

aN Eu Curriculum
for chef gasTro-engineering
in primAry food caRe



SCALING UP AND SUSTAINABILITY STRATEGY – FINAL REPORT

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1 EXECUTIVE SUMMARY:

The objective of the NECTAR project is to address a mismatch which has been identified between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare, and those actually demanded by healthcare institutions, private service providers and final end users, in order to play a pivotal role in Primary Food Care.

Based on a “culinary/clinical integrated approach”, NECTAR will deliver an EU Occupational Profile for Chef Gastro Engineering (CGE) and an EU Curriculum for the certification of this profile. The CGE will be an innovative and pivotal figure in Primary Food Care, skilled in food management and kitchen coordination, addressing end-users needs such as taste deteriorations/alterations, swallowing and chewing problems, personalising recipes and cooking processes. In addition, the CGE will acquire technical skills to exploit digital resources to get knowledge of end users’ needs and desire, for personalisation of care, but also to offer high quality services, in terms of food quality and kitchen management.

As NECTAR will address an identified gap, it will be important to ensure the project outcomes can continue to be delivered after it ends so that greater numbers of older adults across Europe can benefit from receiving high quality food tailored to their health and well-being. The project’s plans for doing this were set out in the NECTAR Scaling Up and Sustainability Strategy. The Strategy adopts the WHO definition of Scaling Up and is based on the 5 Steps for Scaling Up detailed in the European Scaling Up Strategy in Active and Healthy Ageing:

Step 1 - Building a database of good practices

Step 2 - Assessment of viability of good practices for scaling-up

Step 3 - Classification of good practices for replication

What?

Step 4 - Facilitating partnerships for scaling-up

Step 5 - Implementation: key success factors and lessons learned

How?

We have set out in the following Sections an update to the Scaling-Up and Sustainability Strategy to take account of developments over the last 18 months and to set out a pathway for Pilot Sites and consortium partners over the remaining life cycle of the project.

2 KEYWORDS:

Scaling Up, Sustainability, Good Practice, Best Practice, Curriculum, CGE,

3 REVIEWERS

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
Silvia Bossio	No	Odisee	2/11/2023

4 VERSION HISTORY AND AUTHORS

Deliverable D7.4.2 – Final Report

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- A - Author (including author of revised deliverable)
- C - Contributor
- IF – Internal Feedback (within the partner organization)

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6 INTRODUCTION

Scaling-Up and Sustainability Strategy is a continuous process of change and adaptation that can take different forms. It requires the selection of good practices, assessment of their viability for scaling-up, adjustment of good practices for local replication followed by the lengthy implementation process.¹

Furthermore, scaling-up we should not be restricted to simply addressing the quality of the impact, scale and sustainability.² Four types of scaling up have been identified from literature in terms of structures, programs, strategies or resource bases: Quantitative, Functional, Political or Organisational.³ Despite their differences, all these dimensions of scaling up are interrelated and often go together, as scaling- up rarely occurs in one single dimension. For example, Quantitative or Functional scaling up requires Organisational adjustments and further expansion is triggered by Political developments.

For the NECTAR Project we have adopted the World Health Organisation definition of Scaling Up, considering their Practical Guidance for scaling up health service innovation (2009)⁴:

“...deliberate efforts to increase the impact of health service innovations successfully tested in pilot or experimental projects so as to benefit more people and to foster policy and programme developments on a lasting basis.”

The distinctive features of this definition are:

- “Innovations” means health service components or practices that are new or perceived as new in a particular programme context. Furthermore, health service innovations will be a set of interventions, including the processes necessary to build sustainable implementation capacity.
- “Successfully tested” refers to interventions being evidence-based through pilot demonstration or experimental projects.
- “Deliberate efforts” denotes the scaling up as a guided process rather than an instinctive or unplanned deployment of innovation.
- “Policy and programme development on a lasting basis” highlights the importance of institutional capacity building and sustainability in scaling up through securing political support, appropriate managerial structures along with human and budgetary resources and the service components necessary for successful large-scale programmes and policies.

Implicit within this is the need to have behavioural or cultural change within organisations which will create an environment that promotes and supports the design, development, and adoption of new innovations and technologies at scale. This will extend to the development of new policies and delivery models within an organisation.

¹ A Hartmann and J Linn. Scaling up: A framework and lessons for development effectiveness from literature and practice. Wolfensohn Center for Development Working Paper, (5), 2008

² A Hartmann and J Linn. Scaling up: A framework and lessons for development effectiveness from literature and practice. Wolfensohn Center for Development Working Paper, (5), 2008

³ P Uvin. Fighting hunger at the grassroots: paths to scaling up. World Development, 23 (6):927–939, 1995

⁴ http://whqlibdoc.who.int/publications/2009/9789241598521_eng.pdf

The Scaling-Up approach adopted for the NECTAR Scaling Up and Sustainability is based on lessons learnt from the EIP on AHA Scaling Up Strategy⁵ and focusses on two key elements:

- WHAT to scale up, i.e., identifying good practice projects, delivery models, policies, innovations,
and
- HOW to scale up, i.e., what methods and approaches will be used.

