

# EFAD Learning Library Strategy 2022-2026 Highlights

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## 1. Mission Statement

The aim of the EFAD Learning Library (EFAD Learning) is to transfer knowledge between dietitians, and other healthcare professionals, for the advancement of the dietetic profession. The resource will support the long-term learning of European Dietitians and Dietetic students and provide tools and materials to encourage the continuous improvement of knowledge, skills and understanding of dietitians.

What makes the EFAD Learning Library different, is that our organisation consists of a collection of pan-European representatives which can directly benefit the members of the EFAD Learning with knowledge from different locations and areas of expertise that cross Europe.

## 2. Audience

Our primary target audiences are:

- Dietitians
- Dietetic students
- Dietetic Educators
- Healthcare professionals

## 3. Learning materials

EFAD Learning Library will support the publication and promotion of various forms of educational material: self-directed courses, video recordings, podcasts, presentations and ebooks. Live educational events can be organised as webinars and then hosted to be available on demand on EFAD Learning.

Courses available on EFAD Learning are dietitian-led and evidence-based but with a strong application to dietetic practice. Hence, materials to embed in practice are included to ensure understanding and competence are beyond theoretical from lecture updates, so can expand dietitians' learning in new directions. All courses have educational resources developed by international experts bringing their practical and real-world experience to each topic.





#### 4. Priority topics of learning materials

Priority topics do not exclude other topics to be introduced into EFAD Learning Library, especially when presented in short forms e.g. webinars or created in cooperation with partners.

Initially, 3 courses are developed:

- Sustainable Dietary Patterns
- Health Through Gut
- Digital Nutrition Communication

In the long term, EFAD Learning will broaden its offer, increase collaborations and promote innovation in education.

Below is the list of potential topics to be included in the long-term plan of the education portfolio, with references to their political context:

#### Sustainability

It is important to continue the development of the resources. The European Education Area Communication, the European Green Deal and other key initiatives recognise the crucial role of education and training in the green transition. According to the European Commission embedding environmental sustainability in all education and training policies, programmes and processes are vital to building the skills and competencies needed for the green transition. Action is needed vertically, individual to the institution to the systems level, and also horizontally, meaning all stakeholders in education and training need to work together in synergy to ensure that sustainability is anchored firmly in the entire student learning experience.

- *European Commission. The European Education Area Communication COM(2020) 625 final*
- *European Commission. The European Green Deal COM(2019) 640 final*
- *other key initiatives: the EU Biodiversity Strategy, the European Climate Pact, European Pillar of Social Rights, the EU Skills Agenda and the Council Resolution on the European Education Area (2021-2030)*
- *European Commission Proposal for a COUNCIL RECOMMENDATION on learning for environmental sustainability COM/2022/11 final*
- *Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.*
- *EFAD and EuFoDiN Roundtable on Sustainability and Agriculture SUMMARY REPORT How Can We Equip Dietitians to Meaningfully Engage and Contribute to the Fields of Sustainability and Agriculture, Ultimately Promoting Health and Wellbeing in Europe? 12th May 2021*





## Digital Health and Digital Competences

WHO points out that the COVID-19 pandemic highlighted an urgent need for effective digital tools and an unprecedented rush to implement eHealth services, including telemedicine consultation and digital contact tracing, in countries across the Region. EFAD stated in the Strategic Plan that one of the objectives in Action 3. Building is to build a high-quality professional workforce, effective in the new digital era. EFAD's perspective could be focused on e-health use in nutritional care.

- *WHO Global Strategy on Digital Health 2020-2025. Geneva: World Health Organization; 2021.*
- *WHO Europe. The European Programme of Work, 2020-2025 – “United Action for Better Health”. Core Priority 1. Moving towards UHC. Flagship Initiative 2. Empowerment through Digital Health.*
- *European Commission The Digital Education Action Plan COM/2018/022 final*
- *Carretero Gomez, S., Vuorikari, R. and Punie, Y., DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-68006-9 (pdf), 978-92-79-68005-2 (print), 978-92-79-74173-9 (ePub), doi:10.2760/38842 (online), 10.2760/836968 (print), 10.2760/00963 (ePub), JRC106281*

## Promoting health and well-being

WHO Europe emphasizes the importance given to this priority by pooling efforts in five workstreams. One of the suggested actions is to support health authorities in mobilizing society for physical activity, healthy nutrition, and the fight against obesity.

