach the next level and to realize growth and contribution to create livable communities, strengthening the local economy and improve health. The lack of opportunities to build new networks and structures is also caused by the difficulty to bring SME's together and create new regional business models.</p> <p>The fluid network of involved entrepreneurs and the enabling network actors require a customized data, information, knowledge and information infrastructure to strengthen the resilience of the new food network. The interactive and dynamic information infrastructure should be based on the needs and inputs of the actors in the local network. The existing information networks are optimized for the classical food actors like large food industry and retail, so new configurations are required. The beauty of the new food entrepreneurs is the fact that they parted ways with (or were never part of) the existing food system to build new food concepts. The next phase of development requires a critical mass based on collaboration and sharing in networks and not one based on power and physical scale. Collaboration based on mutual respect and uniqueness, flexibility to serve the consumers and other clients in the food chain.</p> <p>The key success factor of this unconventional food network is information sharing and creating value. The cluster or hot spot approach is based on unlocking regional networks and connecting people and businesses. The dynamics in the new food networks are very high compared to the static conventional food chains. Dynamics and responsiveness are the success factors of the future. The dynamics have an impact on the structure of the outcome of this works package. The challenge is to develop a durable structure which can organically grow in the future.</p> <p><u>History</u> This project started through student projects. They started their own (student) company (LIFE in Meppel) mapping various companies related to climate change. We used their ideas to further develop the Food program and thus the pilot in the Peat Valley+.</p> <p>Finish photo: The pilot will build a mapping system that will eventually lead to:</p> <ul style="list-style-type: none"> • A model for cooperative structures to link and match regional supply and demand, not only as to growing and selling food, but also when it comes to processing, storing, distributing and transporting food and re-using waste is used between partners. • A support environment for food-based SMEs to develop and implement their smart specialization strategies (new products/services) fitting the regional potential and demand is used by the regional businesses • First ideas for new regional market mechanisms (pricing, contracting, logistics) to match regional supply and demand are embraced by the regional partners • Brainstorming between partners results in a set up for a circular approach to link production, processing, distribution, consumption and re-use of waste in the regional cooperative structure



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Pilot results

The pilot will develop the basics for a new information network to facilitate the vibrant network of SME's and enabling actors of the food network. New distributive information technologies allow small entrepreneurs to enter markets and create supply chains large companies cannot organize. So the network will also include cross overs, innovative SME's from other sectors.

The NL Pilot team develops an effective set of services to accommodate the business to business match in the short food chains on a regional scale. It will provide a support infrastructure for the food actors and enabling environment such as the municipality, research, education and NGO's.

- We will have region based information regarding companies throughout the food chain in order to create new networks and chains (20km around the city of Rotterdam and 40km around the city of Groningen)
 - First model for cooperative structure: The smart, interactive system can facilitate the regional entrepreneurs to find and inspire each other to build new or to expand exiting short food chains,
- First ideas for new regional market mechanisms : Using the system, new business models can be developed to create value for the region(al entrepreneurs).
- A support environment for food-based SMEs : The dataset can be used for research to serve the entrepreneurs, intermediates and policy makers.
- The tool will be used as a channel for sharing new knowledge and information
- Brainstorming between partners results in a set up for a circular approach : The system can contribute to finding solutions for food challenges within the rural area in connection with the urban area (region)
- creating attractive learning environments: Students and teachers will participate and play an important role within the pilot. They will (together with some of the regional partners: authentic learning environment) build the system, refine and complete the database, question entrepreneurs and realize 'story telling' for some of the food points. The students will work within student companies (FEM office, Food points Rotterdam, De stichting) and will get a project description. These assignments are linked to (new parts of) the curriculum

Challenges:

- Figure out new solutions to build a demand driven data set and interface
- Use the existing datasets and seduce the entrepreneurs and workers to deliver data to keep the dataset up to date

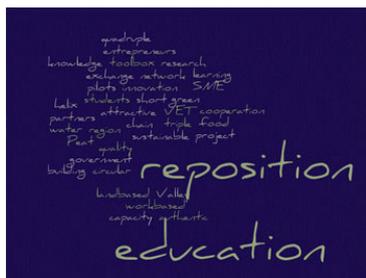
Pilot outputs

Tool: online tool to service the match making process.