The initial version of the Scaling-Up and Sustainability Strategy took account of the conclusions from the review carried out in Task T2.1 to identify best practice in Chef GastroEngineering (CGE) occupational profiles and curriculum with reference to DG Sante criteria and ESCO qualifications. This highlighted the lack of information on the examples provided and the difficulty in accurately assessing them against the criteria. Furthermore, there was no indication the examples gathered could be fully considered as best practice for scaling-up in terms of qualifications, competences and implementation.

Nonetheless it was recognised and agreed NECTAR would still benefit from the work undertaken in Task T2.1 as the template developed and the benchmark with ESCO qualifications would ensure the missing aspects are considered in the development of:

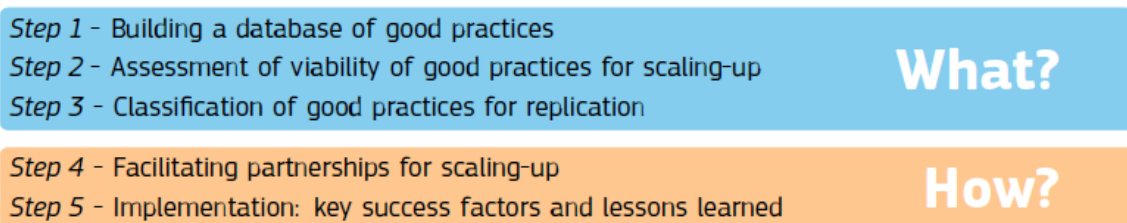
1. a “Chef Gastro Engineering” Occupational Profile; and
2. a NECTAR CGE training curriculum to be evaluated in each of the 5 pilots undertaken in Belgium, Portugal, Austria and Italy. This evaluation will

This meant the CGE Occupational Profile, and the evaluation of the Curriculum would provide the evidence base for the NECTAR CGE curriculum to be considered “best practice” and therefore could be scaled-up within the pilot site regions, at national level, and across Europe. To facilitate the expansion of this at a European level Twinning with other interested regions would be identified.

The initial version of the Scaling-Up and Sustainability Strategy set out the proposed steps and actions for doing this and to secure the long-term sustainability of NECTAR beyond the project duration. This Report sets out the actions undertaken in the project..

7 NECTAR SCALING UP STRATEGY

Based on the main elements of the “EU Scaling up Strategy in AHA” NECTAR will maximize the project’s impact though the following 5 main steps addressing “WHAT” to scale up, and the “HOW” to scale up:



Scaling-up comprises 2 distinct roles:

- a) the originating organisation that develops and pilots the model;

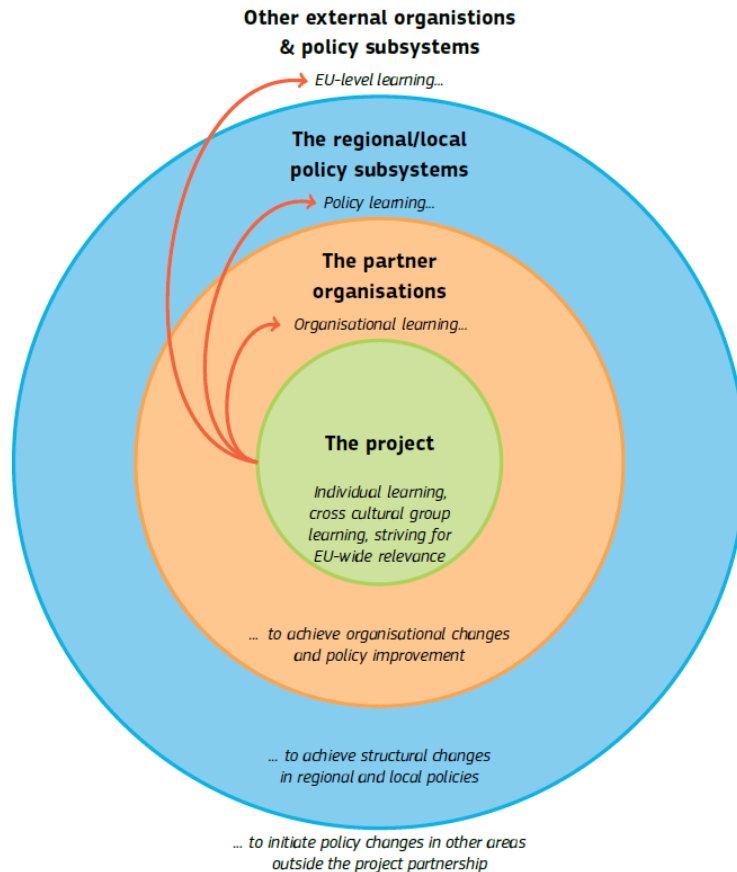
⁵ [European Scaling-up Strategy in Active and Healthy Ageing \(europa.eu\)](http://europa.eu)

and

- b) the adopting organisation that takes and implements or adapts up the model.

