



The CORE project aims to explore the future dynamics of culinary education across Europe. The project is co-funded by the Erasmus+ Programme of the European Union and includes a project team with members from Finland, Estonia, Spain and Ireland.

CORE – Cooking for the future

WP 9, edited by Sergio Fidalgo, Ikaslan Gipuzkoa & Mika Heino, Omnia

Sustainability plan

Partnership:



Co-funded by the
Erasmus+ Programme
of the European Union



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CORE – COOKING FOR THE FUTURE

Sustainability plan, 26.5.2021

Index

Introduction	3
Exploitation and Sustainability Plan.....	4
Objectives	4
Measurement of project results exploitation	5
CORE Exploitation and Sustainability Plan	5
Open Access to Project Results	7
Timeline	7
Knowledge transfer	7
Maximising impact	8
Multiplication	8
Transferability	8
Transferability of the pedagogical model.....	8
Transferability of the learning/teaching materials	9
Transferability recommendations	9
European added value.....	13

Introduction

The Dissemination, Exploitation of results and Sustainability work package aims at generating a strategy and tools for the dissemination of the project outcomes as well as for its sustainability and exploitation at EU level. In particular, the dissemination strategy of the project reaches targeted groups identified, informs them about project results and ensures their engagement in exploitation and valorisation of project results.

P6, IKASLAN Gipuzkoa, representing a partnership of the vocational training public schools of the Basque Country, was the leader of the dissemination and sustainability strategy and activities.

P6 in partnership with all partners and supported by the coordinator generated an overall dissemination strategy; designed and developed dissemination content and materials, enabled links between the partnership and external stakeholders and target groups, and monitored and evaluated the performance of dissemination efforts.

All partners launched a direct communication to engage own network. To ensure sustainability after the end of the project, the consortium continues to disseminate project results with own resources due to strategic importance of the project activities as their own task.

Exploitation and Sustainability Plan

This document aims to analyse the potential of the project results and outcomes to be transferred to other vocational sectors and other countries after the project's lifetime and implementation by other stakeholders in Europe.

The transferability plan of the project includes:

1. Sustainability activities aimed at ensuring the continuation of the project procedures after its end,
2. Specific transferability tools, which aim to ensure that the project results will not only be continued in the context of the project after its end but will also be transferred in other contexts and multiplied.

The transferability measures planned within the project are highly interconnected with implementation and dissemination actions. Therefore, some of the latter will be included in the present plan.

Implementation actions provide the necessary data set to develop the simulation model. Communication and dissemination activities, having a transversal function, will have an important role in enhancing the transferability plan by enabling to reach a wider audience and by providing long-term dissemination tools.

Objectives

In order to maximize the impact, the work package leader P6 in collaboration with the coordinator, developed an exploitation plan for CORE project. The aim of the exploitation plan is to ensure that all the outcomes and the impact of the project are fully utilized and exploited by the target groups and the potential transferability is examined.

The outcomes listed in the exploitation plan are both tangible and intangible outputs:

- Tangible outputs: Education and training providers will be able to exploit the outputs on concrete skills needs to anticipate the changes needed in their education programmes and design better programmes together with the industry and workers.
- Intangible outputs: Improvement of know-how, data and solutions about employment, education and skills shortages in workers of the gastronomy sector.

The exploitation and sustainability plan includes the following elements:

- A list of project results.

- A description of those results, including the possibilities for use and IPR related to these.
- A description of the exploitation and implementation plans for each partner.

Measurement of project results exploitation

In order to monitor the exploitation of project results and the success of those results, the project partners will control the number of teaching units that are being created and the level of use of them.

The partners will also monitor and keep track of any mention about the project deliverables, events or the existence of the project itself in the media, policy documents, conferences and seminars.

We and the partners must also quantify whether the work system used, as innovative as 360 applied to cooking training, is used in other sectors in addition to the specific objective of the project.

CORE Exploitation and Sustainability Plan

Results	Planned exploitation	Target groups & potential beneficiaries
Project results are integrated into daily practice of partner organizations involved	The competences, didactic units and occupations defined in the project will be used by companies and education providers in their daily work on competence management.	<p>Target group: Project partners, education providers</p> <p>Potential beneficiaries: workers, policy makers, and students.</p>
Improvement of skills supply of the existing qualifications on cookery.	The detection of skills needed in the sector and their clear definition will be very helpful to improve the skills supply.	<p>Target group: Project partners, education and training providers, workers</p> <p>Potential beneficiaries: policy makers, students and job seekers.</p>
Improved adaptation to technological change.	The forecast of the changes in the cooking of the future will be helpful to improve the adaptation of the sector to the technological change.	<p>Target group: Project partners, education and training providers, companies of the sector</p> <p>Potential beneficiaries: Education and training providers, regional and national authorities, policymakers</p>