- A dynamic, smart system that maps the various 'food points' of the whole food chain in a specific region via a digital map of the region. With the use of filters and smart connections between databases, various food points and connections between food points can be visually identified within the region on the map of the region. An attractive user system will be on the front end of the tool
 - System that can be used in multiple regions, both in the Netherlands and abroad. A system that is capable of providing insight in regards to food points and the food chain within and across regions
 - Multilingual system
 - Easy CMS so that multiple parties can work with the system
 - Updates and additions, new databases must be linked to the system in an interactive and dynamic way
- An integrated methodology and instruction will be developed. Coaching can be provided

In order to develop the smart system, we will have to realize the following outputs:

- Food points database with all characteristics and details per producers
- Focus groups meetings with entrepreneurs and stakeholders in agro food chain to discuss their challenges.



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- Identify the regional food demands and use their needs to further complete the necessary information within the database
- Develop business case related to regional challenge through story telling (to further complete the database)
- Distract and collect insights from networking in the case pilots towards developing a triple helix network structure.

Pilot partners

A: Please describe the partners in the pilot:

Coordination team:

Jannes Houkes (Hanzehogeschool) and Annet Muller (Terra) will coordinate the pilot together with Willem Foorhuis Professor of Gebiedscoöperatie Westerkwartier.

Pilot execution team:

The team will use student teams and lectures / researchers from regional colleges and universities for practical support. The education institutes Hanzehogeschool, Terra and are already committed to the project.

Hanzehogeschool: FEM 5 students, 3 teachers

University of applied science, EQF level 7

Terra: De Stichting: 50 students, 3 teachers

VET, EQF level 3-4

During one work week, all first and second year students will be participating in the pilot: 400

The pilot in Groningen is connected to a pilot in the region of Rotterdam. The partners will work together closely. The following persons are involved

Coordination team:

Gonneke Leereveld (project leader, Stadscoöperatie Rotterdam/Wellantcollege), Sven Maas (economic business development expert: Stadscoöperatie Rotterdam/Wellantcollege), Woody Majers (value chain expert: Inholland University)

Pilot execution team:

This team will use student teams and lectures / researchers from regional colleges and universities for practical support. Wellant College, Zadkine, Da Vince and Inholland are already committed to the project. These students and teachers will work full time on the pilot

Zadkine: 5 students, 1 teacher

VET, EQF level 4

Inholland: 20 students. 2 teachers, one lecturer

University of applied science, EQF level 7

DaVinci: 4 students, 2 teachers

VET, EQF level 4

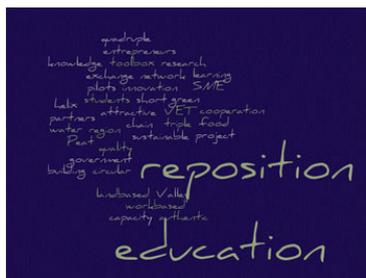
Wellantcollege: to be decided yet

VET, EQF level 3-4

The city Rotterdam is also willing to share the network and is very much interested in collaboration and the results of the work package. Regional organizations like Metropool Rotterdam – Den Haag are also interested to join.

Pilot exchange

A: Please describe the exchange within the pilot



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Action 5 Built together with the partners

We propose to interact in an early stage with the other EU partners and use the input to improve the ideas. The conceptual ideas, prototype, interview results etc. can be shared and discussed. The structure of the tool should be reusable for the other regions. The datasets will differ and depend on the available data. The prototype and later the final version can be used by the partners as showcases to create their own regional tool. We will document the process and experiences and develop a tool implementation guide. If the partners are interested the pilot the team can provide master classes.

- *Opportunities for exchange: to be discussed with international partners*

Pilot work plan

Different actions are required to develop the mapping tool and to unlock the regional network. The actions are not sequential. Every action will be evaluated and the results will be documented in an implementation guide.

Action 1 Identify the relevant companies and network actors.

The current food network in the region will be studied and analyzed. The current food chain in the region will be identified and analyses (network actors, types of organizations, problems, challenges, specific added value). The database with current companies will be redefined: Based on the existing database of 5.000 –7.000 companies we want to focus (eliminate) and expand (cross sector) the current database. We will also look outside the traditional food network. Functional: marketing, logistics, quality control, information and communication, contracting, etc. will be added to the database. For example new distribution channels, companies with an interest to enter the fresh food distribution with experience of business to consumer home delivery of non-food. New APP developers, health apps, social media experts etc. will be used to create a more up to date, innovative and full chain database. Existing databases will be explored and regional partners will be asked to help.

Action 2 Identify what are the information needs for setting up new forms of collaboration.

