

# MODULE 1.

## Diversity in Culinary Sector

### Migrants' Integration through Culinary Arts Cooking Cultures

Erasmus + Programme [2019-1-KA204-074418]



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## AIMS & OBJECTIVES



The aim of this module is to introduce tutors/trainers of migrants in Culinary Arts to the definitions of “***diversity***”, “***cultural diversity***”, “***equality and inclusion***” and to offer them the opportunity to explore the **benefits** of cultural diversity for “Cooking Cultures” workplaces, such as restaurants, bars, kitchens, etc.



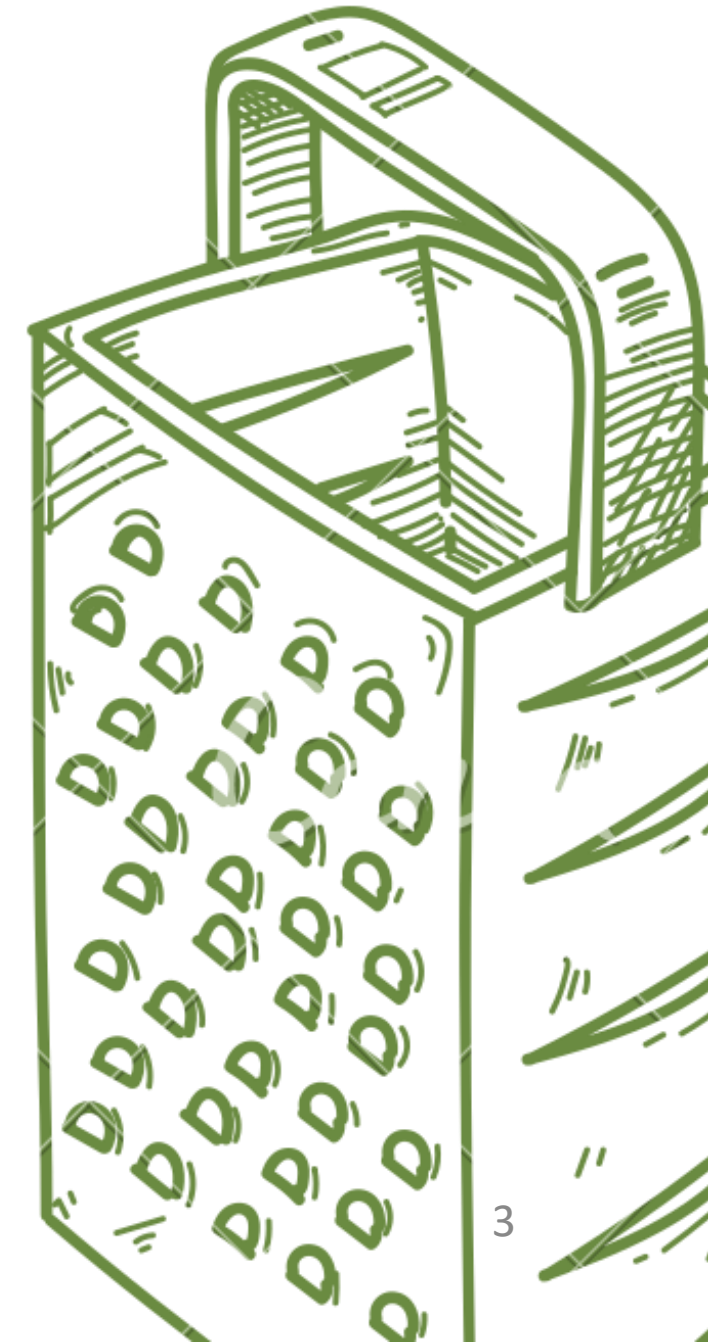
## LEARNING OUTCOMES

Upon completion of this module, the learners will be able to:

