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| Deliverable 1.3-VET list and classification | |
| **Document description** | The document shows the categorisation of the FIELDS online database, with a special focus on “Organisations/Stakeholders”, “Curricula/Courses” and “Policy and Advocacy”. The document presents also the “Stakeholders/target groups classification”, identifying beneficiaries, how to reach them and why |
| **Work package title** | WP1 Skills needs identification |
| **Task title** | Task 1.2 Stakeholders strategic mapping and mobilisation |
| **Status\*** | F |
| **Partner responsible** | LLLP - Lifelong Learning Platform |
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| **Date** | 25/06/2020 |

***\*F: final; D: draft; RD: revised draft***

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# Strategic mapping

Task leader LLLP, together with co-task leader EfVET, had several meetings with WP1 leader ISEKI and project coordinator UNITO, to set the criteria for identifying VET providers and other relevant stakeholders in the fields of agriculture, forestry and bio-economy. Due to the expertise of EU platforms involved in FIELDS, as agreed during February 2020 partners’ meeting in Turin (Italy), another specific database including policy-makers, decision-makers and other relevant stakeholders for advocacy has been set. Once the criteria were established, all the partner organisations involved in the consortium contributed to the mapping exercise, introducing information in the online database embedded in the FIELDS online platform.

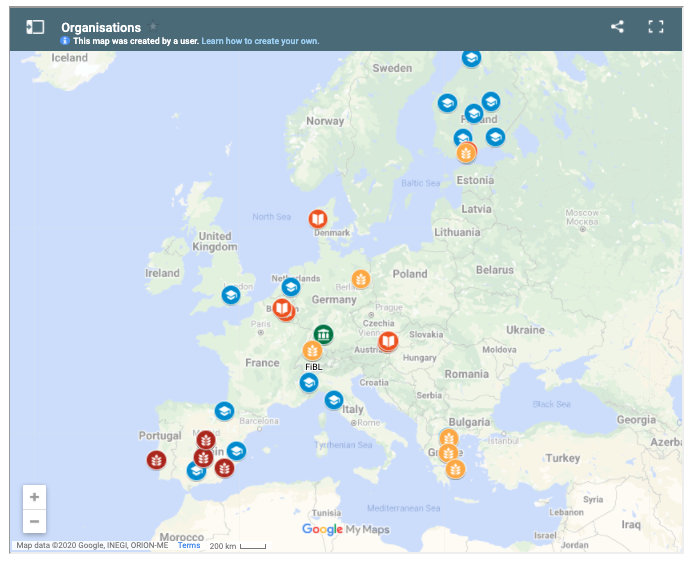
The mapping helps to identify potential stakeholders interested in the project, to be involved in WP7 Dissemination and communication activities.

The mapping ensures a further classification of stakeholders in specific target groups, with a special focus on their accessibility through each partner organisation; this classification supports the planned tasks and activities included in WP2 Priorities and strategy design and WP3 New tools and training design.

## The database

The [database](http://www.erasmus-fields.eu/management/?q=node/871) is accessible from [FIELDS online platform](http://www.erasmus-fields.eu/management/). From the top menu, the database tab is visible. The database is structured as following:

1. Organisations/Stakeholders
2. Curricula/Courses
3. Best practices
4. Project
5. Policy and Advocacy

Moreover, an [interactive map](https://www.google.com/maps/d/u/0/viewer?mid=1lk2JGwpPkyCQSVEWmBYXCDFRFR50TI2F&ll=52.45985872132249%2C11.654663750000012&z=4) helps to visualise where the organisations/stakeholders are ubicated geographically.