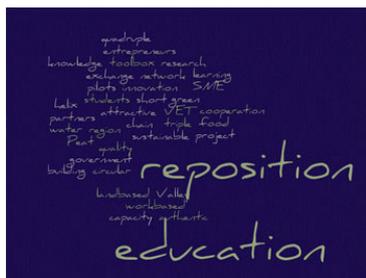
The basic information for each network actor will contain

- 1- SBI code (standaard bedrijfs indeling)
- 2- The name of the company/institute
- 3- Company profile
- 4- Address

More interesting is the 'story' behind the company/institute: The background of the founder, the future ambitions, ideas of collaboration etc. What story would you share during a meeting in the bar or in the elevator? What do you want to share and what do you want to receive formal potential partner? The database will give way to new forms of online speed dating.

Key success factor is to create a self-propelling information network. The users should value the information system so they are willing to share information. For example: many consumers share every day many information related to food consumption, sports activities, opinions of shopping places etc. How to use this (big) data in a proper way? Many data sets are available. Also on social media consumers, employees etc share experiences. Mining this information provides input for the network partners so they can perform better, serve the local market and add value. The short chain makes it possible to respond directly. Responsiveness leads to more attention of the client / consumer and vice versa. The prototype could be simple because even a little bit more responsiveness will have a big impact because the existing food system is currently totally non-responsive. Consumers and clients want to be heard. Building up the data set and linking existing data sets will be the source for new food concepts and collaboration between the actors in the chain.

- ✓ Identify what is available on the web: website, Facebook, YouTube, chamber of commerce, LinkedIn etc. Not only information of the company but also consumers, clients, intermediates etc. All kind of information will be explored and valued. A database will be designed



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- ✓ The chain actors will be interviewed to find out what type of information is required, optional and what are the willing to share (and the conditions for sharing)
- ✓ Development of a prototype (database structure, filters, interface)
- ✓ Testing both: input of new data and the user interface with entrepreneurs
- ✓ Improve the prototype and up scaling
- ✓ Sessions with users to evaluate the results
- ✓ Based on the sessions research questions could be identified to facilitate the entrepreneurs (marketing information, concerns of consumers, options for improvement etc)

Action 3 Identify what information is required to feed the enabling partners

Policy makers want to support the development of a vibrant entrepreneurial community. To understand what is going on and how to develop the right policies bottom up information is required. But it should be processed and aggregated to a specific level. Testing based on real issues and questions. Researchers and students will be invited to use the database.

Action 4 Transfer to Gebiedscoöperatie Westerkwartier

Westerkwartier asked Stadscoöperatie (H)eerlijk Rotterdam to develop the mapping tool and a guide for implementation. Every step and result will be presented and discussed with the representatives of Westerkartier. Westerkwartier is the first user of products of the pilot. The evaluation of the usage will result in improvement of the tool. The tool and process for development will become more robust and useable for the other partners.

Action 5 Built together with the partners

We propose to interact in an early stage with the other EU partners and use the input to improve the ideas. The conceptual ideas, prototype, interview results etc can be shared and discussed. The structure of the tool should be reusable for the other regions. The datasets will differ and depend on the available data. The prototype and later the final version can be used by the partners as showcases to create their own regional tool. We will document the process and experiences and develop a tool implementation guide. If the partners are interested the pilot the team can provide master classes.

Action 6 Durable and organic growth of the network

The tool is open for new entrepreneurs and startups. They can use the data sets and networks as a living lab to introduce the new concepts and technology. The critical mass will attract new partners and strengthen the network. The organic growth will also lead to the diminishment of old concepts and even companies. Darwin said: "To my own surprise, it is not the biggest, nor the strongest, nor the fastest, but the fittest who will survive". Fittest meaning most adaptive related to a changing environment.

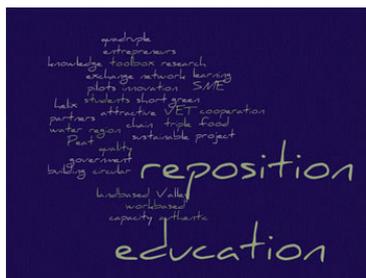
Action 7 Communication

The Stadscoöperatie will develop a special communication plan to attract partners. The target group will be SME entrepreneurs. Results will be presented during meetings and special website will be designed for sharing the tools and experiences of the users.

Pilot monitoring

Monitoring team:

We will monitor (and evaluate) results and assessment of the effectiveness of the activities in achieving the project aims during partner meetings by a special monitoring team. They will monitor the process and uses that input to develop the outputs. The monitoring team works closely together and meets monthly to evaluate progress. The outputs will be designed and developed in collaboration with all the partners and (if necessary) external experts. The project leader manages this process together with a team of coaches. Each region will have their own coach that helps the regional team (and especially the education institutes) with the living lab pilot. The three coaches work together closely and have monthly evaluations. There will be regular contact between the partner countries, both through face to face meetings and



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using conference call and social media, in order to ensure that the best practices from all partners are shared and contextualized for maximum effectiveness. The primary participants at these meetings are the partners themselves, along with representatives of their triple helix partners.

