

# **EFAD Learning Library Strategy 2022-2026**

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## 1. Mission Statement

The aim of the EFAD Learning Library 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

EFAD Learning provides a scalable solution to support the needs of the large community of users. The initial plan includes a learning place for 500 users.

## 3. Branding

The EFAD Learning Library has its own identity that sits well within the overall brand of EFAD. A specific branding exercise was undertaken to develop this identity in order to ensure the lifelong learning provision was bespoke and stood out from the crowd. This will boost participant numbers and ensure that dietitians and others choose to spend their time taking EFAD courses, and also that potential sponsors would choose EFAD Learning as the right place to invest in supporting the ongoing personal development of European Dietitians through Long Life Learning.

The full name of the online platform is **EFAD Learning Library**, the short name is **EFAD Learning**. Both names can be used interchangeably.





As part of the branding guidelines, the tone of EFAD Learning voice was described:

Language characteristics	Description	How we should shape the message	What we should avoid
<p><b>Based on theoretical and practical knowledge</b></p>	<p>Our knowledge is based on scientific papers and empirical experience supported by facts. We talk about dietetics in the context of a scientific discipline, which helps to better understand the processes associated with proper nutrition. We emphasise that the work of a dietitian is based on thorough education and substantive foundations</p>	<ul style="list-style-type: none"> <li>- we refer to scientific knowledge</li> <li>-we emphasise both the theoretical and practical nature of our knowledge</li> <li>- we point to the scientific foundations of dietetics and related issues</li> <li>- We put emphasis on an attractive form of expression.</li> <li>- We simplify, but do not make the explanation of a given issue shallow</li> </ul>	<ul style="list-style-type: none"> <li>- the use of language that is incomprehensible to the ordinary consumer</li> <li>- disregarding the experience of others</li> <li>- using inclusive language</li> <li>-closing oneself in the information bubble of one's own industry</li> <li>- overloading the content</li> <li>- using scientifically unsubstantiated information</li> <li>-didacticism</li> <li>- closed to purely practical solutions</li> </ul>
<p><b>Flexible</b></p>	<p>We are able to adapt classical knowledge of nutrition and dietetics to the realities of modern teaching. We are also innovators - we work both on classical materials - paper, and appear with our knowledge in SM communication channels.</p>	<ul style="list-style-type: none"> <li>-we keep our finger on the pulse of new developments in technology and communication, both offline and online</li> <li>- We are open to contact with new partners</li> <li>- we appreciate innovative solutions and out-of-the-box approach to the subject</li> <li>-we use modern technological solutions to transfer knowledge</li> <li>- we adapt smoothly to the changing reality around us</li> <li>- we are open and ready for new challenges</li> <li>- we listen to our employees' and partners' comments and translate them into the language of our communication</li> </ul>	<ul style="list-style-type: none"> <li>- a dogmatic approach to ourselves and the industry</li> <li>-following every fashion</li> <li>- sticking to established patterns and solutions</li> </ul>





Tono of voice cont.

Language characteristics	Description	How we should shape the message	What we should avoid
<b>Accessible to all</b>	We focus on communicating knowledge in a way that is accessible to different audiences, varying in terms of age, gender, experience and ability	<ul style="list-style-type: none"> <li>- we adapt the form of the message to people with impairments</li> <li>- we use a variety of language appropriate to the age and intellectual capacity of the recipient</li> <li>- we are available with our message on various communication platforms. From paper, through mailings, to new technology solutions</li> <li>- we understand the language of our audiences</li> </ul>	<ul style="list-style-type: none"> <li>- a language that contrasts with our character</li> <li>- language that does not fit into a particular target group</li> <li>-moralising</li> <li>- disregard for the recipient's comments</li> </ul>
<b>Intriguing</b>	By transferring knowledge we stimulate the recipient to further action, and at the same time, we build a permanent bond. The recipient knows that on the other side there is not only a meritocratic discussant but also someone who can arouse curiosity and expand the limits of knowledge about dietetics as a science.	<ul style="list-style-type: none"> <li>- we provide knowledge in an accessible and varied way</li> <li>- use a wide range of means to transfer knowledge</li> <li>- stimulate action</li> <li>- encourage going beyond the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-pseudo-scientific approach</li> <li>- formalistic language</li> <li>-closure to a single form of communication</li> </ul>

#### 4. Learning platform and system

EFAD Learning Library is built on Moodle - Learning Management System designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. Moodle can be customised in any way and tailored to individual needs. Its set-up allows developers to create plugins and integrate external applications to achieve specific functionalities. Avetica B.V. - Premium Moodle Partner - assists EFAD in developing and maintaining a customised EFAD Learning platform.





### a. Safety

Committed to safeguarding data security and user privacy, security controls are constantly being updated and implemented in Moodle development processes and software to protect against unauthorised access, data loss and misuse.