Creation of new, innovative, adaptable and intuitive materials.	The forecast for cooking 4.0 will be helpful to create new opportunities in the future. Continue to create these materials.	<p>Target group: students, workers and companies of the sector</p> <p>Potential beneficiaries: Education and training providers, regional and national authorities, policymakers</p>
Cooperation between companies in the catering sector and training providers is increased.	The increased transparency and clarity of the tools offered by the training sector, gained through the project, will increase mutual trust.	<p>Target group: students, job seekers, workers and companies</p> <p>Potential beneficiaries: Education and training providers, regional and national authorities, policymakers</p>
Increase in life-long learning abilities	The detection of the skills needed will improve the lifelong learning opportunities of workers.	<p>Target group: Students, workers and companies</p> <p>Potential beneficiaries: policy makers at regional/national and EU level, education providers, job seekers</p>
Make skills and competences more visible and comparable in labor market	The creation of common didactic units and training materials unifies the criteria of the different countries.	<p>Target group companies, job seekers, students, workers</p> <p>Potential beneficiaries: education and training providers, policymakers, regional and national authorities, workers, trade and employer associations</p>
New education and training specialisation courses specific for the sector	Data on skills need collected by this project will be the base for organising new sectoral curricula and hospitality curricula programmes.	<p>Target group education providers, companies, job seekers, students, workers</p> <p>Potential beneficiaries: education and training providers, policymakers, regional and national authorities, workers, trade and employer associations</p>
Digital environments give more authenticity to theoretical studies	The digital didactic units are at public disposal online at any moment.	<p>Target group education providers, companies, job seekers, students, workers</p> <p>Potential beneficiaries: education and training providers, policymakers, regional and national authorities, workers, trade and employer associations</p>

Open Access to Project Results

All results are planned to be sustainably usable by target groups, in particular VET learners, workers and VET providers, who can potentially benefit from the project. To this end, all materials will be freely accessible by the public under the Creative Commons license which allows free use, distribution and adaptation of project materials. The licence will only need referring to the creator, which is the CORE project partnership. Everything will be downloadable through the project website. Confidentiality will apply exclusively on the private parts of project management reports.

Timeline

CORE project communication and exploitation strategy is an ongoing exercise and it has been continuously updated. The exploitation plan has been monitored by the consortium and has been adjusted accordingly.

The project partners will carry on the dissemination and exploitation processes even the project period comes to an end. Project's website will be kept active for at least three years after the project has ended which will allow the possibility of accessing the created pedagogical learning/teaching units.

Knowledge transfer

We will contribute to knowledge transfer and facilitate the future adoption of key project results.

The digital tools used for the creation of virtual learning units have already been partly adopted by all schools in our partnership. The teachers have had to explore virtual cooperation and giving workshops online and have gotten inspired. The students who did take part are ready to explore such ways of learning internationally in a virtual environment also in the future.

The tools have also raised interest beyond the partnership thanks to the dissemination efforts. This knowledge will be disseminated to all training centres, companies and local authorities. We have found that they can be applied to any sector, not just the catering sector.

Maximising impact

We will maximise the impact by making the results accessible beyond our primary target audience. Thanks to the knowledge of transfer and the diffusion and maintenance of the results we hope to increase the reach of our primary objectives.

Multiplication

We will make the best possible use of our networks to help maximise the impact of the project at different levels.

- Local level, with the vocational training schools of our nets, project partner companies and local authorities.
- Regional and national level, the partner companies are part of different associations at national level, the results and products of the project are communicated to the different Erasmus national agencies,
- International level, all the partners of the project are also partners in different international catering associations.

Transferability

Locating, disseminating and embedding good practices is challenging. One should first identify good practice and be able to assess its transferability to another context. One still needs to convince the actors in the new environment and be able to assess the viability of the practice for them.

The model of implementing runs through communication to varying practices. After this, actors outside the project consortium will be helped to try out new. Finally, the practice should be established in structures so that it continues to live even after the project's lifetime has ended.

Transferability of the pedagogical model

Guild School method as a pedagogical basis for the production of learning/teaching material has proven to function well. The approach keeps the learner in the focus and makes sure that the material produced fits the purpose not only of the educational institute but also the world of work and that it is easily adopted by the students.

The method can therefore be fully recommended on any vocational field and in any country. In vocational education systems still focusing on more school-based approach, adopting the method requires a profound rethinking of the teaching processes. The Guild School method is based on peer learning among students and it allows and

understands mistakes as phases for learning. All information is communal and is shared transparently. Teacher's role is to guide and give advice.