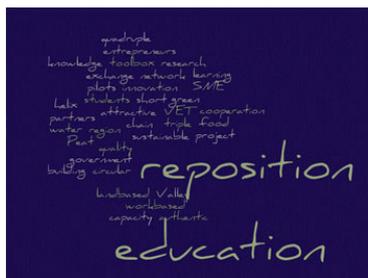
The creation of a monitoring team is essential to the successful development and implementation of this journey. The monitoring team office has several functions. They will monitor the overall process within each pilot, but will also be responsible for gathering data, documenting results, informing the project leader when deviations are found etc. They are also responsible for the development of a suitable and easy usable monitoring device for the development of the education institute. The monitoring team provides thus an essential contribution

Pilot ambitions

A: Please describe how you would like to participate in the pilot of the other countries?

Evaluation Terra

1. Describe shortly what the pilot was about.
This project started through student projects. They started their own (student) foundation (LIFE in Meppel) mapping various companies related to climate change. We used their ideas to further develop the pilot in the Peat Valley+. Students went into the region (circle of 50 kilometers around the city of Groningen) with a questionnaire to interview entrepreneurs. Questions about what they produce, to whom they sell and what they thought of cooperate with similar producers to deliver their products to customers (big ones) in the region (short food chains). The pilot builds a mapping system that will eventually lead to:
 - A model for cooperative structures to link and match regional supply and demand, not only as to growing and selling food, but also when it comes to processing, storing, distributing and transporting food and re-using waste is used between partners.
 - A support environment for food-based SMEs to develop and implement their smart specialization strategies (new products/services) fitting the regional potential and demand is used by the regional businesses First ideas for new regional market mechanisms (pricing, contracting, logistics) to match regional supply and demand are embraced by the regional partners
 - Brainstorming between partners results in a set up for a circular approach to link production, processing, distribution, consumption and re-use of waste in the regional cooperative structure
 - Results.
Region based information regarding companies throughout the food chain in order to create new networks and chains (40km around the city of Groningen). An online tool to service the match making process.
 - A dynamic, smart system that maps the various 'food points' of the whole food chain in a specific region via a digital map of the region. With the use of filters and smart connections between databases, various food points and connections between food points can be visually identified within the region on the map of the region.
2. How many students were involved?
About 200 students were involved.
3. How many teachers were involved?
There were 10 teachers involved
4. How many entrepreneurs were involved?
About 100 entrepreneurs
5. Which other stakeholders were involved?
Our partners from Sweden, Västra Götalandsregionen, BYS in Skara, (teachers and students) were involved. Next to



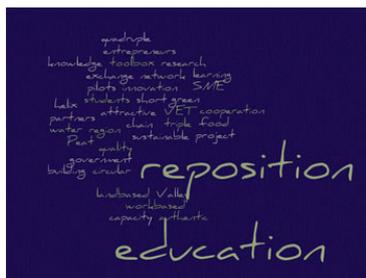
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that, the local government, politicians attended the multiplier event at the end of the mapping week (the Food Week) and, of course, the media: newspapers, local television, radio.

6. What was the general result? (specific results for every participant please in the schedule)
General result: a lot of attention for the local producers, the possibilities for short food chain supply and lots of data in the app Greenpoints.
7. Did something go wrong? If so, what went wrong?
The specially developed app did not work optimal. We found a solution in handing over the questions on paper to the mapping students.
8. What are the major concerns?
Major concern: how to keep the data up to date in the future and how to encourage people to use the data.
9. Fill out the schedule

What did the students do	What did the teachers do?	What did the entrepreneurs do?	What did the other participants do?
Mapping: interview entrepreneurs in a circle of 40 kilometers round the city of Groningen	Explain the pilot, instruct and coach the students.	Answer the questions and discuss with the students (about the future of farmers, about business management, about career planning)	The Swedes joined the mapping. The other stakeholders came to hear the first results of the Food week.
Hours they spent: 5 (per person)	Hours they spent: 10	Hours they spent: per person 1 to 2,5 hours	Hours they spent: 8 (per person)
Specific result students	Specific results teachers	Specific results entrepreneurs	Specific results other participants
Input for the database	No specific result	A place in the database Greenpoints.	No specific result
What did students learn?	What did teachers learn?	What did entrepreneurs learn?	What did other participants learn?
A thorough view on the real life of farmers, their problems, challenges and future possibilities	That cooperating with entrepreneurs is a must: otherwise they never keep up with the enormous speed of developments in agriculture. So they learn a lot	The chance to get in contact with future farmers. Exchange information and knowledge. Realise that they play an important role in education. Learn about other solutions for their (and regional) problems (other business models against shrink).	To learn about possibilities for the development and livelihood of the region
How satisfied are the students?	How satisfied are the teachers?	How satisfied are the entrepreneurs?	How satisfied are other participants?
That depended on how enthusiastic the student himself and the surveyed producer were..	The moment the Food week took place was not a very handy one (beginning of the new school year).	That depended on how enthusiastic the student and the producer himself were..	