**Figure 1**. Stakeholders interactive map

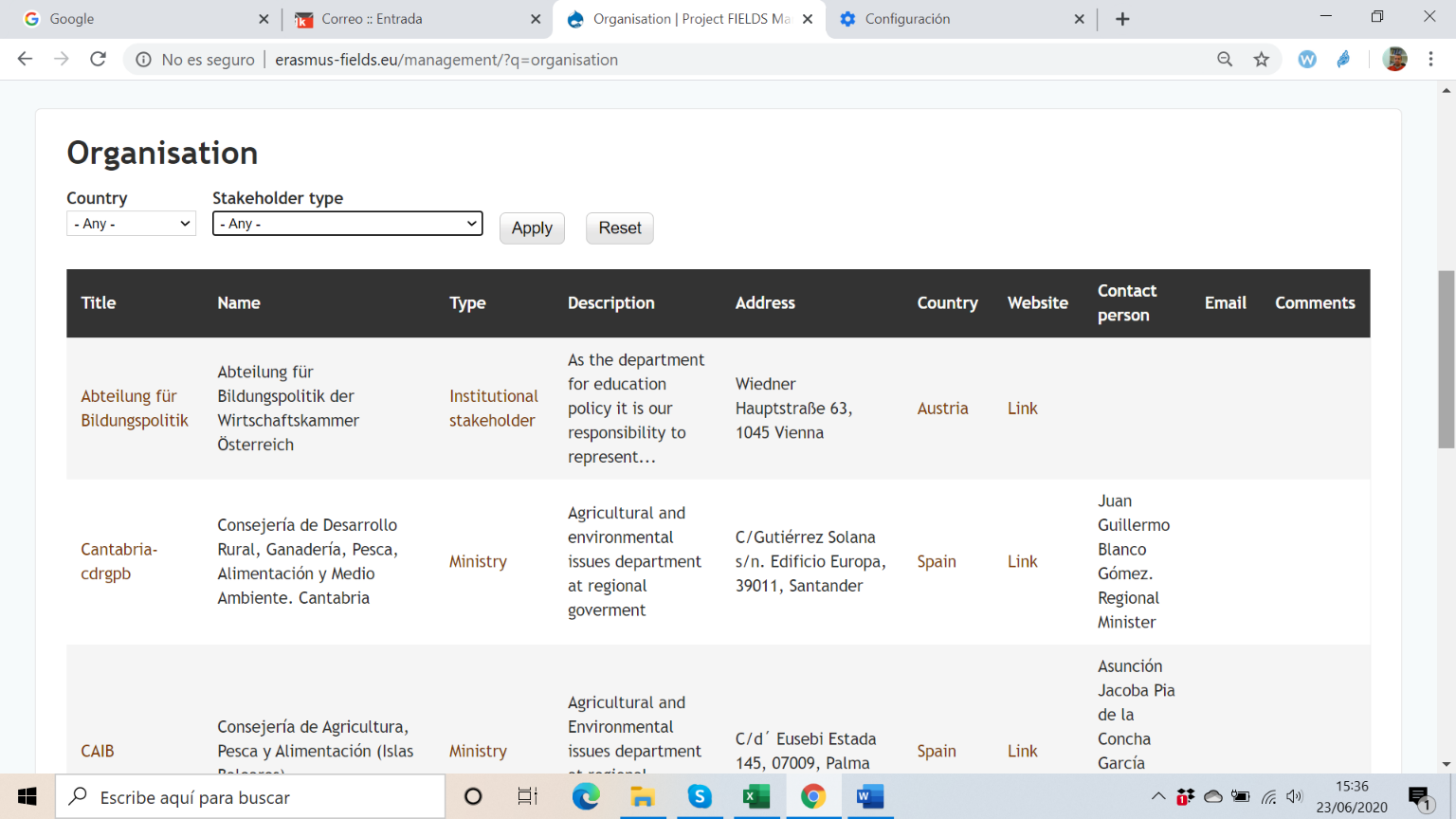
### No. 1. Organisations/Stakeholders

Besides VET schools and VET providers, the database includes as stakeholders the following categories: agriculture; chamber of agriculture; college; cooperatives; farmers; farmers’ representatives; farmers’ advisors; food industry; foresters’ representatives and advisors; forestry; industries; industry representatives; institutional stakeholder; international stakeholder; ministry; mobility agency; pulp/paper industry; research institute/centre; trainers; unions; universities; and other. A search per “Country” and/or “Stakeholder type” is foreseen.

For each organisation/stakeholder the following information is provided:

* Title and name
* Type of organisation/stakeholder (see the previous categories)
* A short description
* Address and country
* Website, contact person, email
* Any further comment