The scaling-up model adopted by NECTAR was based on the INTERREG IVC reference model for the exchange of good practices at inter-regional level (Figure 1)

Figure 1 - INTERREG IVC reference model for the exchange of good practices at inter-regional level



When considering scaling-up it is important to identify and consider any real, or perceived barriers, that existed within the Pilot Sites and how these were addressed. Understanding what the barriers were and how they were addressed will provide valuable learning for other regions outside the project that may consider adopting the CGE OP and curriculum. Such barriers, and how they were addressed could include inter alia: policy, financial, organizational constraints; or economic opportunities through recruitment and retention of Chiefs and Cooks working in health and care settings.

NECTAR scaling-up was implemented at 3 levels:

- a. regional level (at least one per region involved in the project)
- b. country level (at least one per country involved in the project)
- c. across EU countries (at least three, that are not project partners).

7.1 Scaling-Up Objectives

The NECTAR scaling-up objectives were set out in the initial version of the Scaling-Up and Sustainability Strategy and are set out again in the Table below for ease of reference. The

Stakeholder Mapping exercise in Task T7.3 was used to identify the organisations within each of the Target Groups.

Table 2 – Scaling Up Short Term Results and Long-Term Indicators

Scaling up	Objective	Target Group and Potential Beneficiaries	Actions
Within the region	At least one per region involved in the project	Target groups: a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers Potential beneficiaries: a) Chefs and Cooks; b) Service Users; c) Other health and social care actors	1) bilateral (virtual or attended) meetings; 2) identify practices to be scaled up; 3) set the basis for scaling up
Within the countries	At least one per country involved in the project	Target groups: a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers Potential beneficiaries: a) Chefs and Cooks; b) Service Users; c) Other health and social care actors	1) bilateral (virtual or attended) meetings; 2) identify practices to be scaled up; 3) set the basis for scaling up
Across countries	At least three Scaling up actions across countries. Identify at least 5 Twinning Partners across regions outside the project willing to implement the Curriculum after the project ends.	Target groups: a) Decision Makers; b) Service Providers; c) Vocational Educational and Training-Providers Potential beneficiaries: a) Chefs and Cooks; b) Service Users; c) Other health and social care actors	1) identify practices suitable for replicating in other countries; 2) identify Twinning partners

To support the development and implementation of NECTAR's scaling-up plans the RSCN developed guidelines, organised a workshop, and held 1-to-1 meetings with each of the Pilot Sites.

The successful achievement of Pilot Site actions, at regional and national levels; and the RSCN at European level helped achieve the project's scaling-up objectives. Additionally, this paved the way for the short to medium term sustainability of NECTARs outputs. This sustainability of NECTAR can be achieved through:

- Adoption of the EU Curriculum and Guidelines in other regions or countries outside the partnership.
- Replication of the pilot EQF Level 4 and Level 5 courses curricula in the same region, and in other regions of the pilot site country.
- Making the Exploitable Results from the Project - CGE Occupational Profile; CGE Curriculum; CGE Web-based Designers' Kit; Open Access Educational Resources; Online Educational Toolkit; and Pilot Sites CGE Course Programmes available for free after the project ends.

7.2 Assessment of viability of NECTAR good practices for scaling up

CGE Occupational Profile

NECTAR delivered an Occupational Profile (OP) for Chef GastroEngineering (CGE) and an EU Curriculum for the certification of this profile. The development of the CGE OP for CGE was a critical element of the project. As the project progressed consideration had to be given to defining the term CGE in the Pilot Sites as it could be interpreted differently and not align with the terminology used for chefs and cooks working in health and care settings. Furthermore, to expand the Occupational Profile for adoption by other regions in Europe it was important to secure the agreement of ESCO to include the profile in its repository of occupations.

Defining an agreed CGE OP which would both allow for (a) flexibility in the terminology adopted by regions; and (b) providing a consistent definition not only for the purposes of the project but also in gaining recognition for the profession across Europe after the project concludes would be important. The approach adopted by Partners and Pilot Sites was to ensure the OP was informed by the ESCO and EU Skills Panorama, and compliant with ECVET. This would allow the ‘translation’ of the skill needs into a European, innovative, learning outcome-oriented modular VET Curriculum for CGE that could be adopted by regions. The agreed CGE OP is: Chef GastroEngineering – Chefs and Cooks working in integrated health and care settings.