### b. Accessibility

EFAD Learning is web-based and can be accessed from anywhere in the world. With a default mobile-compatible interface and cross-browser compatibility, content on the platform is easily accessible and consistent across different web browsers and devices.

### c. Registration and log-in

Granting access to EFAD Learning is a defined process with a review step and is ultimately giving the user a username and password which they can use to log in to access the appropriate courses.

Registration and log-in area allows to build a user base, protect content with a username and password and create content targeted at specific user types. However, the membership of EFAD Learning cannot be considered a membership of EFAD as this only exists at the organisation level.

At the point of launch, the membership to EFAD Learning will be free and it would include the 3 initial courses and any other materials EFAD decide to make initially available. This would help drive an initial user base at no cost to the users.

EFAD Learning will be launched as a whole – this will include 3 initial courses and other material such as webinars, EuHHAC or a selection of other material. The aim will be to drive an initial interest in EFAD Learning and encourage dietitians to sign up for the new, free membership.

Inactive users will be suspended on a quarterly basis (after an email reminder to continue learning) until they log back into their accounts. This procedure will decrease EFAD's cost for hosting inactive user accounts. After half a year of inactivity, the accounts with no aggregated points will be deleted.

## 5. Accreditation of learning

The courses do not carry ECTS or currently contribute to a formal qualification. EFAD Learning has a system that enables EFAD to attribute points to courses, award these





points after course completion, register, and display the number of points achieved both on the admin and student levels.

One EFAD learning point is awarded for each hour of study. Up to date, each EFAD webinar was accredited with EFAD learning points as stated on certificates of attendance. New courses will be tested to estimate the average duration of learning.

There may be a few options in which EFAD may be able to deliver accreditation of the courses in the future: with EFAD as an accrediting body, with EFAD making courses available to HEI (Higher Education Institutes) to include as part of their course framework, or in association with an external organisation providing a framework for accredited vocational courses. EFAD plans to accredit future courses with points (CPD) respected by EFAD Members and their countries.

The EFAD learning points might be used in the future as a discount feature for paid materials or EFAD Congress fees.

## 6. Promoting and supporting the launch

Launch is planned for the summer of 2022. A communication plan will be developed, in line with the current tools and resources available to EFAD, whilst also requesting from EFAD Members that they support the launch as well. The EFAD Communication Team will convene on a regular basis to discuss the options and create a timetable of communications to support the launch of EFAD Learning and its courses.

The platform will be opened gradually - on a 'soft' launch basis - to test the EFAD Learning and spread the cost of new users but also generate the interest of potential users. First, a pilot group of 50-100 users will be invited to register, after a short period of time EFAD delegates and members of Committees will be invited and then followed by the other groups.

The launch of EFAD Learning has already been announced through various activities: pre-surveys, live webinars and events - Roundtable on Sustainability and Agriculture, EFAD Congress and the EFAD 2021 General Meeting.

A supporting structure will be put in place to answer enquires for information from new EFAD Learning members. There will be support for the process of signing up and approving new members, resolving any sign-up issues and overall ensuring that the process goes smoothly.





## 7. Learning materials

EFAD Learning Library will support the publication and promotion of various forms of educational material. Live educational events can be organised as webinars and then hosted on the moodle site.

### a. Types of materials

#### **Courses**

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.

Each course is designed for flexible access. Courses are self-directed and allow users to train at their own pace, exploring resources such as ebooks, videos, audio recordings, presentations and documents.

The platform does not support the management of 'classroom' schedules, nor does it monitor performance and assign participants and instructors to offline sessions.

#### **Recorded webinars and other ready-to-use materials**

Alongside the 3 initial courses, there is a selection of other material that is already part of the EFAD library, but originally not stored in a single location and is easily available to users. The content, such as the webinars, EFAD Congress lectures, EUHHAC Hydration resources will be grouped in an appropriate manner and made available as part of the initial launch of EFAD Learning.

#### **Live webinars**

Live webinar events can be organised using the EFAD Learning system. Initially, the webinars will be organised externally and the recorded material will be available on the platform. The rationale for this solution is the result of an analysis of the audience of previous webinars. EFAD webinars are becoming more and more popular and each event brings a new audience. Only part of the audience is a recurring one. The maintenance cost of EFAD Learning is assigned to each active registered user. If a webinar is organised through EFAD Learning, each webinar participant will become an EFAD Learning user. The





annual cost in the first year after the launch of the platform will largely depend on the number of webinar recipients.

## **Podcasts**

New form of audio learning material is developed as part of initial courses. In the future, the EFAD Podcast will be also published on external platforms such as iTunes, Spotify etc.