- *WHO Europe. The European Programme of Work, 2020-2025 – “United Action for Better Health”. Core priority 3. Promoting health and well-being*
- **Healthier Behaviours: incorporating behavioural and cultural insights** - People's behaviours can be adversely affected by factors often insufficiently taken into account in the design and implementation of policies, the organization of services or the behaviour of health workers: these can range from a lack of health literacy, conflicting belief systems, feelings of fear, mistrust, and uncertainty, misprocessed information, feelings of inconvenience or an experience of disrespect or discrimination. Often these barriers to optimal health can be avoided or corrected by building a better understanding of these social, behavioural and cultural factors. The initiative will promote the use of insights into these social, behavioural and cultural factors to improve health literacy, as well as the design, procedures and provider behaviour at the interface between citizens and their health and social care services.





- *WHO Europe. The European Programme of Work, 2020–2025 – “United Action for Better Health”. Core priority 3. Promoting health and well-being. Flagship Initiative 4. Healthier Behaviours: incorporating behavioural and cultural insights*

- **Food literacy and health literacy** Promoting food literacy is a major imperative that every dietitian, not only in clinical but also in community and population settings, must be aware of. Every dietitian should be specifically trained in health and food communications skills, to improve communication with patients and to help people to implement their own food skills, abilities and knowledge.
  - *European Specialist Dietetic Network for Public Health (ESDN-PH). EFAD FACT SHEET FOOD LITERACY AN ADDED VALUE FOR HEALTH March 2018*

## Professional development

This theme is a direct implementation of 'Action 1. Leading' of the EFAD Strategic Plan 2022-2026. To help dietitians raise the profile of the profession and market themselves, EFAD will create educational materials to help them acquire the necessary skills.

- **Entrepreneurial mindset** - the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. The aim is to build a bridge between the worlds of education and work, by contributing to a better understanding and promotion of entrepreneurship competence in Europe. The progression in entrepreneurial learning is made up of two aspects: 1. Developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value; 2. Developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments.
  - *Bacigalupo M, Kampylis P, Punie Y and Van Den Brande L. EntreComp: The Entrepreneurship Competence Framework. EUR 27939 EN. Luxembourg (Luxembourg): Publications Office of the European Union; 2016. JRC101581*
- **Advocacy** - Advocacy refers to the efforts of an individual or group to effectively communicate, convey, negotiate or assert the interests, desires, needs and rights of an initiative, policy, programme, or even an individual or a group. It is different from information, education and communication (IEC) and community mobilization. Advocacy can also be defined as pleading for defending or recommending an idea before other people, with a view to promoting its acceptability. The purpose of advocacy is to empower health care workers with





advocacy and lobbying skills in order to advocate for the health and health-related issues.

- *Kasana D. Basic advocacy skills. J Bacteriol Mycol Open Access. 2017;4(3):75–77. DOI: 10.15406/jbmoa.2017.04.00091*
- *EFAD and EuFoDiN Roundtable on Sustainability and Agriculture SUMMARY REPORT How Can We Equip Dietitians to Meaningfully Engage and Contribute to the Fields of Sustainability and Agriculture, Ultimately Promoting Health and Wellbeing in Europe? 12th May 2021*

Other professional development topics connected to the action points 'Connecting' and 'Building' of EFAD Strategic Plan 2022-2026:

- **Standardized language and collecting data**
- **PROM, PREM**
- **Intervision**
- **Nutrition and dietetic care process**
- **Link to practice to impact through dietetic outcomes**
- **Supporting evidence-based practice approaches**
- **Interprofessional cooperation**
- **Measures for the work of the dietitian**
  - to make it visible
  - to bet on improving the quality of the work

## Clinical practice

This theme is the direct implementation of the objective “Specialisation – all specialities to be supported – a clinical practice not to be forgotten, but focus on public health and primary care to be increased” stated in EFAD Strategic Plan 2022-2026 as part of the Action 3. Building

- **Primary health care**
  - Transmural care from hospital to primary care.
  - Short stay of patients in hospitals, may affect the work of dietitians in hospitals.
  - Dietitians need to be prepared for the change to primary care
  - the importance of measuring and improving the strength of primary care dietitians, the need to sensitize governments to the relevancy of investing in prevention by reducing health costs
  - WHO European region has Primary Care as a focus for 2022
- **Obesity**





There may be enough initiatives on this already. However, updates can be considered.