**Figure 2.** Stakeholders display in the database



**Figure 3.** Organisations/stakeholders database

### No. 2. Curricula/courses

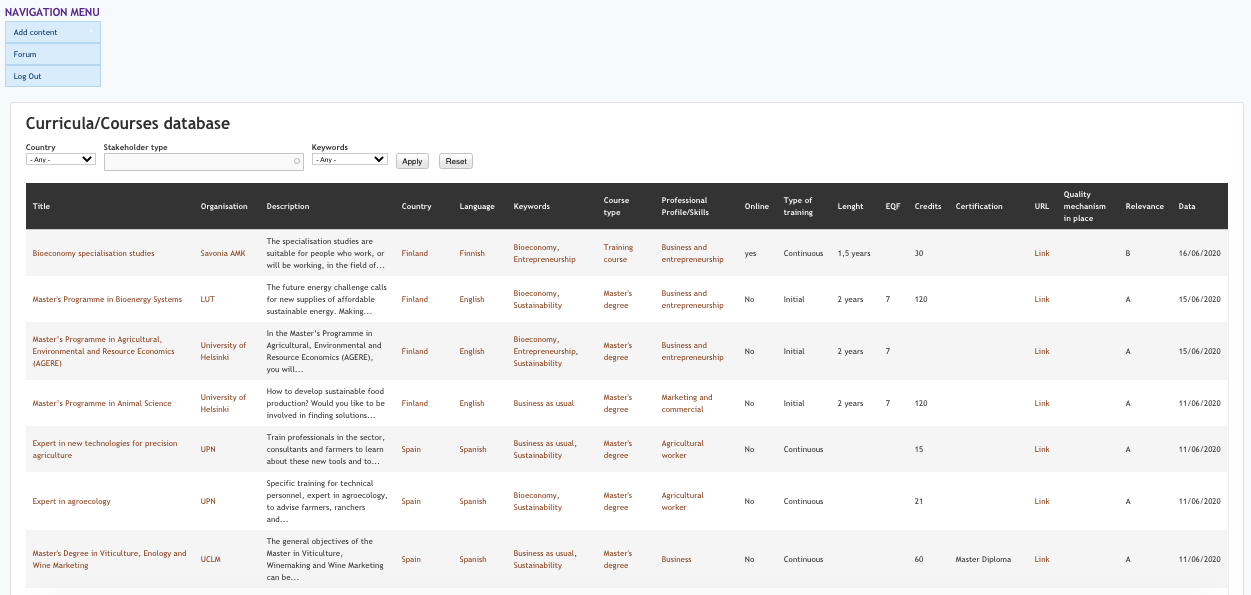
The Curricula/courses database complements the information on VET schools, VET providers and other educational providers in general. A search per “country”, stakeholder type” and “keywords” is foreseen.

For each curriculum and course the following information is provided:

* The title of the course/curriculum
* The organisation who manages, leads, organises or prepares the curriculum/course (linked to the “Organisations/Stakeholders” database)
* A short description
* The country of the organisation delivering the curriculum/course
* In which language the course/curriculum is delivered
* Relevant keywords to identify it (Bio-economy, Business as usual, Digitalisation, Entrepreneurship, Soft skills, Sustainability)
* Kind of course (workshop; training course; master’s degree; high educational school; PhD; secondary school; summer school; seminar; bachelor)
* The professional profile and skills related (the professional profile after completing the training) (agricultural labourer; agriculture worker; applicator of biocides in farms and livestock vehicles; business; business and entrepreneurship; food industry pawn; food processing sector; food production and manufacturing; food quality and food safety; food retail, food service and the supply chain; fundamental; logistics; marketing and commercial; milking assistant; pawn in cut flowers crops; pawn in fruit growing; pawn in herbaceous crops; pawn in horticulture; pawn in livestock farms; pedagogical; personal management; research and development (R&D); shepherd/shepherdess; socio-communication; staff building; team working and intrapersonal)
* Online option
* Type of training “initial/continuous” (an "initial training" is a training required prior to beginning a specific work, to start a specific career; a "continuous training" is the ongoing process of developing, maintaining and documenting your professional skills, through courses or training)

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| * *Length (in hours, days, weeks or years)* * *EQF level* * *Credits* * *Certification (type of certification is awarded to trainees, if any)* * *Quality mechanisms in place (in line with EQAVET framework)* | *Due to the nature of this information, that it is not always available online, these points are not compulsory fields.* |

* URL
* Relevance (A for high relevance, B for medium relevance, C for low relevance[[1]](#footnote-1))
* Data (when the information has been introduced in the database)