The plan is to create podcasts in a narrative style. It is like an audio documentary that follows a story arch. The main focus will be on the 'behind the scenes' of dietitians' work or areas of dietetics where they can find inspiration. We will talk about different work settings, problems, opportunities, skills to influence, communicate, make an impact etc.

### **b. 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 (see chapter on Partnerships).

## **Short-term (2022-2023)**

Initially 3 courses will be developed:

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





The EFAD Learning Library will be a single repository for other high-standard learning materials that have been stored in different locations:

- EuHAAC resources
- Webinars' recordings - to be reintroduced
- EFAD Congress lectures as curated content

## Long-term (2024 and beyond)

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 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 the health care workers





with advocacy and lobbying skills in order to advocate for 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.

## 8. Coordination across EFAD

EFAD is a diverse and remote organisation, which poses particular challenges, especially if we want to build on the wealth of good practice that exists in EFAD. Clear communication routes, role descriptions and responsibilities are crucial to smooth coordination.

Roles and Responsibilities among EFAD can evolve in the future and regular revisions will be conducted. The future vision of EFAD Learning is self-sustainability. Current roles (contracted and voluntary roles included) are as follows:

**EFAD Learning Management Group** - consists of selected EFAD EC Members and is responsible for EFAD Learning Strategy. The EFAD Learning Management Group takes all high-level decisions related to EFAD Learning. Communication between the EFAD Learning Management Group and the EFAD Members will be addressed and facilitated during General Meetings, EFAD Congress as well as direct mailing, surveys and focus groups. In particular, it will ensure that appropriate materials are developed to support the dietitians and dietetic students.

**EFAD Director of Project Management** - responsible for the planning and initiation of the EFAD Learning Library project, which consisted of the construction of the EFAD Learning system and the creation of 3 initial courses. Manages the day-to-day running of the





development project: develops procedures, creates document templates, and coordinates the development of work packages. Manages budget (including negotiations with founders and experts), human resources and deadlines. Liaise with internal and external stakeholders to ensure project delivery. Supports EFAD Learning Management Group in the development of the EFAD Learning Strategy.

After the EFAD Learning launch, the EFAD Director of Project Management will continue to actively seek and secure investment and build the capacity to develop and deliver new learning materials.

**EFAD Education Officer** - designs course curricula and teaching techniques based on the initial study outcomes. Liaise with researchers, Advisory Boards and experts to create the courses. Liaise with EFAD Director of Project Management and EFAD Learning Management Group to inform and revise the whole process.

After the EFAD Learning launch, EFAD Education Officer will be responsible for the design of new courses and other learning materials. The role is currently bonded to the new and ongoing projects, not supported if new learning materials are not developed. With the end of July and the project's budget closure, it will be decided if the role could function as permanent.

**EFAD Technical Project Manager** - responsible for the EFAD Learning system. From defining and documenting all EFAD Learning requirements, advising on providers' selection, to managing the delivery of LMS and branding elements. Liaise with Education Officer, Advisory Board of Building the EFAD Learning Program, EFAD Director of Project Management and EFAD Learning Management Group. Supports the Education Officer in the implementation of the learning materials for EFAD Learning.

Once EFAD Learning is launched, the support of the Technical Project Manager may be needed on an ad hoc basis but is not planned as an ongoing endeavour.

**EFAD Office Manager** - ongoing role in EFAD; assists EFAD Director of Project Management with the experts' agreements and payments. Assists the whole team in official communication e.g. sending invitations to experts.

**EFAD Webinar Officer** - coordinates the organisation of webinars and lecture recordings. Prepares webinar reports, booklets and other materials. Assists Office Manager, Education Officer and speakers.

EFAD Webinar Officer role is bonded to the organisation of new webinars, not supported if new learning materials are not developed.

**EFAD Podcast Officer** - advises EFAD Director of Project Management on providers selection and support during initiation and planning of podcasts processes. Coordinates podcast launch package delivery and podcasts episodes production.

EFAD Podcast Officer role is bonded to the development of new podcasts, not supported if new learning materials are not developed.

**EFAD Learning Assistant** - the role that becomes important after the EFAD Learning launch. Responsible to answer enquires for information from new members, to support for the process of signing up and approving new members, resolving any issues and overall ensuring that the learning process goes smoothly. Helps communication team in the ongoing promotion of the EFAD Learning and monitors the implementation strategy,





ensures that content (including terms and conditions) and courses on EFAD Learning website are kept up to date and relevant and don't go past their expiry date or are revised as appropriate when things change etc.

