TRACK_FAST FP7 project for the future of our students
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USAMV Bucharest

Training Requirements And Careers for Knowledge-based Food Science and Technology in Europe - results of fp7 project Track Fast
KBBE 227220 - Coordinator Prof. Cristina Silva from Catholic University of Porto

The International Conference of the University of Agronomic Sciences and Veterinary Medicine of Bucharest

AGRICULTURE FOR LIFE, LIFE FOR AGRICULTURE
160 Years of Romanian Agronomic Education
October 4 – 6, 2012, Bucharest, Romania
The overall objective of the TRACK_FAST project is the: “Identification of the training and career requirements of future European food scientists and technologists (FST), and implementation of a European strategy to recruit the next generation FST leaders”.
Consortium

- representatives of European and national professional organisations,
- research centres,
- academic bodies,
- multinational companies,
- SME associations,
- associations specialized in training members for the food industry,
- quality assurance experts.
Methodological Approach

Identification and definition of personal skills requirements in food job market (WP1)

Promotion of FST to attract students (WP4)

Regulation of FST professions in Europe (WP2)

Establishment of a framework for continual professional training and career development for the FST professionals (WP3)

Track Fast concept
In order to identify and define personal skills requirements in food job market for FSTs, sixteen brainstorming workshops were conducted during March 2010 – February 2011, in different countries, i.e. UK, France, Italy, Portugal, Sweden, Greece, Belgium, Slovenia, Romania, Netherlands.

Aiming to answer the questions:

1) Which competencies should a FST have to be competitive in the job market and to provide the skills needed by employers?

2) How and when should these competencies be acquired?
## Project outcomes (WP1)

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Ideas from workshops

• A total of **4273 ideas for ideal skills** were provided by 315 workshop participants.

• 22% were excluded from analysis because they either did not contain all required information (60 skill ideas) or agreement was not reached on the code (865 skill ideas).

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**3348 skill ideas for the analysis**

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Skill groups from WP3 document

**Section I. Non-sector specific skills**

1. **Fundamental Skills**
   1.1. Communicating
   1.2. Managing Information and computer literacy
   1.3. Using Numbers
   1.4. Thinking & Solving Problems
   1.5. Providing Leadership
   1.6. Managing Personnel

2. **Personal Management Skills**
   2.1. Demonstrating Positive Attitudes & Behaviours
   2.2. Being Responsible
   2.3. Being Adaptable
   2.4. Learning Continuously
   2.5. Working Safely
   2.6. Improving own performance

3. **Teamworking and interpersonal Skills**
   3.1. Working with Others
   3.2. Participating in Projects & Tasks
   3.3. Communicating with Others

4. **Business skills**
   4.1. Business Planning and strategic management
   4.2. Sales and Marketing
   4.3. Finance and resource management
   4.4. Customer Service
   4.5. Corporate social responsibility CSR
   4.6. Entrepreneurship

5. **Pedagogical skills**
   5.1. Learning & Assessment

**Section II. Sector non-specific skills**

6. **Skills for food quality and food safety**
   6.1. Quality management, quality assurance and quality control
   6.2. Food safety management, food hygiene and food safety control
   6.3. Food legislation and control

7. **Skills for Research and development (R&D)**
   7.1. Product Development
   7.2. Research
   7.3. Consumer and nutritional sciences

8. **Skills for Food Production and manufacturing**
   8.1. Engineering Maintenance
   8.2. Health, Safety and the Environment
   8.3. Production Management
   8.4. Production Operations
   8.5. Cleaning and Preparation
   8.6. Control Operations
   8.7. Waste Disposal

9. **Skills for food retail and the supply chain**
   9.1. Food Retail
   9.2. Goods Received and Storage
   9.3. Supply to Production
   9.4. Pick and Pack
   9.5. Livestock Droving
   9.6. Food service
   9.7. Health and nutrition

10. **Skills for Logistics**
    10.1. Transportation

**Section III. Sector specific skills**

11. **Skills for food processing sectors**
    11.1. Meat and Poultry Processing - Preparation and Abattoirs
    11.2. Meat and Poultry Processing - Production Butchery
    11.3. Meat and Poultry Processing - Production Butchery
    11.4. Fish and Shellfish Processing
    11.5. Dairy products
    11.6. Brewing Production
    11.7. Beer Packaging
    11.8. Milling and Cereals
    11.9. Dough and Dough Products
    11.10. Flour Confectionery
    11.11. Chocolate
    11.12. Sugar Confectionery
    11.13. Winemaking
    11.14. Canned Fruit and Vegetables
    11.15. Crisps, Snacks and Nuts
    11.16. Dietetic Food
    11.17. Desserts
    11.18. Frozen Food
    11.19. Seasonings and Spice
    11.20. Soft Drinks and Fruit Juices
    11.21. Soups
    11.22. Jams and marmalade
    11.23. Tea and Coffee
    11.24. Vegetarian food
    11.25. Ready-to-eat meals