**LOut1:** to explain the main concepts of cultural diversity

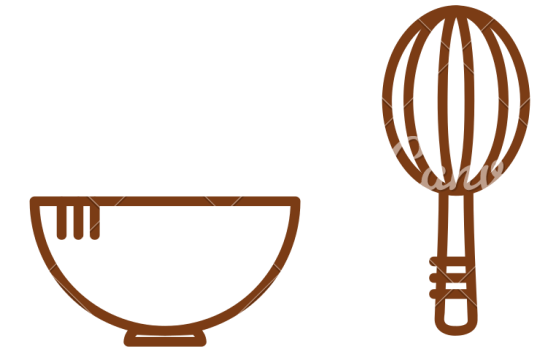
**LOut2:** to apply teaching methods that reinforce equality and inclusion

**LOut3:** to recognize the benefits of diversity in food and beverage industry



## KEYWORDS

- Cultural Diversity
- Equality
- Inclusion
- Benefits
- Culinary Arts



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# Unit 1

## Introduction

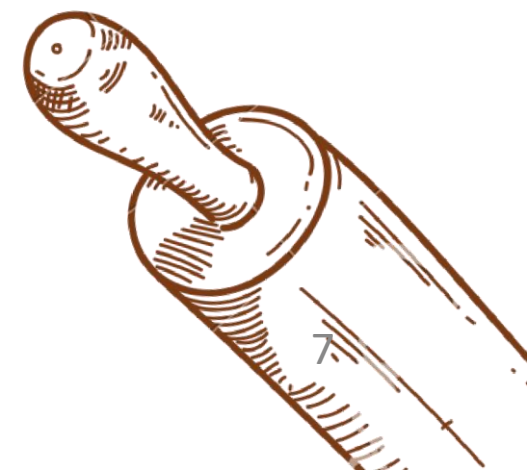


## Introduction (1/2)



One of the key factors that compromises the quality and effectiveness of migrants-oriented training programmes is that sometimes tutors ***lack the intercultural skills and understanding*** needed to communicate, inspire and build a relation of ***mutual trust*** with migrant learners. The distance that is created between the two sides transforms ***migrant-oriented training programmes*** to merely dispatching classes.

The aim of this module is to ***"train the trainers"*** on how to enhance their capacity to transmit knowledge to learners with different cultural background and attributes.



## Introduction (2/2)



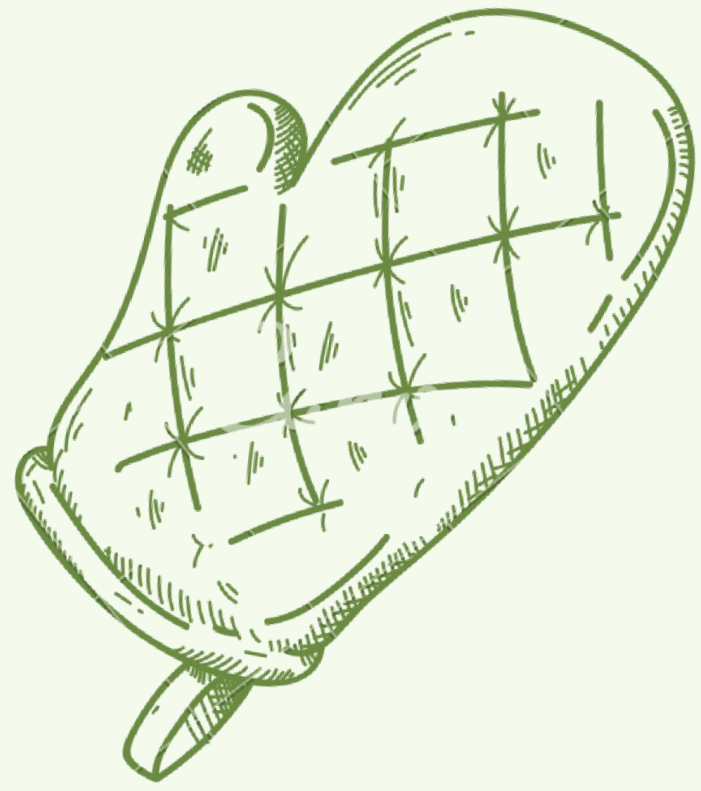
Thus, it is important to define and understand what is **cultural diversity** and what are the **benefits of a diverse workforce for a working environment**.