**Advisory Board (AB)** - is a body that provides non-binding strategic, operational and scientific advice to the management of the course/program/learning material. The Advisory Board advise and gives feedback on

- creating a clear vision and scope of the learning material
- branding the learning material
- creating the survey and planning focus groups
- selecting experts to conduct the tasks
- changes in the learning material
- the final deliverables of the learning material
- promoting the learning material and whole EFAD Learning Library

The Advisory Board is composed of EFAD representatives, founders/grantors representatives and representatives of external organisations (Table below). EFAD should represent at least half of the AB. Despite the Board only having the right to make non-binding feedback, an agreed minimum number of representatives of each organisation would be required for every Board meeting (a number which can increase if additional grantors are added to the Board). EFAD shall inform AB members beforehand in writing of the addition of a new grantor joining the Board and agrees that all grantors would be bound by the same terms and conditions. All parties need to agree that the Board will maintain a flexible structure to allow rapid project development

**Table. Structures (number of representatives) of Advisory Boards of initial programs/courses**

Program, course	Structure of Advisory Board			Minimum representatives required for every AB meeting		
	EFAD	Founders/Grantors	External	EFAD	Founders/Grantors	External
<b>Building EFAD Learning</b>	4	1	1	1	1	-
<b>Sustainable Dietary Patterns</b>	5	2 + 2	-	3	1 + 1	-
<b>Digital Nutrition Communication</b>	3	2	1	2	1	-
<b>Health Through Gut</b>	3	1	-	1	1	-

EFAD will invite its Members to join the Advisory Boards as EFAD representatives in every new course/program. The goal is to build on the wealth of good practice that already exists in EFAD.





## 9. 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.

## 10. Sustainability of EFAD Learning

### a. Cost Analysis

To ensure that the platform is self-sustaining and cost-effective in the long term, the costs listed below must be included in each annual budget:

- Annual platform costs - platform updates and fee that is based on the number of users
- Vimeo subscription
- Annual personnel costs to manage the platform after launch, resolve ongoing problems, support its promotion (see: role of EFAD Learning assistant, EFAD Education Officer and EFAD Director of Project Management)

With each new learning material, additional costs need to be considered:

- Organisation of life events and recordings
- Video or audio processing, infographics etc
- Personnel costs to manage the program & support creation of new material (see: roles of EFAD Project Manager, EFAD Education Officer, EFAD Office Manager, EFAD Admin Assistant, EFAD Podcast Manager)
- Experts fees
- Translation costs if required





For the development of the EFAD Learning additional future costs need to be considered:

- Accreditation of the courses

## b. Business model and users' payments

At the point of launch, the membership to EFAD Learning will be free and it would include the 3 initial courses and any other free materials EFAD decide. This would help drive an initial user base at no cost to the users, with the costs of each user covered by EFAD.

### Model 1

At some point in the future, the second tier of membership could be introduced with an associated set of new material, courses etc. and tiered membership could be introduced - some or all members will pay to use the EFAD Learning Library. For example, delegates and committee members could get the access for free during their term but the rest of the users would be charged monthly/annually.

### Model 2

Another approach is to introduce paid content. The long-term goal of developing accredited courses would mean that potentially some individual courses would require a one-off fee. This strategy will be introduced for the inclusion of lectures from the EFAD Congress in the EFAD Learning Library.

The ability to pay for learning materials can also be used when creating new content. Two sets of materials can be developed - one free and one paid. The paid one will contain more details, practical tools or other additional materials.

### Model 3

Freemium model is a slightly different model, based on providing the basic or limited courses, materials, and features to users at no cost and then charging a premium for supplemental or advanced features (e.g. certificate). There will be no additional payments for certain content if they have a premium account.

EFAD Learning system is designed to support the integration with a payment system provider – to allow for membership payment and individual course payments as well.





c. Financial flow

There are a lot of possibilities for new learning materials to be financed. The creation of the new materials can be supported by external organisations - in form of unrestricted educational grants and sponsoring or dissemination packages of research grants.

EFAD Learning will also allow EFAD Members to publish their courses (with or without the support of external sponsors or founders) on EFAD Learning. EFAD will receive the financial support to publish it but the financial flow will also be directed to EFAD Member if the content will be available as a paid option. The same applies to content co-created by EFAD Member and EFAD contractors.

EFAD Learning income, after covering the annual costs, will be re-financed to create and develop the educational content and platform itself if needed.

11. The 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 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 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>



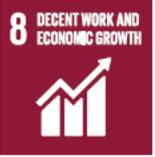


EFAD Learning Strategy 2022-2026 will contribute to eight Sustainable Development Goals.

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>





 <p><b>4</b> QUALITY EDUCATION</p>	<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><b>8</b> DECENT WORK AND ECONOMIC GROWTH</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 healthcare. 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>
 <p><b>10</b> REDUCED INEQUALITIES</p>	<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>
	<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. EFAD Learning can directly benefit the members with knowledge from different locations and areas of expertise that cross Europe. Partnerships with a range of actors are central to implementing the EFAD Learning Strategy.</p>