**Skill groups from WP3 document**

**track_fast**

04-06th Oct 2012

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Distribution of skill ideas

**Low Responsibility Level (LR)**
Responsible for a scope of activities under the direction of others

**Medium Responsibility Level (MR)**
In charge of leading a group of persons

**High Responsibility Level (HR)**
In charge of leading the company

---

**REGION**
- Central: 682
- East: 1025
- North: 842
- South: 799

**FST LEVEL**
- Low: 853
- Med: 1205
- High: 1290

**SECTOR**
- Other: 438
- Res: 963
- Ind: 1464
- Gov't: 483

**SKILL**
- Food sector: 792
- Non-food sector: 2556
Top three ideal food skill ideas

Chi square test
Null hypothesis: The most desired FST skills are independent of employment area, region and FST level.

Strongly rejected.
Soft Skills...where should be obtained?

**TOP 3 Soft Skills**

1. **Communicating** (103)
   - School Course Work before University Degree: 25%
   - University Degree Course Work: 26%
   - Workplace Training: 17%
   - Professional Organisations: 13%
   - Training Organisation: 13%

2. **Thinking & Solving Problems** (33)
   - School Course Work before University Degree: 33%
   - University Degree Course Work: 42%
   - Workplace Training: 18%
   - Professional Organisations: 13%
   - Training Organisation: 13%

3. **Positive Attitudes & Behaviours** (16)
   - School Course Work before University Degree: 13%
   - University Degree Course Work: 13%
   - Workplace Training: 13%
   - Professional Organisations: 13%
   - Training Organisation: 13%

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*track_fast* 
04-06th Oct 2012
Where should be obtained Communicating soft skills?

...by Region

...by Employment Area

track_fast 04-06th Oct 2012
Food Skills...where should be obtained?

TOP of the Food Skills

**Product Development** (59)
- School Course Work before University Degree: 15%
- University Degree Course Work: 24%
- Workplace Training: 34%
- Training Organisation: 17%

**Food legislation and control** (41)
- School Course Work before University Degree: 29%
- University Degree Course Work: 20%
- Workplace Training: 17%

% of responses

0% 10% 20% 30% 40% 50%

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04-06th Oct 2012

Europe’s Food Science and Technology on a Fast Track
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Where should be obtained Product Development Food skills?

...by Region

[Bar chart showing percentages by region]

...by Employment Area

[Bar chart showing percentages by employment area]
Soft Skills...when should be obtained?

TOP 3 Soft Skills

- Communicating (336)
  - continuously: 50%
  - repeated events, courses, activities or seminars: 46%
  - occasional events, courses, activities or seminars: 3%
  - one specific time: 1%

- Thinking & Solving Problems (101)
  - continuously: 63%
  - repeated events, courses, activities or seminars: 24%
  - occasional events, courses, activities or seminars: 8%
  - one specific time: 5%

- Positive Attitudes & Behaviours (58)
  - continuously: 76%
  - repeated events, courses, activities or seminars: 21%
  - occasional events, courses, activities or seminars: 3%
  - one specific time: 0%

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Europe’s Food Science and Technology on a Fast Track
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When should be obtained Communicating soft skills?

- repeated events, courses, activities or seminars
- continuously
- occasional events, courses, activities or seminars
- one specific time

50%
46%
1% 3%
Food Skills...when should be obtained?

**TOP 3 Food Skills**

1. **Quality management, quality assurance and quality control (94)**
   - Continuously: 13%
   - Repeated events, courses, activities or seminars: 25%
   - One specific time: 21%

2. **Food legislation and control (98)**
   - Continuously: 4%
   - Repeated events, courses, activities or seminars: 14%
   - One specific time: 12%

3. **Product Development (153)**
   - Continuously: 19%
   - Repeated events, courses, activities or seminars: 21%
   - One specific time: 5%

% responses

0% 20% 40% 60% 80%
When should be obtained Product Development Food skills?

- continuously: 65%
- occasional events, courses, activities or seminars: 21%
- repeated events, courses, activities or seminars: 9%
- one specific time: 5%
Current FST situation

Questionnaire Analysis (281)

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Degrees held by currently employed FSTs

University Degree

Degree in FST

Certification

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Nature of the FST degree

FSTs with a Bachelor’s
Master’s
PhD
in FST
“How satisfied are you with employees that are new graduates in FST?”