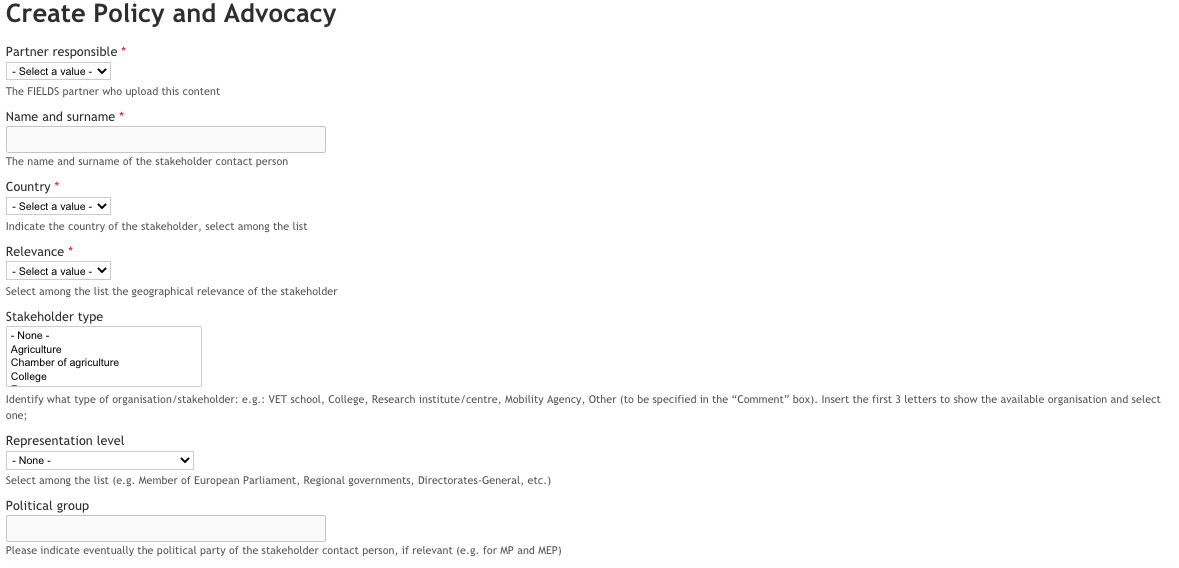
**Figure 4.** Detail of the curricula/courses database

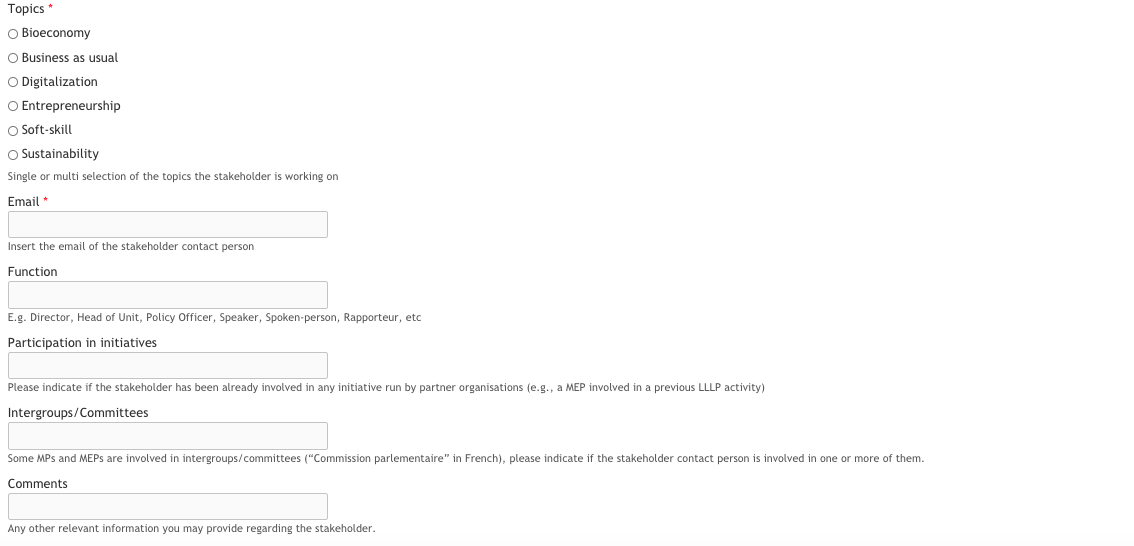
### No. 5. Policy and Advocacy

The Policy and Advocacy database includes people, not institutions, concretely policy-makers and decision-makers at different level (from local to European/international). The search can be done per “topic”, “country” or key words.

For each record the following information is provided:

* Name and surname
* Country (for European level policy and decision-makers “EU” category is applied)
* Stakeholder type (same categories as “1. Organisations/stakeholders”)
* EU level (representation level, such as DGs, MEPs, Permanent Representations at EU; for category reasons, also MPs, Ministry, Regional governments and others are included)
* Political group (where to indicate eventually the political party of the stakeholder contact person, if relevant, e.g. for MP and MEP)
* Geographical relevance of the stakeholder (local/regional/national/international/EU)
* Topics (Bio-economy, Business as usual, Digitalisation, Entrepreneurship, Soft skills, Sustainability)
* Email
* Function (e.g. Director, Head of Unit, Policy Officer, Speaker, Spoken-person, Rapporteur, etc.)
* Participation in initiatives (where to indicate if the stakeholder has been already involved in any initiative run by partner organisations, e.g., a MEP involved in a previous LLLP activity)
* Intergroups or Committees (Some MPs and MEPs are involved in intergroups/committees (“Commission parlementaire” in French), where indicate if the stakeholder contact person is involved in one or more of them)
* Any other further comment
* GDPR box