The Italian Pilot Sites in Liguria and Campania submitted their CGE Occupational Profile, “Chef di Cucina Salutistica” to their respective regional Repositories for recognised occupations. This OP was successfully accepted for inclusion in both repositories. Other Pilot Sites are engaging with the relevant bodies for recognition of occupational profiles in their own regions and countries.

WIAB initiated the implementation of the Chef Gastro Engineer as a specialization for cooks and chefs in the Vocational Classification of Occupations of the Austrian Public Employment Service.

Furthermore, a submission was presented to ESCO in July to have Chefs and Cooks working in health and care settings recognised in their repository of occupations. At the time of writing this report engagement with ESCO continues as additional input was requested. Partners are working to provide the requested information taking into account that integrating the Occupational Profile in ESCO is a long-term outcome.

Recognition of the CGE OP at regional, national, and European levels facilitates the longer-term sustainability of NECTAR as these are the reference points used by both employers and VET providers. This recognition of the OP can help create an economic opportunity for the development, recruitment, and retention of CGE – Chefs and Cooks working in health and care settings.

Curriculum

In addition to the wider agreements and adoption of a common CGE Occupational Profile a key deliverable of the NECTAR project is scaling-up the Curriculum developed and validated within the project to address the needs of Chefs and Cooks working in health and care settings. Recognising the different entry qualification routes in Pilot Sites the CGE Curriculum was developed as a learning outcome-oriented and modular programme compliant with the main EU standards and tools for VET providers, such as ECVET, EQAVET, ESCO, EQF, etc. This

provides the flexibility for curricula to be developed and delivered at EQF4 and EQF5 levels and therefore ensures it can be adapted to the needs of individual regions both within and outside the project. To supplement this modular programme a range of online tools were developed to support trainers in adapting the NECTAR curricula to other regions.

Each of the curricula developed at EQF4 or EQF5 levels was then validated within the Pilot Sites. The successful scaling-up of the curricula as developed at EQF4 and EQF5 levels is dependent on its evaluation and subsequent integration into national Curricula, taking account of local and contextual constraints. Each Pilot Site undertook evaluations of their curriculum, and this has been reported in D6.2.2 Overall CGE EU Curriculum Evaluation.

Notable conclusions from the report include:

- In general, the flexibility of CGE Curriculum was achieved ensuring its adaption to the different pilot sites. Only the food supply chains are considered difficult to adapt by the VET's designers (n=6).
- In general, the usability, feasibility, and flexibility of the designers' kit was achieved ensuring its adaptation to the different pilot sites (n=6).
- All four pilot sites, agree that Designers' Kit helped, and was easy/very easy to use when defining the EQF level, defining the ECVET points of the pilot course in their site and will be useful interactive/web-based tool for future users of the CGE EU Curriculum.
- The majority agree that Designers' Kit helped and was easy/very easy to select the learning outcomes targeted for the pilot course, to define the course modules with the Kit and to define educational strategies.
- All four pilot sites gave positive feedback regarding the Guides and tools of the KIT (DK1 – DK11)
- The CGE Curriculum was considered efficient by more than half of the teachers (n=17) and Chefs (n=66) from the 5 pilot sites who answered the questionnaires.
- More than half of the consulted Chefs from the 5 pilot sites considered that the CGE Curriculum is representative among the pilot sites.
- The external reviewer gave a positive evaluation in terms of adequacy and concordance to the CGE EU occupational profile.

The evaluation report has demonstrated the effectiveness of the programme in terms of content and delivery and provides an evidence-base to support further delivery of the curriculum and its viability for scaling up as a "good practice" regionally, nationally and across Europe.

The NECTAR curriculum will continue to be delivered by each of the Pilot Sites after the project ends. Two examples of this are (a) the training provider for the Austrian Pilot Site has incorporated the curriculum into their programme of training courses being offered across Austria; and (b) in the Algarve a policy decision has been taken that new Chefs and Cooks being recruited as part of the development of new Care Homes will undertake the NECTAR curriculum.

