Inclusive REskilling and upSkilling Toward competitive Agrifood and Veterinary sector: European agenda Strategy

D7.2 Prioritised skills and new occupational profile creation

Document description	This report describes the list and the prioritisation process of the occupational profile.
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Summary

Deliverable 7.2 presents the micro-credential skills associated with the Occupational Profiles prioritised following their mapping and development based on the outputs of WP2 and WP3 and the industry representatives' inputs. The mapping of existing upskilling and reskilling necessary in the three sectors (Animal Production, Veterinary and Food Industry sectors) provided, via a matchmaking exercise, the skills not yet available in the partner's training resources neither in previous projects (FIELDS, ASKFOOD, FIT4FOOD, SMARTCHAIN, TRAFOON, etc..). In the different scenarios of the foresight exercise completed in T3.4. by the I-RESTART partners based on the skills needs identified in WP3 for the three selected sectors, prioritisation took place to yield a set of 12 Occupational Profiles selected out of 14 developed in Task 7.1. This report describes the prioritisation steps.

1. Task description, as presented in the project work plan

Task 7.2. Up & re-skilling map (M15-M21)

EIT FOOD will develop, with the support of FDE, a classification of all training needs obtained in the different scenarios of the foresight exercise completed in T3.4 and of the micro-credentials to fulfil the skills needs to be defined in T7.1 (M18).

EIT FOOD, with the support of all partners, based on the outputs of WP2 and WP3 and the inputs of industry representatives, will map the existing upskilling and reskilling supports available in the sector and will provide a matchmaking exercise to find the skills not yet available in partner training resources or previous projects (FIELDS, ASKFOOD, FIT4FOOD, SMARTCHAIN, TRAFOON, etc.).

Prioritisations of the skills will be realised in a multi-criteria-based approach that considers revenue (positive) and cost (negative) factors according to the following:

1. Criticality (revenue). How the skill is urgent to many different job profiles
2. Impact (revenue). How achieving a particular skill will positively impact the growth of the sector
3. Time (cost). How much time it will take to create the content and to achieve a skill through training activities
4. Volume (revenue). How many learners are potentially interested in the skill

Those four criteria will always be approached with the up- or re-skilling dimension in mind, and attention will be paid to developing the Pact for Skills.
Each skill will have a rank: a) mandatory, b) important, c) nice to know.

EIT FOOD with ISEKI will be responsible for combining the rankings. Based on the above criteria, they will also evaluate which of the existing up/re-skilling actions could be upscaled in the whole value chain.
T7.2 will lead to the prioritisation of the skills and the creation of the 10 new occupational profiles (total of about 3200 h of training, EQF level 4,5 and 6) among the following areas: Food industry and processing, Animal production, Digital technologies for food industry, e-commerce, export, online marketing, logistics, Veterinary activities, Advanced Entrepreneurial skills, by merging the top-ranking skills that will be first standardised for transferability in T6.4, before being the basis for curricula design in T4.2.

D7.2: Prioritised skills and new occupational profiles creation (M21)

2. Introduction

Task 7.2, "up & re-skilling map," works as a bridge between WP3 (skill needs identification) and WP4 (training design and development). Whereas in WP3, information on skill needs for the I-RESTART target activity sectors (Animal Production, Veterinary Activities, Food Industry) was collected, in task 7.1, these skill needs are grouped

to define the new Occupational Profiles (OPs)" (see paragraph 3).

Then, the developed OPs were prioritised in this task, that is, ordered following the criteria above and by relevance assigned during the calls and meetings done by the I-Restart partners for the definition of the OPs, their EQF level, and Learning Outcomes. The prioritised list of Lines of Competence will be used later in task 4.2, "curricula design," to design the project training.

3. Methodology

3.1. Mapping the new Occupational Profiles (OPs) using defined criteria

WP4 and WP7 I-RESTART partners met at the EIT-Food headquarters in Brussels on 5-7 February to work together in the progress of tasks 4.2 "Curricula design" and task 7.1 and 7.2 on mapping with the outcomes of WP3". Since curricula were supposed to be designed from a set of occupational profiles, the link among these tasks was very significant to finalise the curriculum design, list the OPs and prioritise those which respond to the following criteria:

1. Criticality (revenue). How is the skill important to many different job profiles?
2. Impact (revenue). How achieving a particular skill will positively impact the growth of the sector.
3. Time (cost). How much time it will take to create the content and to achieve a skill through training activities.
4. Volume (revenue). How many learners are potentially interested in the skill.

During the meeting in Brussels and the subsequent calls, the outcome of WP3 Task 3.3 was largely emphasised. The richness of the focus group feedback allowed for creating a list of the OPs, as in the previous report in Del. 7.1.