**Figure 5.** Procedure for uploading information in the Policy and Advocacy database

# Stakeholders/target groups classification

According to the narrative of the project’s proposal, FIELDS identifies several target groups, classifying them according to the level of benefit:

1. The first beneficiaries are the one benefiting from the strategy designed within FIELDS;
2. The second are the one benefiting from the training provided within the project;
3. The third are the one benefiting from the project outcomes indirectly, through the implementation of the strategy and project outputs (curricula, modules, methodology) by external stakeholders.

→ VET providers, Trainers, Higher Education Institutions, Policy makers, Regulatory bodies and Ministries will be directly reached and will get benefit through sectoral skill strategy use.

→ Farmers, Farmer advisors, Foresters, Farmers and advisor’s representatives, Students, Students societies, Industries and Industry representatives will be reached indirectly at large scale through the implementation of the strategy, and directly reached through training at project scale (in pilot countries).

Accessibility of stakeholders/target groups is a key aspect of their classification. The initial strategy to reach them was set as shown in Table 1:

**Table 1.** Stakeholders/target groups classification and initial strategy to reach them

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| **Who to reach** | **How to reach** |
| VET schools and VET providers | * Being part of the consortium; * Through VET provider and partners’ network (e.g., AERES, AP, LVA, INFOR, LLLP, EfVET, ProAgria); * Through stakeholders mapping, focus group, survey and dissemination activities. |
| Higher Education Institutions | * Being part of the consortium; * Through partners’ network (e.g., UNITO, WUR, ISEKI, UHOH, CERTH, UCLM, FJ-BLT); * Through stakeholders mapping, focus group, survey and dissemination activities. |
| Policy-makers and decision-makers | * Through the umbrella organisations and partners’ network (e.g., LLLP); * Through stakeholders mapping and dissemination activities. |
| Farmers | * Through recruitment process in WP4; * Through partners’ network (e.g., CONFAGRI, ICOS, ACTIA, GAIA, CONFAGRI PT, SCOOP, GZS, AC3A, FENACORE, PlantETP, EFFAT, EFB); * Through stakeholders mapping, focus group, survey and dissemination activities. |
| Farmers Advisors | * Through partners’ network (e.g., CONFAGRI, ICOS, ACTIA, GAIA, CONFAGRI PT, SCOOP, GZS, AC3A, FENACORE, PlantETP, EFFAT, EFB); * Through stakeholders mapping, focus group, survey and dissemination activities. |
| Students | * Through recruitment process in WP4; * Through partners’ network; * Through stakeholders mapping and afterwards dissemination activities. |
| Industries | * Being part of the consortium; * Through partners’ network (e.g., FIAB, FDE, SEVT, ANIA, BIC); * Through stakeholders mapping, focus group, survey and dissemination activities. |

Other relevant stakeholders identified and classified as relevant target groups, mainly for dissemination activities and in other tasks where stakeholders engagement might be relevant, are: retailers; wholesalers; HORECA; technologists; bio-economists; inputs suppliers; advisors; renewable energies; logistics and specialised media.

The strategy to reach target groups has been and will be improved along the different phases of the project.

The creation of the database for Policy and Advocacy can be seen as tool to better address policy and decision-makers according to their level and field of influence: the classification from local to EU level, the more technical or political influence, as well as previous contacts of partner organisations with stakeholders/target groups, further facilitates the accessibility for each partner organisations to specific target groups.

The curricula/courses database allows to further classify education providers identified as target groups, being them VET or HEI: the six main topics identified (Bio-economy, Business as usual, Digitalisation, Entrepreneurship, Soft skills, Sustainability), and the kind of course provided (workshop; training course; master’s degree; high educational school; PhD; secondary school; summer school; seminar; bachelor) ensure a more targeted approach to stakeholders, as well as, as mentioned before, a support to the planned tasks and activities included in WP2 Priorities and strategy design and WP3 New tools and training design.

1. According to the relevance of the curricula/course for future tasks in the project (i.e., for analysis of training needs in WP2). The relevance is based on the completeness of the information and the representativeness of the curricula/course as training activity for the sector. [↑](#footnote-ref-1)