8 EVALUATION OF SCALING-UP ACTIONS

8.1 NECTAR Enablers and Barriers to Scaling Up

The following Tables set out the key enablers and barriers to scaling up for the Pilot Sites, along with the action taken and key lessons learnt:

Table 3 - Key enablers in implementing the NECTAR Occupational Profile and Curriculum

Enabler	Actions	Lessons Learnt
Getting Support for the Occupational Profile and Curriculum from Health and Care Providers and Policy Makers	To involve Providers and Policy Makers in the training and dissemination of the Occupational Profile	A valid support to define the profile correctly as well as in the participatory planning of modules and teaching topics
Raising student awareness of the Occupational Profile, the curriculum, and the future employment opportunities	Organizing orientation sessions in schools, producing articles and messages on the website of the Foundation and its business partners in the sector	The excess of the offer on the subject leads concludes that: "personal contact" and "word of mouth" among peers represent the best way to develop the required awareness
Securing the recruitment of students to make the programme viable	Preparing a public call for selection sent to secondary and tertiary education system along with relevant profiles; companies or bodies and their representative; profit and non-profit associations operating in the restaurants, catering, public and Third sector focused on the "elderly".	The time of year when the contacts are taking place (they have already made their choices) and the level of commitment required due to the time constraints make recruiting difficult.
Recruitment of Training Provider	Not necessary because ITS BACT, in addition to being accredited by the Education Ministry certified for professionalizing tertiary education, is also an accredited training institution in the Campania region and provided with relative quality certification.	ITS project partner as well as supplier of training has represented in the design phase and represents in the implementation phase a considerable advantage for the feasibility of the project.
Availability of Qualified Trainers	The fact that ITS has been operating in the sector for 13 years, not only with institutional courses on the food and wine sector, but also with the learning event at least of the annual "Mediterranean Convivio: review on the culture and practice of the Mediterranean diet", has made it very easy involvement of the most qualified teachers, who have already worked with ITS BACT contributing from the academic, health, professional and social side with an already common approach and language.	That not all great experts have the empathy to be great teachers.

Support for Trainers, including Training	The training of trainers programme was an important opportunity for exchange for those who managed to participate directly, but also for homogenization of language for the others who received the recorded lessons from us.	If you want great experts you have to deal with the availability of time
ECVET Accreditation	We are technically equipped both for agreements with potential outlet universities and with the most qualified people such as: the <i>technician for transparency, validation and certification of skills</i> and the <i>technician for validation</i> of the same.	ECVET works hand in hand with the European Qualifications Framework (EQF) to ensure greater transparency of the European qualifications system which is based on Learning Outcomes. The learning outcomes that are generally developed as part of the process of designing and building qualifications are achieved through different learning pathways, modalities and contexts, but the most frequent one remains the formal one which is increasingly less attractive to the learner.

Table 4: key challenges / barriers in implementing the Occupational Profile and Curriculum

Challenge / Barrier	What actions did you take?	What were the lessons learnt?
Getting Support for the Occupational Profile and Curriculum from Health and Care Providers and Policy Makers	Realizing knowledge, thematic and territorial networks between suppliers and policy makers	Absence of (technical-scientific) professional relations between the actors involved and the need to define roles and functions consistent with institutional competences
Raising student awareness of the Occupational Profile, the curriculum, and the future employment opportunities	Advertising and word of mouth	Organization of learning events and orientation sessions
Securing the recruitment of students to make the programme viable	Ensuring the involvement of entrepreneurs interested in hiring young students trained to cover the figure of Chef di cucina salutistica	Transparency of recruitment operations and quality of training
Recruitment of Training Provider	No action has been taken.	Many years of experience have given us all the elements to face the challenge
Availability of Qualified Trainers	Use of experts from the faculty of ITS BACT constantly evaluated training and effectiveness of communication and consequently on customer satisfaction.	Having a consolidated network of teachers guarantees quality and efficiency in training.

Support for Trainers, including Training	Implementing an ad hoc course, called NOTT, that led to the certification of most teachers	Teachers showed a profitable commitment to participation in the training webinars despite professional commitments.
ECVET Accreditation	Lack of knowledge of the procedures for the award by the teachers of the ECVET points assigned to the individual LO and Training	The training process improved this awareness and expertise of procedures and tools.

8.2 Pilot Site Scaling-Up Actions

These relate to the Scaling-Up Objectives 1 and 2.

The scaling-up process within the Pilot Sites began in the early stages of the project and was a key part of their communication and engagement plans with stakeholders. By identifying the barriers and enablers to scaling-up within each Pilot Site region allowed them to develop interventions that would firstly facilitate the delivery of the curriculum in their region, and secondly allow stakeholders to consider the issues that needed addressed for continuation of the curriculum after the project ended. The lessons learnt from each Pilot Site, along with the actions that were taken, will provide helpful learning for regions and countries outside the project partnership who may need to address similar barriers they may identify.