- Obesity is recognized as NCD in Europe
- New European guidelines
- Long-term obesity management, Multidisciplinary case management, national frameworks/plans on obesity,
- Supported Self-management
- *WHO European Regional Obesity Report 2022. Copenhagen: WHO Regional Office for Europe; 2022*
- **ESPEN-EFAD guidelines**
- **Focus on Malnutrition diagnosis via GLIM criteria**
  - So as to ensure that diagnosis and its documentation is organized, uniform, precise and complete
  - So as to benchmark between settings & countries regarding the prevalence of malnutrition
  - So as to support the development of global standards of care in the upcoming years.
  - So as to improve the indexing of malnutrition in the International Classification of Diseases 11.

## 5. Partnerships

EFAD is committed to connecting people and organisations and so is the EFAD Learning brand. Partnerships with a range of actors are central to implementing the EFAD Learning Strategy.

The funding sources or Partners can have a role in the Advisory Boards of the courses, however, in compliance with e.g. the terms set under an unrestricted educational grant, EFAD retains the right to make final decisions

All collaborators will adhere to the EFAD Principles and Guidelines for Transparent Collaboration with Private Sector and other Third-Party Organizations. Any conflict of interest arising from the collaboration will be disclosed according to EFAD Policy on Declaration of Interests. EFAD Learning will clearly communicate about founders' (financial) involvement in the Program by using the clause „supported by an unrestricted educational grant from (...)” or by other clauses relating to the involvement.





## 6. EFAD Learning Strategy in a broader context

EFAD Learning Library Strategy is aligned with, and supports, the ambitions of **EFAD Strategic Plan 2022-2026**

EFAD Strategic Plan key topics	Selected objectives from EFAD Strategic Plan	Examples of EFAD Learning Strategy's contribution
<p><b>Action 1</b> <b>Leading - Advocacy and research</b></p>	<p>Dietitians are recognized as the experts in nutrition and diet.</p> <p>Raise the profile of dietitians/market our profession.</p> <p>EFAD policy and impact is used by our members to advance the workforce in their countries.</p>	<p>EFAD Learning helps dietitians stay up to date and implement evidence-based practices that help them act as experts in their communities and raise their profile.</p> <p>EFAD Learning Library is a flagship project to promote the EFAD brand and support its advocacy work.</p> <p>European Dietitians can improve their knowledge and skills and make an impact on their local and national environments.</p>
<p><b>Action 2</b> <b>Connecting - People and organisations</b></p>	<p>EFAD is a pan-European community of dietitians, where everyone is connected - physically and digitally.</p> <p>EFAD is an organisation that shares evidence-based information on dietetic practice and standards. This contributes to the continuous professional development of dietitians and other health professionals who require nutrition and dietetics training.</p> <p>Facilitate a community of European dietitians; connecting dietitians with their colleagues in Europe to discuss and improve dietetic practice by learning from each other.</p> <p>Exchange knowledge between member States.</p> <p>Collaborate with other organisations and professional bodies.</p> <p>Promote the active participation of all member associations in EFAD work.</p>	<p>EFAD Learning is a platform to transfer knowledge between dietitians, and from other professionals by digital pan-European connection.</p> <p>EFAD Learning gives access to up-to-date knowledge and encourages users to apply the Lifelong Learning approach.</p> <p>EFAD Learning involves experts from different countries and different areas to contribute to courses. Translation of the materials can be supported by the EFAD Learning system.</p> <p>EFAD Learning acts as the platform to promote quality educational materials for EFAD Members.</p> <p>Part of EFAD Learning materials will be the result of collaboration with other organisations.</p> <p>All the courses are created based on European Dietitians' needs. Surveys focus groups and roundtables are tools used to encourage active participation of EFAD Members in planning the content and form of the educational materials.</p>





<p><b>Action 3 Building - A professional workforce</b></p>	<p>EFAD builds a high-quality professional workforce, effective in the new digital era.</p> <p>EFAD is an organisation that is „fit for purpose“, which continues to strengthen the foundations needed to reach its goals.</p> <p>An Education Hub for accredited Lifelong Learning and Continuous Professional Development of dietitians is established.</p> <p>ESDNs are involved in projects and can demonstrate outcomes and impact.</p> <p>Increase employment opportunities for dietitians.</p> <p>Specialisation – all specialities to be supported – a clinical practice not to be forgotten, but focus on public health and primary care to be increased.</p> <p>EFAD is financially secure.</p>	<p>EFAD Learning as the centre of digital education.</p> <p>The learning experience is fit for purpose - based on careful planning, purposeful creation and evaluation of learning materials.</p> <p>EFAD Learning is the direct result of the EFAD objective to build Education Hub</p> <p>ESDNs members act as experts and advisors in the process of creating learning materials</p> <p>It is planned to include in the learning materials the competencies needed for taking advantage of new opportunities and developing an entrepreneurial mindset.</p> <p>Learning materials are designed to support different topics and specialisations</p> <p>EFAD Learning management continues to actively seek and secure investment and build the capacity to develop and deliver new courses. EFAD Learning system gives EFAD the opportunity to create paid courses and promote lectures from EFAD Congresses with paid access.</p>
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EFAD Learning Strategy 2022-2026 will contribute to eight **Sustainable Development Goals**.