The approach of using a virtual 360° website as a learning environment is a step away from the traditional classroom teaching. The students have access to the learning material from any computer or mobile device no matter when or where they try to reach it. Teacher's task is to make sure that the students know what to do with the material and that they are aware of the correct order in which the material is supposed to be studied.

This kind of approach is easily adoptable in almost any vocational field. The only restrictions most likely are the availability of decent equipment and the digital skills and competences of the teachers. Therefore, it is advised that the educational institutes that want to start using virtual learning environments, also invest in the digital skills of their teachers and in the equipment needed.

Transferability of the learning/teaching materials

The created material, except for the material for Personal branding and marketing, is created for the gastronomy field and as such is not easily transferable to other vocational fields. It is, however, directly transferable within the gastronomy field to any country as the material has been created from a viewpoint of an international cook and the skills and competences, he/she needs to possess. The material for Personal branding and marketing however is usable as such in any vocational field.

Transferability recommendations

Deliverable		Description	Transferability
D2.1	Report on professional cook's competence entity and role	Secondary data was gathered from available literature, statistics, available research/project results and other available documentation. This provided a strong base for the critical analysis and allowed for a view over a longer period of time. Primary data was gathered through online surveys and semi-structured interviews involving representatives of restaurants and professional associations. Available on project's website (https://cookingforthefuture.net/reports/)	The report gives information on a specific vocational field and is not fully transferable as such. It can however give direction on future research in different fields.
D2.2	Report on skills and competence needs	Partially in parallel with activities of the previous deliverable (D2.1), partners gathered information about competency and skills needs in the catering field. Available on project's website (https://cookingforthefuture.net/reports/)	The report gives information on a specific vocational field and is not fully transferable as such. It can however give direction

			on future research in different fields.
D2.3.1	ECVET Toolbox – Collected training material	Leader of the WP collected ECVET experiences and good practices from the partner countries. Best practices are collected from earlier ECVET projects. Material available on project's website (https://cookingforthefuture.net/modules/)	The toolbox gives information on a specific vocational field and is not fully transferable as such. It can however give direction for different fields.
D2.3.2	Report on existing curricula according to ECVET/learning outcomes, VET and career pathways concerning professional cooks	The existing curricula, VET and career pathways concerning professional cooks in the partner countries described and compared. Available on project's website (https://cookingforthefuture.net/reports/)	The report gives information on a specific vocational field and is not fully transferable as such. It can however give direction on future research in different fields.
D2.4	Skills and training provision needs for professional cook	Professional cook's training needs in terms of learning outcomes to be achieved will be defined according to ECVET. Material available on project's website (https://cookingforthefuture.net/modules/)	The material gives information on a specific vocational field and are not fully transferable as such. They can however give direction for different fields.
D3.1.2	European level framework for VET in the hospitality field – released version	A framework representing the definition of a professional cook at European level, skills and competences characterising the professional, possible career pathways and learning outcomes to be pursued in order to develop the mentioned skills and competences. Material available on project's website (https://cookingforthefuture.net/modules/)	The framework gives information on a specific vocational field and is not fully transferable as such. It can however give direction for different fields.
D3.2.2	Guidelines supporting the use of the European level framework for VET in the hospitality field – released version	A set of guidelines supporting different stakeholders working in the hospitality field in the use of the developed framework. The guidelines will be published online in the form of an article on the project's website. Available on project's website (https://cookingforthefuture.net/reports/)	The guidelines give information on a specific vocational field and are not fully transferable as such. They can however give direction for different fields.
D3.3	360° virtual environment with web-based solutions for collaborative design of joint curricula	Virtual interactive online material supporting the design of instructional designs for flexible and pedagogically sound VET pathways incl. formal and informal learning, presence and remote (online) activities and multiple methods and strategies based on the Guild School model. Material can be found on the project's website (https://cookingforthefuture.net/modules/).	The created material is transferable with moderate changes. Virtual teaching / learning material has proven to be greatly needed during the past year and most likely will remain appreciated in the future. This material demonstrated some of the possibilities Thinglink offers in creating virtual material. Similar material can also be