97% are either

“Very satisfied, they have excellent knowledge and skills”

Or

“Somewhat satisfied, they need further training or experience”
Top Soft Skills in Currently Employed FSTs

- Communicating
- Managing Information & Computer Literacy
- Working With Others
- Participating in Projects & Tasks

GROWTH IN SKILLS IN CURRENTLY EMPLOYED FSTs

- Central: 98%
- East: 93%
- North: 95%
- South: 92%

Employment Area

- SME: 95%
- Big and Mid: 96%
- Research: 91%
- Government: 86%
- Other: 88%
• Employers of food scientists & technologists (FSTs) told us which skills they desire

• “Communicating” was the no. 1 skill desired by all FST employers

• Training in communication skills should primarily take place in school, before and during university, but the suggested frequency of such training was close to “continuous”, indicating that education during work life is also important for this skill.

• Overall, “soft” skills are more in demand than food sector specific skills
Highlights

• “Product Development” was the no. 1 food sector specific skill

• This skill should primarily be learned in the workplace, but preceded by university training

• Desired skills varied by geographical region, FST level and employment area

• All employers in all areas mentioned soft skills much more than food sector skills. This may reflect a general satisfaction with the food sector-specific skills found in current FSTs
• The comparison with the current situation showed that in general FSTs have the skills that are considered ideal. This is good news!

• However, current FSTs have almost the same competence in soft and food specific skills while, ideally, FSTs should have many more soft skills. The message seems to be that we need more soft skills and more varied soft skills
Developments for the regulation of food science and technology professions in Europe.
ISEKI Food Association Workshop
Food Professional Regulation in EU

Wednesday 31st August 2011
Great Hall of the University of Milan,
via Festa del Perdono 7, Milan, Italy

Sponsored by

ISEKI (Integrating food Science and Engineering Knowledge Into the Food Chain)
Project outcomes (WP2)

WEBINAR: Regulation of the Food professions in Europe

Join us for a Webinar on June 8

REGISTER NOW

Space is limited. Reserve your Webinar Seat Now at:
https://www3.gotomeeting.com/register/004268303?

Food professions are not attractive. That is claimed by the food and drink industry and in general by the European higher education that has been unable to attract the best students to food science and technology programmes. To understand this problem and to propose solutions, the current status of the food professions in Europe was analysed. Few countries were found to have completely regulated professions, some others possess the regulation of the title of the profession only and the rest has no such requirement for designation of professions but usually have professional associations. The heterogeneous picture in Europe is an indicator of the difficulty to characterize the identity of the food professional, that can also be explained due to the fact that, depending on the country, the same jobs, the same functions, are frequently performed by graduates from
Highlights

- From the whole work performed it was concluded that the issue about regulated professions in the field of food science and technology in Europe is important and it needs an improvement. However, it is evident also that this is a complex task.

- At the same time there is also a debate about the possibility to deregulate the professions, with the idea that this will decrease the costs of regulation, remove the informational barriers and complex formal procedures and thus increase competition that will generate quality and liberate transfer on the international job market.

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Comparison of actual with recommended career paths

**Survey**

- Actual career path
  - Basic background data
  - Selected parameters for career path characterization
  - Education and training through the career path

**Workshops**

- Recommended career path
  - Top skills and top food skills demanded by the employers
  - Where and when (frequency) the skills have to be acquired.

- Low Responsibility Level (LR)
  - Responsible for a scope of activities under the direction of others

- Medium Responsibility Level (MR)
  - In charge of leading a group of persons

- High Responsibility Level (HR)
  - In charge of leading the company

Survey Workshops
Establishment of a framework for continual professional training and career development for the FST professional.

www.foodcareers.eu

Motivation of young people to enter and pursue of a career in food science and technology in Europe.

www.foodgalaxy.eu
Establishment of a framework for training and career development for the FST profession.

www.foodcareers.eu

Motivation of young people to enter and pursue a career in food science and technology in Europe.

www.foodgalaxy.eu
AIMS:

bringing together graduates and professionals working in the food sector, both in industry and academia

creation of an online network for continual professional training and career development for Food Scientists and Technologists in Europe

social networking and providing the guidance and tools for creating and maintaining a continual professional development portfolio
How does it help the food professional?

• The on-line Continuing Professional Development Portfolio

• Information on training

• Social Networking
Registration process

To apply for membership as an individual person, please fill in the form below.

Membership: *
- Regular member
- Regular member (Student)
- Associated member

Select the kind of membership you want to sign-up for

**Personal data**

Salutation: *
- Mr.
- Mrs.