SDGs	Selected SDG targets	Examples of EFAD Learning Strategy's contribution
	<p>2.2 By 2030, end all forms of malnutrition (...)</p>	<p>Dietitians are the workforce that can contribute to ending malnutrition. Dietary education, shift to consumption and production approaches that promote biodiversity and long-term health benefits are the areas of work for dietitians. EFAD Learning helps dietitians stay up to date and implement evidence-based practices that help them act as experts in their communities and in the wider context.</p>
	<p>3.4 By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment (...).</p> <p>3.8 Achieve universal health coverage, including (...), access to quality essential health-care services (...)</p> <p>3.C Substantially increase (...) the development, training and retention of the health workforce in developing countries (...)</p>	<p>All dietetic specialities are supported by EFAD Learning, such as clinical practice, public health and primary care.</p> <p>All European Dietitians, by joining EFAD Learning, can improve their knowledge and skills and make an impact on their local and national environments. One of the initial courses is Health Through Gut which will guide a variety of dietitians through the topic that applies to different areas of dietetics.</p> <p>Promoting health and well-being is also one of the themes planned to be further developed in EFAD Learning.</p>





SDGs	Selected SDG targets	Examples of EFAD Learning Strategy's contribution
	<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles (...)</p> <p>4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries (...)</p>	<p>EFAD Learning is the direct response to this Goal. By transferring the knowledge to the online environment it is becoming accessible for all. EFAD Learning publishes learning materials created based on scientific papers and empirical experience supported by facts. Dietetics is presented in the context of a scientific discipline, which helps to better understand the processes associated with proper nutrition. EFAD Learning emphasises that the work of a dietitian is based on thorough education and substantive foundations</p>
	<p>8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>	<p>Labor-intensive sectors include health care. EFAD Learning is helping dietitians implement the innovations and supports during technical upgrading. Digital Nutrition Communication is one of the initial courses of EFAD Learning that will start the theme of Digital Health and Digital Competences that will be further developed. EFAD Learning Strategy draws also plans for future courses in the area of Professional development (entrepreneurship, advocacy etc.)</p> <p>EFAD Learning, by sharing the knowledge among EFAD network, supports countries with lower developed economies (World Bank data) by having in 2022 one Full Member from Turkey and Affiliate Member from Romania.</p>





SDGs	Selected SDG targets	Examples of EFAD Learning Strategy's contribution
	<p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>EFAD is open to every European country and every member of EFAD Members can use the EFAD Learning Library.</p> <p>EFAD Learning focuses on communicating knowledge in a way that is accessible to different audiences, varying in terms of age, gender, experience and ability</p>
	<p>12.1 Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries</p> <p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p> <p>12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses</p> <p>12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p>	<p>Considering the detrimental environmental impact of current food systems, and the concerns raised about their sustainability, there is an urgent need to promote diets that are healthy and have low environmental impacts. These diets also need to be socio-culturally acceptable and economically accessible for all. Sustainable Dietary Patterns, one of the initial courses on EFAD Learning, will help dietitians understand the rationale behind the sustainability recommendations and also will equip them with practical resources to implement the knowledge into daily practice.</p>
	<p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p>	<p>Current dietary patterns combined with an expected ~2.5 billion person increase in global population means that global diet-related environmental impacts are likely to increase rapidly. Dietary transitions toward sustainable healthy diets can help achieve health- and environmental-oriented sustainability targets. Dietitians are the workforce to make this transition happen. Sustainable Dietary Patterns is therefore one of the initial courses in the EFAD Learning Library.</p> <p>The topic of sustainability is also considered to be further developed on EFAD Learning and more learning materials will be created.</p>





SDGs	Selected SDG targets	Examples of EFAD Learning Strategy's contribution
	<p>17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p>	<p>EFAD Learning Library is a part of EFAD - the organisation that consists of a collection of pan-European representatives. EFAD is committed to connecting people and organisations and so is the EFAD Learning brand.</p> <p>EFAD Learning can directly benefit the members with knowledge from different locations and areas of expertise that cross Europe.</p> <p>Partnerships with a range of actors are central to implementing the EFAD Learning Strategy.</p>