Tutors need to be aware about diversity issues, since, understanding better the situation, they will be able to **develop appropriate teaching methods** and upskilling pathways for their learners.

Finally, it can be considered as an essential answer to manage the changes and challenges for this sector.







# Unit 2

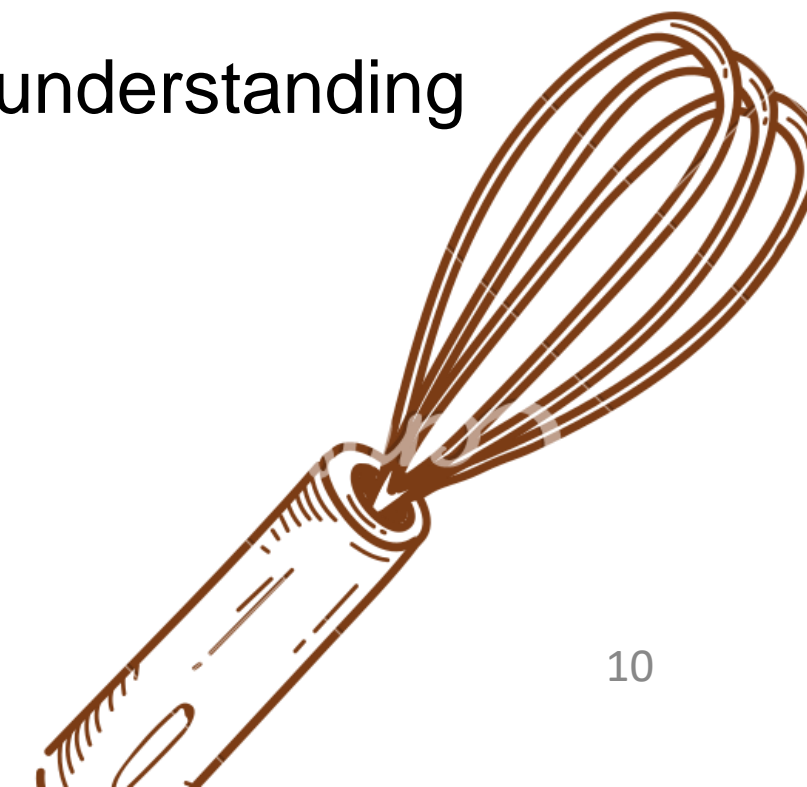
## How Diversity Affects Teaching and Learning



## 2.1.The concept of Diversity



- The diverse or the different exists around us in **many forms**.
- The difference starts from the difference we have between us in terms of external appearance and looking. We are different, because we can be taller, shorter, shorter, fatter. We are different, because we can have different color and style in our hair, etc.
- Diversity is a term that can have **many different meanings** depending on **context**.
- The concept of diversity encompasses **acceptance and respect**. It means understanding that each individual is **unique**, and recognizing our individual differences.



## 2.2.The aspects of Diversity

Diversity has a lot of aspects...

It can be about gender, sexual orientation, age, physical abilities or disabilities, etc.

Diversity fights discrimination, hate speech, inequality and promotes human rights, social inclusion, democracy, respect for otherness and openness.



## 2.3. Diversity in the Classroom



Within a classroom, there might be learners with different backgrounds, sets of experiences, cultural contexts, and world views. It is important to support and protect diversity by valuing individuals and groups and by fostering a climate where equity and mutual respect is applicable in a classroom.

When tutors are aware about how to implement and promote diversity in the classroom, they achieve the following results:

- ✓ **They improve their teaching performance and their cultural competence**
- ✓ **They create a safe and positive perception about their class and the culinary sector**
- ✓ **They reduce discrimination and injustice**





Last but not least, tutors should be aware of the fact that “*diversity in the workplace has been proven to increase productivity and innovation*” and this is something that food and beverage industry needs in order to be competitive and attractive in current global market demands.