A range of actions, specific to each Pilot Site were taken to facilitate scaling-up, these included:

- Meetings with key stakeholders – VET providers, Health and Care Providers, Chefs and Cooks, regional regulatory bodies, Chambers of Commerce, etc
- Dissemination of NECTAR on regional platforms
- Submitting articles to regional Newsletters
- Promoting NECTAR at regional and national workshops and conferences
- Promoting NECTAR at regional meetings within their country
- Developing synergies with other national projects

More specifically some examples are:

Liguria

- Implementation of the Nectar curriculum from other VET providers on the National territory
- Further development within the Ligurian ITS educational system (EQF5)
- Evolution at academic level in synergy with other stakeholders (degree in gastronomic science?) (EQF6)

Campania

- Engagement with other projects in the region to identify synergies - CCM iPerseo project aimed at preventing obesity in adolescents, offering a diagnostic – therapeutic integrated solution, and with the activities of the Aegean Living Lab, where adult subjects (over 65) create together and experiment innovative solutions with UNINA researchers.

Belgium

- Currently negotiating the strengthening of the network in order to be able to offer an officially recognised full-fledged EQF5 CGE training course.

- NECTAR provided the impetus to the establishment of a recognized professional association for chefs in healthcare <https://bvchefs.com/>

Algarve

- Implementation of 2 key objectives for the future
 - To put new equipment into operation: Nursing Homes, Day Centres for the Elderly; and Home Care
 - To enable partner organisations to receive training in order to make up for identified deficits in cooking skills

Styria

- CGE curriculum:
 - Engaged with key stakeholder & professional societies for the purpose of national scaling-up
 - Meeting umbrella organisation WIFI Austria (planned for December 2023)
- Occupational profile:
 - application at the national contact point for NQ5 planned
- What can we share with other regions that are considering adopting the occupational profile & curriculum?
 - Look for/find a network for collaboration to ensure sustainability
 - Seek close contacts with trusts, hospital providers and other relevant bodies/institutions to be able to recruit enough chefs interested
 - Adapt to the capacities of chefs/cooks in other regions

The following document sets out the actions taken by the Pilot Sites to support scaling-up:



Scaling Up Survey -
Pilot Site Responses.d

8.3 Scaling-Up to Regions Outside the Partnership

This relates to Scaling-Up Objective 3 and was primarily led by RSCN and Si4Life.

The actions undertaken to facilitate scaling-up outside the partnership were:

- Webinars promoting NECTAR and the project's progress hosted by the RSCN for its 66 AHL Reference Site regions in Europe. Specific webinars were organised:
 - Presentation on NECTAR project at the joint RSCN, ProMIS and Federico II University webinar on "Integrated Lifestyle Interventions for Active and Healthy Ageing in Community Dwelling Older Adults", 28 September 2021. Event attended by representatives from the RSCN Reference Site network and regions within the ProMIS network. This was attended by 52 participants.
 - A dedicated webinar was held on the 22nd September 2023. The theme was "Developing a European Network for the Education and Training of Chefs and Cooks Working In Health and Care Settings" and the objectives were to: promote learning from the project and the wider adoption of education and training for chefs and cooks working in health care settings. Eighteen participants attended the event representing the following sectors:
- Developing a NECTAR Community for Cooperation and Mobility. This community would facilitate the commitments for collaboration from NECTAR partners to any external organisation interested in the CGE Curriculum implementation and providing education, training, placements and/or assessment, validation and recognition in the culinary field in Europe. Future collaboration may focus on networking or dissemination

or developing initiatives supporting students' mobility and mutual recognition of qualifications across countries. Members of the network would sign an MoU i.e. a General Framework setting out the Structure and Principles for cooperation, Dissemination, Exploitation, and Sustainability of NECTAR. In particular members would:

- recognize the CGE Curriculum as a reference document at EU level;
- promote CGE Curriculum within their contacts or any other institution/entity working in Healthcare or Culinary field;
- collaborate to involve any external organisation interested in CGE Curriculum implementation

At the time of writing this report 32 organisations had signed the MoU.

- Bi-Lateral MoU for organisations from regions outside the NECTAR partnership setting out a framework for
 - Effective mutual recognition of “Learners” credits; and
 - Students’ mobility

At the time of writing this report 11 organisations had signed the Bi-lateral MoU

- The NECTAR Community for Cooperation and Mobility, and the MoU, will continue to be promoted after the project ends.
 - The NECTAR website, will have a dedicated section <https://www.nectar-project.eu/main-outcomes/memorandum-of-understanding/> where people can apply to join the network. This is being promoted through the website and social media. When the final document is signed, a unique pdf version to be uploaded in the website and we will promote this success through Social Media.
 - An overview of NECTAR and the network will be presented at AHL Napoli 2023 and the RSCN General Assembly which are taking place in November.
- Final Conference. A Final Conference was held on the 19th October with 66 participants joining the event. The objectives of the Final Conference were:
 - Share the results of the project and pave way towards strengthening the network for further update and adoption of the curriculum.
 - Identify and agree Twinning partnerships across regions outside the project that are willing to adopt the Curriculum and replicate the project results, after the project ends.