During the activities online and in presence, the main topic of discussion was the development of the OPs based on skill needs identified in WP3. Task 7.1 developed the OPs in a format similar to the ESCO portal. Complementing to what was done in the FIELDS project regarding skill needs identification and training proved to be challenging, however results from FIELDS were always discussed in the meeting and integrated.

During the meeting, the I-RESTART partners discussed the new OPs concept to overcome barriers. In the I-RESTART project, a new OP refers to a specific set of knowledge, skills, and competencies required to carry out particular activities within a specific sector. Additionally, OPs will make it easier to complement the work done in the FIELDS project regarding job profiles and training. Similar to ESCO occupational profiles, the new OP will include its general description and a list of related knowledge, skills, and competencies. This will facilitate training development in the form of micro-credentials later in the project.

3.2. Prioritisation of the new OPs

3.2.1. Background information

During the Brussels meeting, some results of WP3 (skills needs identification) outcomes were also presented since this information is the basis for developing the project OPs and their prioritisation, as follows:

- The Focus Groups analysis report (Deliverable 3.5). This document includes the results and findings of the focus groups on skills and training needs organised in several European countries: Austria, Denmark, Germany, Greece, Italy, The Netherlands, Portugal, Slovenia and Spain. Three focus groups were held in each country, one for each activity sector (animal production, food industry, veterinary activities), totalling 27 focus groups and 219 attendees. Participants in the focus groups included farmers, agri-food cooperatives, food companies, veterinarians, advisors, education providers, sectoral associations, and professional associations.
- The survey analysis report (Deliverable 3.7). This report presents the outcomes of the European survey on skills and training needs, which included information from 540 respondents from different countries who

work in the three aforementioned sectors of interest.

- The scenario analysis report (Deliverable 3.8) presents the findings of the scenario analysis on skill needs for the three sectors, which was done based on the focus groups, survey results, and bibliographic research.

Partners agreed to use the focus group analysis as the primary source of information to develop the new OPs and the other two reports to refine and finalise them. Bibliographic information, as well as partners' background knowledge, also supported the development of the lines.

A subsequent series of online meetings led to prioritising the 12 OPs indicated below. The partners identified 1 OP transversal to all the sector-specific OPs that can be used to complement the knowledge and skills: *Entrepreneurial skilled specialist for the Agri-food sector.*

3.2.2. New Occupational Profiles Selection

Out of 14 new OPs identified, the project has prioritised according to the criteria described above 12 new OPs. They are reported in the table below, indicating the EQF. However, the modules/micro-credential activities have been designed to combinatorially adapt an OP of a higher or lower level of EQF to satisfy the level of knowledge and competence of a learner.

TABLE OF THE NEW OCCUPATIONAL PROFILES OF I-RESTART
AP= Animal Production Sector; VET= Veterinary Sector; FI=Food Industry Sector.

Sub-sector	nº	Occupational profile[2]	Range EQF level[1]
AP, VET	1	One health specialist in livestock farming and veterinary activities	5-8
ALL	2	Entrepreneurial skilled specialist for the Agri-food sector	5-7
AP	3	Operator in data driven livestock farming	4
AP	4	Sustainable and digital livestock production manager	6-7
AP	5	Technician for animal handling, welfare and transparency in livestock production	5
FI	6	Food industry sustainability manager	6-7
FI	7	Specialist in Food Industry Innovation	6-7
FI	8	Traceability specialist in the agri-food value chain	6
FI	9	Specialist in sustainable and alternative food packaging	6
VET	10	Veterinary specialist in data science	6-8
VET	11	One-Health veterinary specialist in medicines and chemicals	6-8
VET	12	Specialist for veterinary business	5-8

[1]ESCO does not indicate EQF level in their occupational profiles, but the project description demands it for Task 4.2 (curricula design), [2]Please note that some words are associated to EQF levels: operator (EQF 4), technician (EQF 5), specialist (EQF 6).

4. Conclusions

These new OPs were selected by analysing the deliverable 7.1 presented previously and via a series of meetings among the consortium partners experts in the sector, as described above. The I-RESTART 12 prioritised new OPs include skill needs on topics related to sustainability, digitalisation, one health, business-entrepreneurship, soft skills, and sector-specific trends.

The Task 7.2 partners have selected 12 OPs: 1 transversal to the different sectors, 5 OPs specific to animal production, 4 OPs for the food industry, and 2 OPs for veterinary activities.

Based on D 7.2, the project training curricula will be developed in task 4.2 and training content in task 4.4.

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