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	They very much liked the mapping idea.		
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Will there be a follow up?

There will be another round 'mapping' by first years' students of Terra to further fill the database. By Regional learning, the cooperation between education and the working world goes on.

If so, what are the do's and don'ts for that follow up?

An even better preparation of the teachers/ coaches and students.

Evaluation Westerkwartier/ Hanzehogeschool: 'Foodweek'

This project started with one of the main questions we had on food production in the region Westerkwartier. We wanted to know how many food related entrepreneurs there are in the region, what they produce and other ins and outs of their businesses. This was a big project, because every food related entrepreneur should be interviewed separately. This is why we made a cooperation between the regional cooperative and the schools Terra and Hanzehogeschool. During one week (The Foodweek) we did some presentations on the schools. After these presentations, the students all interviewed one of two entrepreneurs. The asked questions about what they produce, to whom they sell and what they thought of cooperation with similar producers to deliver their products to customers in the region. These questions had to lead to:

- This project was necessary to start the mapping process of the bigger picture: the creation of models for cooperative structures within a regional food chain.
- This also leads to a support environment for food based SME's to develop and implement their smart specialization strategies (new products/ services) fitting the regional potential. –
- This Foodweek was marked as the start of a broader cooperation between food related SME's and the educational institutes on forming regional alliances to create a regional food chain.
- The mapping process also leads to an online tool to service the matching of entrepreneurs.

How many students were involved?

- About 500 students

How many teachers were involved

- About 20 teachers

How many entrepreneurs were involved

- About 600

Witch other stakeholders were involved?

- Our partners from Sweden were involved. Also the local governments, politicians and local entrepreneurs were at the congress on the end of the week. Also we had a lot of attention in the regional newspapers and other media.

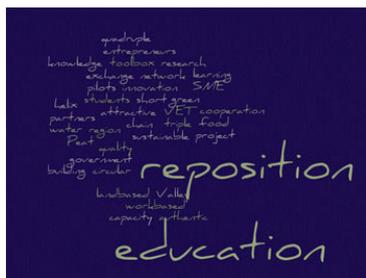
What was the general result

- A lot of attention for the local producers, the possibilities for the short food chain and lots of data.

Did something go wrong?

- The mobile application was not working perfectly. This is why not all the data were available. We found a solution in handing over the questions on paper.

What are the major concerns:

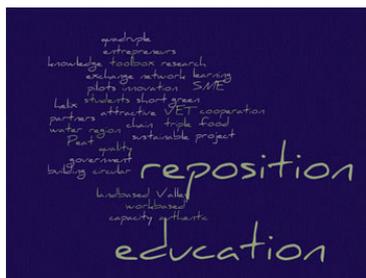


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- How do we keep the data up to date? And how do we organize the next steps, to let the entrepreneurs be involved in the future.

What did the students do	What did the teachers do?	What did the entrepreneurs do?	What did the other participants do?
Mapping: interview entrepreneurs in a circle of 40 kilometers round the city of Groningen	Explain the pilot, instruct and coach the students.	Answer the questions and discuss with the students (about the future of farmers, about business management, about career planning)	The Swedes joined the mapping. The other stakeholders came to hear the first results of the Food week.
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A thorough view on the real life of farmers, their problems, challenges and future possibilities	That cooperating with entrepreneurs is a must: otherwise they never keep up with the enormous speed of developments in agriculture. So they learn a lot	The chance to get in contact with future farmers. Exchange information and knowledge. Realise that they play an important role in education. Learn about other solutions for their (and regional) problems (other business models against shrink).	To learn about possibilities for the development and livelihood of the region
How satisfied are the students?	How satisfied are the teachers?	How satisfied are the entrepreneurs?	How satisfied are other participants?
That depended on how enthusiastic the student himself and the surveyed producer were..	The moment the Food week took place was not a very handy one (beginning of the new school year). They very much liked the mapping idea.	That depended on how enthusiastic the student and the producer himself were..	