The Final Conference provided the opportunity to further identify organisations interested in becoming members of the NECTAR Community; signing the Bi-lateral MoU; and/or participating in a future Twinning with one of the Pilot Sites with a view to adopting their curriculum. The project had an indicator of: Identifying at least 5 Twinning Partners across regions outside the project willing to implement the Curriculum after the project ends. In a survey after the Final Conference there were 15 expressions of interest in a possible Twinning with one or more of the Pilot Sites. These expressions of interest are being followed up and will be managed through the NECTAR Community.

- The learning from NECTAR will be introduced to the AlimCare project which is being led by Uni:LaSalle in France. This is a national project aimed at “Empowering education to integrate food as a prevention tool for health and in the continuity of care without giving up the pleasure of eating.” The project commenced in November and the NECTAR partners continue to engage with UniLaSalle.

- Project partners have been engaging with the organisers of AHL Napoli 2023 for the inclusion of dedicated sessions on NECTAR at the conference to promote the learning from the project. This is being coordinated by ITS BACT along with the RSCN. The conference will be held from 13th to 15th November and two sessions are proposed:
 - “Strengthening the impact of healthy nutrition in primary food care - NECTAR Hands-on knowledge exchange”. The session will be dedicated to understanding the specific needs of adolescents to develop effective strategies for the adoption of healthy and sustainable lifestyles.
 - a NECTAR food demonstration and presentation of the NECTAR Awards for the most innovative and healthy meals. The Awards recognised the new skills of gastro-engineer chefs to create tasty, user-friendly meals that have been co-created with an intergenerational approach.

9 SUSTAINABILITY OF NECTAR

9.1 The actions undertaken by NECTAR Partners and Pilot Sites as set out in Sections 7 and 8 provide the foundations for the sustainability of NECTAR after the project ends. In summary these are:

- 1) The development of an agreed Occupational Profile for CGE – Chefs and Cooks working in integrated health and care settings, which can be adapted to the requirements for individual regions.
- 2) Recognition of the Occupational Profile in the Labour/Occupation Repositories of Austria, Liguria, and Campania during the project. The remaining Pilot Sites are engaging with the relevant bodies for similar recognition in the relevant Repositories of their regions.
- 3) The development and validation of NECTAR curriculum at EQF 4 and EQF 5 levels
- 4) The commitment by Pilot Site regions to continue offering the NECTAR curriculum after the project ends
- 5) The evaluation of the curriculum which demonstrated: (a) the results achieved have been extremely satisfactory; (b) the pilot courses received excellent feedback from students and teachers; and (c) the issues addressed within the project are topical and could also be developed in other countries.
- 6) Supporting the implementation of the curriculum at either EQF 4 or EQF 5 levels the project has also developed a set of learning resources: (a) CGE web-based Designers Kit; (b) Open access educational resources; and (c) an online educational toolkit, all of which are available on open access for any VET provider from another region that is interested in offering the NECTAR curriculum.
- 7) The establishment of a NECTAR Community for Cooperation and Mobility bringing together organisations from across Europe that are interested in promoting and adopting the NECTAR OP and Curriculum. This is further supplemented through the Bi-lateral MoU that can be signed by regions to facilitate student mobility through the recognition of Learner credits.

The outputs and products from the project have provided the foundations for the sustainability of NECTAR. Each of the Partners and the Pilot Sites is committed to continue promoting the NECTAR OP and Curriculum through their networks and to collaborate to identify further opportunities to develop NECTAR further.

Although NECTAR has delivered many assets relating to the OP and Curriculum one of its most important assets for the sustainability of project deliverables is the NECTAR Community

for Cooperation and Mobility as this will be the forum that brings together organisations and regions interested in adopting the OP and Curriculum. To support the NECTAR Community the RSCN, as one of the NECTAR partners, has agreed to consider integrating it with one of its Thematic Actions on Food and Nutrition. This would have the added benefit of bringing together experts in Food and Nutrition from within the RSCN network, with the NECTAR Community to help address the mismatch identified between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare, and those actually demanded by healthcare institutions, private service providers and final end users, in order to play a pivotal role in Primary Food Care.

Annex 2 details an analysis of NECTAR's achievement against each of the Scaling-Up and Sustainability KPIs and Quality Indicators

10 CONCLUSION

NECTAR scaling-up and sustainability was defined by 3 key objectives:

- 1) At least one scaling up per region involved in the project
- 2) At least one scaling, up per country involved in the project
- 3) At least 3 scaling up actions across countries. Identify at least 5 Twinning partners across regions outside the project willing to implement the curriculum after the project ends.