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Registration process

• Implementation of social network functions (connection to facebook etc.) in order to attract more visitors
My profile page

• Create a CPD portfolio

• Update an existing CPD portfolio

• Possibility to upload documents (proofs, certificates) and to collect them in the “my files” area
Networking

This section will contain information concerning the groups and it will be possible to

• create a group post
• invite a friend
• list all members
• get information about the group manager
• see who’s online
Training Courses

**HACCP**

Das einstägige Seminar vermittelt in kompakter Form umfangreiche Kenntnisse zur HACCP-Analyse auf Basis des Codex Alimentarius. Sie erfahren, wie Sie ein schlankes und effizientes HACCP-System aufbauen. Sie trainieren die Erstellung einer HACCP-Studie und das Definieren von CCPs. Durch die Anwendung des erworbenen Wissens verbessern Sie die Lebensmittelsicherheit in Ihrem Betrieb, wahren gesundheitliche Gefahren ab und erfüllen die verschärften Verpflichtungen des Gesetzgebers.

When: January 1st, 2013 12:00 AM  
Location: Germany  
Event Fee(s): zzgl. MwSt € 490.00

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CPD online implementation

Two main parts:

- **CPD guide** which helps to create a CPD portfolio; visible for all visitors

- **CPD online portfolio**; accessible for registered members
CPD online implementation
CPD guide

The CPD guide

• defines, what a CPD portfolio is
• describes the principles, aims and benefits of a CPD portfolio
• explains the different steps needed to create a CPD portfolio including detailed examples
CPD online implementation

Creating a CPD portfolio (1)

• Interactive online forms which allow the creation of a CPD portfolio

• will be linked to a database which contains skills, training courses etc. for the selected job

• possibility to submit proofs, certificates, etc. (➔ my files)

• final result after submitting the forms is a learning plan
CPD online implementation

Creating a CPD portfolio (2)

• The learning plan finally includes the following information:

  • Desired job/position
  • Skills which need to be improved
  • Titles of the courses which have been selected
  • Dates/periods of the courses
  • Course providers
CPD online implementation

Creating a CPD portfolio (3)

• all CPD portfolio information (learning plan), will be stored at the „my profile“ page

• Possibility to update an existing portfolio

• An „assessment committee“ (tba) will have the possibility to view and to assess the data (certification of competences)
• Development of a certification scheme for Continual Professional Development programmes

“As a food professional, you may want more than just creating a CPD portfolio which can help you in your next job. You want a certificate which proves that you have the required skills and competences for a particular job anywhere in Europe. One of our aims is to propose and develop a European certification scheme for food careers. The assessment of your CPD portfolio will form part of the process for certification.” (https://www.foodcareers.eu/cpd-certification)
Development of a certification scheme for Continual Professional Development programmes

CPD System
Descries different Job Profiles with corresponding competences

External Assessment: Certification

CPD Certification of Status for the particular Profile lines as outlined in the CPD Portfolio.

Requires: Definition of Criteria and procedures, a Commission that makes the certification decision, etc

Self-Assessment: Continuing Education

CPD Portfolio - Detect missing competences for a particular job, actively pursue further education
Use the CPD Portfolio to assess your competences

Compare your profile to the CPD Certified Job Profiles (on the foodcareers website)

Identify the Certification(s) you would like to apply for

Apply for the Certification and upload your supporting material

Identify your learning needs

Make a learning plan (courses, literature etc)

Carry out CPD learning activities

Evaluate the outcome of the learning plan
Sustainability after project ending
Motivation of young people to enter and pursue of a career in food science and technology in Europe
MORE PROFESSIONALS
MAIN AIM:

Show prospective students

Food Science is a **real science with real challenges**

*Careers* in Food Science and Technology
Food Science is a real science with real challenges
• The taste of life (Sensorial, Colours)

• To eat or not to eat (Allergies, E-numbers, GMOs, Toxins)

• Once upon a time (History of Food Processing)

• I eat therefore I am (Nutrition)

• I am the king of the kitchen! (Gastronomy, House Experiments)

• Brave new food (Emerging Technologies, Innovative Food)

• A small product for the consumer – a giant process for the producer
Food Science is a fun – targeting a “younger” audience

- Bouncy Ball made of Egg
- Magic Red Cabbage Juice
- Fountain made of Coke Light
- Fruity 'Coking' of Fish
- Multi Colour Juice
A career in Food Science is a **challenging and rewarding**
A career in Food Science is a **challenging and rewarding**
Sustainability after project ending
Website

www.trackfast.eu/
emails:

trackfast@porto.ucp.pt

clsilva@esb.ucp.pt

monapopan@agral.usamv.ro
Thank you!!
The ISEKI_Food Conference Series

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To promote constructive dialogue and collaboration on relevant topics on: Food Science and Technology Industry and Education

An International “open” forum for all the stakeholders of the whole food chain (students, researchers, education scientists, Technologists, Representative of government agencies, Industry representatives and trainers, Food consumers and Wider community)

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