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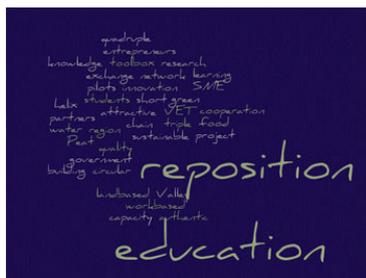


Elaboration of the Pilot of Belgium

Pilot: Country
A: Belgium
Pilot idea
<p>A:</p> <p>We start with the map and the coordinates of producers and small SME's active in food processing in the region. A large part of them do have the region label '100% Westvlaams'.</p> <p>They do are struggling with increasing their market and supply. Reasons are lack of knowledge and skills to adapt their supply at market needs. As well sometimes they are not completely aware of the market needs. There seems to be a long distance between supplier and demander. With this pilot we want to use some cases to decrease this distance, bring both parties in contact and support partners with technical and marketing advice on how to battle the challenges. Students from VIVES will be engaged to work together with local companies, need from local companies will be the starting point for their small business project or thesis. Researchers and lecturers VIVES will organize general workshops or seminars for local producers and SME's in order to strengthen their skills and deliver knowledge on specific topics of food processing, logistics and marketing.</p> <p>Local government will be involved as it is also in their interest that local SME's can grow. Local government will facilitate the pilot by organizing network events and seminars.</p> <p>Seminars and workshops will be organized by VIVES.</p> <p><i>Finish photo:</i> a least 5 product or process innovations in the region with overall objective of delivering food products for local demanders in the quality and quantity they need</p>

Pilot results
<p>A: Please describe the results of the pilot:</p> <ul style="list-style-type: none"> • 3 student companies developing an innovative solution that can be attributed to the local food industry (1 in 2017 and 2 in 2018) • 2 international student companies in which one or more student from a partner country is involved (2017 and 2018) • 5 new products or process innovations or services for food industry in the local region • 5 companies will be assisted and supported to increase their market supply • Cross-fertilization between students from Belgium and students from the Netherlands • Within the pilot, cross-fertilisation will take place between education, research, SME and government. This will in its turn generate new knowledge, competencies, skills and new attitudes in relation to Food. Different approaches to food and short chain related issues will be developed; • This new knowledge will ultimately lead to new approaches to short chains and new job designs: new skills in new jobs will be identified.

Pilot outputs
<p>A: Please describe the outputs of the pilot:</p> <p>Output 1:</p> <p>List with current challenges local producers and SME's are facing. Through events, seminars, workshops, focus groups but as well interviews and company visits, there will be a gathering of problems and challenges local producers are facing.</p>



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All problems and challenges will be described in detail and the list will be used by all partners of the Triple Helix as a guideline for new projects in the region.

Output 2:

Best current practice on short chains will be listed within a literature review. This literature review will be executed by students and researchers. This good practices are the input for the creation of an inspiration guide. As well practices from other member states can be included in the guide. The good practices will be input for researchers but as well lecturers teaching on the topic.

Output 3: Cross fertilization and new insights

In this pilot, triple helix partners will work together. Students, teachers and experts from education institutes will take part in this pilot. Not only from one country but also from the other two countries: each region will have a mixture of local triple helix partners and partners from other countries will be involved as well. The pilot will give great insight into the new complexity of the challenges. It will show how schools can reposition themselves in the region, how they are viewed by partners in the region and what the triple helix network should look like to implement this new position.

Output 4: International exchange

The co-working with students from other countries is from extraordinary value. Challenges from 1 specific region can also be discussed by student and researchers from another region, in order to exchange knowledge and insights and come up with new innovative solutions.

Pilot partners

Local government Provincie West-Vlaanderen: they will facilitate the networking process and organize different events and seminars in order to capture all existing challenges

Entrepreneurs: Entrepreneurs from the region are invited to participate. 5 entrepreneurs will be selected due to their potential value for boosting the local economy and innovative ideas.

VIVES is the Education partner and will collaborate with his students (Small business projects, thesis's) as well with the researchers who will assist entrepreneurs with their innovation and lecturers who will integrate project results in the academic program

Pilot exchange

A: Please describe the exchange within the pilot

Blended mobility of students

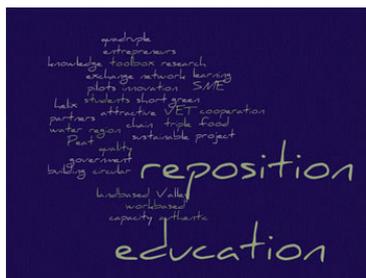
The mobility of the participating students could stretch the regional context of cross sectoral learning to European context by sharing experiences about good practices and faced challenges

Students from Sweden and the Netherlands will be invited to collaborate in a small business project or thesis.