The objective of this report was to demonstrate the actions taken by NECTAR Pilot Sites and Partners in achieving these objectives. For the scaling-up and sustainability to be successful it is dependent on a positive evaluation of the nectar curriculum at both EQF 4 and EQF 5 levels, as well as the modular learning objectives that underpin them. This evaluation helps to provide the evidence-base that regions and organisations external to the project will refer to when considering adopting the different curricula. The evaluation report demonstrated the effectiveness of the programme in terms of content and delivery and provides an evidence-base to support further delivery of the curriculum and its viability for scaling up as a “good practice” regionally, nationally and across Europe.

This evaluation report taken along with other deliverables and actions from the project including an agreed Occupational Profile recognised by at least 3 of the Pilot Site regions; the development of a NECTAR Community to promote and adopt the OP and Curriculum; the learning resources developed for VET providers; and the commitment of the Pilot Sites to continue the curriculum after the project ends; provides a firm foundation for the sustainability of NECTAR into the future.

Finally, for organisations and regions considering implementing the NECTAR curriculum the experiences shared by Pilot Sites on the barriers they had to address will offer helpful learning insights.

ANNEX 1 – ANALYSIS AGAINST KPIs and QUALITY INDICATORS

Quality Expectations	Quality Indicators	KPIs	Quality Indicator Achieved	Comments
Scaling up actions are implemented within the region and countries	Networking with representatives and potential scaling-up candidates	At least 1 scaling-up action per region and 1 per country involved in the project has been done	Yes	During the period of the project each Pilot Site organised a series of meetings and events for stakeholders in their region/country to present the CGE OP and Curriculum they developed.
	Envisages bilateral (virtual or presence) meetings	At least 2 virtual or presence meetings have been held in each region and country of the project during the project time-span	Yes	Each Pilot Site organised meetings with regional stakeholder (VET providers, Health and Care providers, Policy Makers, Bodies representing Chefs/Cooks, etc) to promote understanding of the project; and the curriculum that had been developed. These meetings also helped the Pilot Sites to understand the enablers and barriers to scaling-up the project regionally.
	Identifies practices to be scaled up	At least 1 practice that should be scaled-up have been identified overall (in each region and country)	Yes	Each Pilot Site used the agreed CGE Learning Outcomes, and Learning Outcomes Units, developed in WP 3 as the basis for developing the Curriculum to meet the needs of their region. This meant the Curriculum was developed and validated at both EQF 4 and EQF 5 Levels. This has meant the project developed 5 Good Practices suitable for scaling-up at EQF Level 4 and EQF Level 5. As the curricula are unique to each of the 5 pilot sites and take account of local needs these provide greater flexibility to regions outside the project in identifying the curriculum most suitable to their region and the needs for chefs and cooks working in health and care settings.

	Set the basis for scaling up	A plan for scaling-up actions after the project has been developed and tools (e.g. agreements, Memorandum of Understanding) have been identified	Yes	32 signatories to an MoU establishing a NECTAR Community for Cooperation and Mobility 11 signatories to a Bi-Lateral MoU on
Scaling up actions are implemented across countries based on research and twinning partner search	Identifies practices suitable for replicating in other countries	At least 3 Scaling up actions across EU countries	Yes	The NECTAR CGE OP, Curriculum, and the 5 Curricula developed and validated by the Pilot Sites at EQF 4 and EQF 5 Levels are examples of Good Practices for scaling-up in countries/regions outside the partnership. These were presented at a webinar organised to promote interest in the NECTAR Community for Cooperation and Mobility.
	Identifies possible Twinning partners	At least 5 Twinning Partners across regions outside the project that are willing to instantiate the Curriculum after the project ends are identified	Yes	A survey conducted at the Final Conference identified regions interested in developing a Twinning with the NECTAR pilot sites. Additionally, the 32 signatories to the NECTAR Community for Cooperation and Mobility and the 11 signatories to the Bi-lateral MoU provide the basis for formalising Twinning partnerships.
Project results will be replicated in European countries	Pilots will be replicated in further editions or adaptations after the end of the project	At least 3 stakeholders (not full partners) commit/plan to use the Open Contents delivered by the project in their own training	Partial	During the project relationships were developed with UniLaSalle, France. They commenced a national project in November 2023, The AlimCare Project - Empowering education to integrate food as a prevention tool for health and in the continuity of care without giving up the pleasure of eating. UniLaSalle propose to review the learning, curriculum, and tools developed within NECTAR with a view to integrating



Deliverable D7.4.1

				relevant components within the AlimCare project.
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ANNEX 2 - QUALITY CONTROL CHECKLIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	xx
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	xx
Language, grammar and spelling acceptable	xx
Objectives of the application form covered	xx
Work deliverable relates to adequately covered	xx
Quality of text is acceptable (organisation and structure, diagrams, readability)	xx
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	xx
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	xx
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	xx
Checklist completed and deliverable approved by Name: Silvia Bossio Date: 2/11/2023	