			produced with other software and applications.
D4.1	Open badges for work-based learning	Open badges make it possible to make skills and competences more visible and comparable in labour market on an international level. The open badges were done according to the research results from the WP2. We also tested some previously created badges from another Erasmus+ KA2 project. Open badges can be found on the project's website (https://cookingforthefuture.net/open-badges-english/)	The available material is transferable with moderate changes. Open badges are an efficient way to demonstrate achieved knowledge and skills and are easily embedded in several platforms.
D4.2	A pilot version of online courses based on virtual 360° web page	Recorded online sessions conducted by the experts of the CORE project consortium. Material available on the project's website (https://cookingforthefuture.net/recordings/).	The material (recordings) give information on a specific vocational field and are not fully transferable as such. They do however give direction for different fields. As online teaching has become increasingly important in VET during the past year, this set of online learning modules may act as inspiration for others when conducting online teaching despite their vocational field.
D5.1	Video CV	Learning/teaching material available, but the actual video CV's could not be recorded with the students due to Covid-19 (see explanation in this report in section 6.1. Description of activities/ WP5/WP6).	The available material is fully transferable to any vocational field. A video CV is a catching way to quickly demonstrate personality and achieved skills and competences.
D5.2	Cooking competition	Learning/teaching material available (How to organise a cooking competition event: https://cookingforthefuture.net/competition/), but the actual event could not be executed due to Covid-19 (see explanation in this report in section 6.1. Description of activities/WP5) in the initially planned form, but some elements were included in the new virtual pop-up competition event (https://cookingforthefuture.net/virtual-pop-up-competition-event-2021/) organised in April 2021.	A competition is a good way to give students a chance to demonstrate their skills and competences. The available material depicting the organisation of an event can be further transferred to other fields with moderate changes.
D5.3	eBook: 'Pop-up competition recipe book'	An ebook based on the material (recipes) created by the students participating in the virtual pop-up competition event in April 2021. can be found on the project's website (https://cookingforthefuture.net/reports/).	A publication of students' accomplishments and outputs is strongly recommended as it can at best boost their self-confidence and sense of professionalism. Can be

			implemented in any vocational field.
D6.1	Social media pages of the pop-up restaurants	Social network platform (a closed Facebook group) was created to meet certain needs of the pop-up restaurant population.	Using social media channels in teaching is strongly advised. Especially using the same channels as the students are using in their everyday life might be beneficial. This method can be implemented in any vocational field.
D6.2	Business plan	The pop-up restaurant business plan is the road map/ idea for the restaurant. It proves the viability of the concept to potential investors. The learning/teaching material can be found in project's website (https://cookingforthefuture.net/pop-up/)	A pop-up as a learning concept is fully transferable to many vocational fields. It is a good way to practice entrepreneurial skills and competences. The available material depicting the organisation of an event can be transferred to other fields with moderate changes.
D6.3	Poster or an online advertisement	Students developed an advertisement for the event to market it through the contacts of the partner organisations. The learning/teaching material can be found in project's website (https://cookingforthefuture.net/pop-up/)	A pop-up as a learning concept is fully transferable to many vocational fields. It is a good way to practice entrepreneurial skills and competences. The available material depicting the organisation of an event can be transferred to other fields with moderate changes.
D6.4	Pop-up restaurant	Pop-up restaurant event is unique. It offers a chance to do something different and see if the restaurant business is something one wants to pursue in the future. Learning/teaching material existing (How to organise a pop-up restaurant event: https://cookingforthefuture.net/pop-up/), but the actual event could not be executed due to Covid-19 in the initially planned form, but some elements were included in the new virtual pop-up competition event (https://cookingforthefuture.net/virtual-pop-up-competition-event-2021/) organised in April 2021.	A pop-up as a learning concept is fully transferable to many vocational fields. It is a good way to practice entrepreneurial skills and competences. The available material depicting the organisation of an event can be transferred to other fields with moderate changes.
D6.5	eBook: 'Pop-up competition recipe book'	An ebook based on the material (recipes and business ideas) created by the students participating in the virtual pop-up competition event in April 2021. can be found on the project's website (https://cookingforthefuture.net/reports/).	A publication of students' accomplishments and outputs is strongly recommended as it can at best boost their self-confidence and sense of professionalism. Can be

			implemented in any vocational field.
--	--	--	--------------------------------------

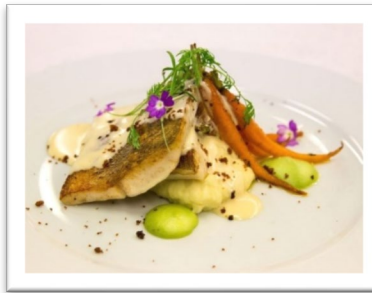
European added value

The outcomes and results of this project are transnational and innovative and could serve as a template that can be transferred to other languages and vocational fields via other projects.

The learning/teaching material has been developed with a European level approach in mind. Thus, it serves as a material deposit usable in any European country with only a need for translation when required.

The fact that research has been conducted and the material created and tested at European level makes the outcomes even more useful and appropriate for use all over Europe. This kind of transnational cooperation also heightens the value of the reached results and outcomes.

This material was produced by
CORE – Cooking for the future project



Cooking for the future project



Cooking for the future project



cookingforthefutureproject.net

#core_project
#cookingforthefuture
#erasmusplus