Students setting up a small business project will pitch their ideas and concepts to students from the Netherlands. They will visit and brainstorm with the students about possible ideas. Students from the Netherlands can

They will act as a cofounder of the company

Students collaborating in a **thesis** will invite students from the Netherlands to collaborate and write a thesis about a similar subject so exchange of ideas is possible.



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Pilot work plan

A: Please draft a work plan for the pilot. Use an excel planning form

Activity 1: Mapping the demands

January-June 2016

January- April 2017

All producers are invited on an event with a triple helix input in. On 01/02/16 there was a network event with a seminar in order to map the current challenges and innovative ideas to go forward.

Companies interested in innovation are selected. They are visited and interviewed by researchers of VIVES in order to have detailed information about the challenges they are facing and the need for support and innovation, special information is needed about their current business model and the willingness to change or adjust this model

Activity 2: Brainstorming and finding solutions

September 2016

September 2017

5 focus groups will be organized with all triple helix partners to define challenges and create solutions. Aim of the focus group is to brainstorm and to come up with new innovative ideas, ideas about product innovation or ideas about process innovation

Activity 3a: Process innovation students

October 2016 –February 2017

October 2017-February 2018

Some demands do not need a change in quality of products but another service or a change in business plan. In the module agro-marketing students will get cases of existing problems agro-marketing entrepreneurs are facing. Students will be challenged to come up with innovative and achievable ideas for business plans.

According to the output of activity 1, students will be invited to start a cross-sectoral thesis on a topic and will collaborate with students from the department of marketing, logistics and eco-technology. As well students from other partner countries will be invited to collaborate.

Activity 3b: Product innovation researchers

October 2016 –February 2017

October 2017-February 2018

5 companies will be assisted by researchers of VIVES to come up with new innovative food products as an answer for a market demand. Innovations in order to extend shelf life or facilitate transport are part of this.

Activity 3c: Product innovation students

October 2016 –February 2017

October 2017-February 2018

3 student companies developing an innovative solution that can be attributed to the local food industry

Activity 4: Seminars and workshops

October 2016 –June 2017

October 2017-June 2018

In order to strengthen the skills and increase the knowledge amongst local producers and SME's, several workshops and



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seminars will be organized. Topics will be defined according on the output from activity 1.

Activity 5: Dissemination of the pilot results

Local government will play an important role in order to communicate about the results through different media as well by organizing events in which results and possible new projects can be discussed

Pilot monitoring

Monitoring team:

We will monitor (and evaluate) results and assessment of the effectiveness of the activities in achieving the project aims during partner meetings by a special monitoring team. They will monitor the process and uses that input to develop the outputs. The monitoring team works closely together and meets monthly to evaluate progress. The outputs will be designed and developed in collaboration with all the partners and (if necessary) external experts. The project leader manages this process together with a team of coaches. Each region will have their own coach that helps the regional team (and especially the education institutes) with the living lab pilot. The three coaches work together closely and have monthly evaluations. There will be regular contact between the partner countries, both through face to face meetings and using conference call and social media, in order to ensure that the best practices from all partners are shared and contextualized for maximum effectiveness. The primary participants at these meetings are the partners themselves, along with representatives of their triple helix partners.

The creation of a monitoring team is essential to the successful development and implementation of this journey. The monitoring team office has several functions. They will monitor the overall process within each pilot, but will also be responsible for gathering data, documenting results, informing the project leader when deviations are found etc. They are also responsible for the development of a suitable and easy usable monitoring device for the development of the education institute. The monitoring team provides thus an essential contribution

Pilot ambitions

Exchange of students contributing to pilots.

Challenges from other pilots are translated into a thesis from students

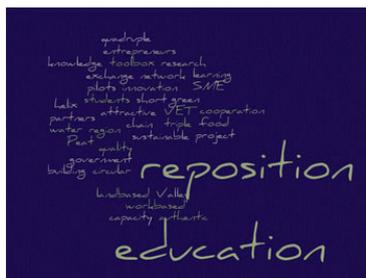
Evaluation Vives

1. Describe shortly what the pilot was about.

VIVES is involved in the admission of the label '100% West Flemish' for local products. The label guarantees that the product is authentic, traditional, the product has a connection with the region and it is of good quality.

Local producers can send a request to get the label. A person of the region goes to visit the local producer together with a researcher of VIVES. During the visit the researcher checks the quality of the product and it's production process. If the product satisfies the requirements, the local producer can receive the label '100% West Flemish'. Then the producer can join a network of local producers.

The region organizes several trainings, courses and events for the local producers in the network. The 'innovation course' is one of them; local producers with an innovative idea can apply for this course. VIVES supports the entrepreneurs in the



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development of new food products (literature study, physicochemical analysis, microbiological analysis, labelling, legislation...).

Once VIVES receives the question from the entrepreneur, the researchers and teachers set up a meeting to decide which projects can be carried out by students. In the course 'student company' a multidisciplinary team of students (agriculture, food technology, animal studies...) develop an innovative food product, set up a company, write a businessplan and bring the product on the market. Student company stimulates the entre- and intrapreneurship of the students. In this process they are guided by (other) entrepreneurs, teachers, researchers and the government (Vlajo).

2. How many students were involved?

35

3. How many teachers were involved?

6

4. How many entrepreneurs were involved?

15

5. Which other stakeholders were involved?

Researchers Food Technology VIVES

100% West Flemish: the region (POM), the union of self-employed entrepreneurs (Unizo)

Vlajo (Flemish young enterprises). It is an organisation that with the support of the government and enterprises has the mission to develop creative talent and build the bridge between education and the business world.

6. What was the general result? (specific results for every participant please in the schedule)

New innovative foodproducts were developed by students of VIVES on demand of entrepreneurs.

7. Did something go wrong? If so, what went wrong?

Students think the project is to much work, so they complain about it. Student from different courses have different hours to work on the project, so practical difficulties arose. The timing of the contest from FEVIA (Federation of Belgian Food Industry) is very bad for the students because it's in their exams.

8. What are the major concerns?

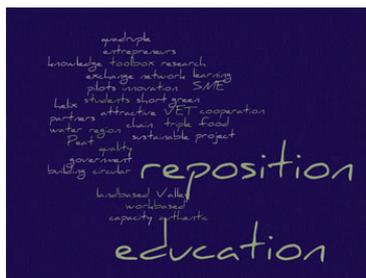
The expectations from the entrepreneurs aren't always the same as for the students. Students think of the project as another assignment.

We are not always sure that the product will be produced by the companies.

Not all of the demand-driven projects are suitable for students to work out because of the duration and timing (exams, vacation...), they are not interested in the subject, availability of raw materials, complex analysis...

9. Fill out the schedule

What did the students do?	What did the teachers do?	What did the entrepreneurs do?	What did the other participants do?
The students developed new products. The students wrote a realistic business plan and brought the product on the market.	They advised the students during the product development and process of making a business out of it.	The entrepreneurs delivered raw materials, offered knowledge, network and advice for the students.	The researchers of VIVES made the connection between the entrepreneurs and the students. Also the follow-up was done by the researchers. Vlajo facilitated the process through teaching material and made sure everything the students did was legal.



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Hours they spent: 800	Hours they spent: 400	Hours they spent: 100	Hours they spent: 200
Specific result students	Specific results teachers	Specific results entrepreneurs	Specific results other participants
New products were developed and brought on the market	The teachers enlarged their network and got exposure for their curriculum and project Student Company.	The entrepreneurs got answers to their questions The entrepreneurs can ask other food technological related questions to the researcher or students of VIVES.	Sustainable connection between VIVES and the entrepreneurs
What did students learn?	What did teachers learn?	What did entrepreneurs learn?	What did other participants learn?
They developed entrepreneurial skills (skills of the 21st century). They learned to work together with students of other courses.	The teachers get/stay involved in the practice.	The entrepreneurs learn new techniques and theoretical insights about their own products.	The researchers learn more about entrepreneurship (cost prices calculation, marketing,...) because his/her expertise lies more in the food development. FEVIA sees other innovative and ecological food products.
How satisfied are the students?	How satisfied are the teachers?	How satisfied are the entrepreneurs?	How satisfied are other participants?
Very satisfied. The projects are stronger when they know who they work for and they have different people to guide them.	Very satisfied. The projects results in something concrete, helps entrepreneurs. The teachers feel they contributed to something real.	Very satisfied. The collaboration with the students helps the entrepreneurs to get new information concerning their ideas and products.	Very satisfied. The researchers get help from the student teams and help an entrepreneur.

Will there be a follow up?

Yes, similar projects will be organised every year.

If so, what are the do's and don'ts for that follow up?

Do's:

- Multidisciplinary teams.
- Start with talking to the company and student teams about the expectations. If necessary, make a contract.
- Participate in contests.

Don'ts/suggestions

- Try to let students look things up instead of saying it yourself as a teacher, researcher or company. Fi. instead of explaining them the accountancy program, give them the manual and let them prepare a presentation with the necessary steps. They learn much more this way.



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