## Time for Self-Reflection



**Taking into consideration everything that you have looked at this unit, what types of diversity exist in your own class when training migrant learners (i.e. different backgrounds, sets of experiences, cultural contexts, and world views.)? List some of them. Are they an obstacle or a benefit when training migrants? And Why?**



# Unit 3

## What is cultural diversity?



## 3.1. The Sustainable Development Goal N. 4



- This unit focuses on “**cultural diversity**” concerning migration issues.
- The Sustainable Development Goal (SDG) N. 4 on Quality Education includes a specific target (4.7) relating to global citizenship: **“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development ... appreciation of cultural diversity and of culture’s contribution to sustainable development”.**
- Therefore, there is a clear need to involve tutors teaching migrants towards in this action.





## 3.2. What is the definition of cultural diversity according to UNESCO, 2002? (1/4)



Cultural diversity refers to the existence of a wide variety of cultures in the world today. And this is applicable to food and beverage sector, as well, especially in terms of exchanging tastes, ingredients, methods and techniques, among employees, trainers, staff, etc.

Cultural diversity permits understanding one's own culture. In Culinary Arts, this aspect is crucial for people management, team work spirit, cooperation and communication between the tutor and the trainees in a classroom, but also between managers and colleagues at the workplace.

Other concepts and definitions related to “cultural diversity” are: peace, relationship, self, other, globalization, adaptation, empathy, etc.



## 3.2. What is the definition of cultural diversity according to UNESCO, 2002? (2/4)



Cultural diversity requires the ability to convey information to others about one's own culture through communication with them, as well as to interpret information about the other and his or her culture. The benefits of a successful communication between the tutor and the migrant learner will be demonstrated in the final assessment of the learners, the knowledge and results the migrants have acquired, during their on-job performance, the level of migrants' adaptability in a new workplace and the satisfaction of their employers.

Culture is the result of constant negotiation with members of one's own group; communication is the vehicle through which that negotiation occurs.





### 3.2. What is the definition of cultural diversity according to UNESCO, 2002? (3/4)



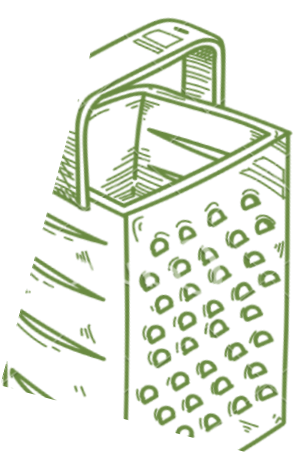
#### **Cross-cultural interactions**

are the result of comparable negotiations with members of other groups; intercultural communication is the vehicle through which those negotiations occur.



#### **Cultural Diversity**

is thus “a mechanism for organizing the most productive dialogue between meaningful pasts and doable futures”.





### 3.2. What is the definition of cultural diversity according to UNESCO, 2002? (4/4)



#### **Cultural Diversity and Human Rights**

are two dimensions of modern societies that have to coexist in a teaching course, in a classroom and at the workplace



#### **Cultural Diversity can reinforce the CREATIVITY**

of learners from different cultural groups, since they learn and reflect in different topics, including technical skills and soft skills in culinary sector.



## So, why is cultural diversity a “good thing?”.



- Cultural diversity is important because our country, workplaces, and schools increasingly **consist of various cultural, racial, and ethnic groups**. We can **learn from one another**, but first we must have a level of understanding about each other in order to facilitate collaboration and cooperation. **Learning about other cultures helps us understand different perspectives within the world** in which we live, and helps dispel negative stereotypes and personal biases about different groups.
- In addition, **cultural diversity helps to tutors recognize and respect “ways of being”** that are not necessarily our own, so that as we interact with others we can build bridges to trust, respect, and understanding across cultures. Furthermore, **this diversity makes our country a more interesting place to live**, as people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

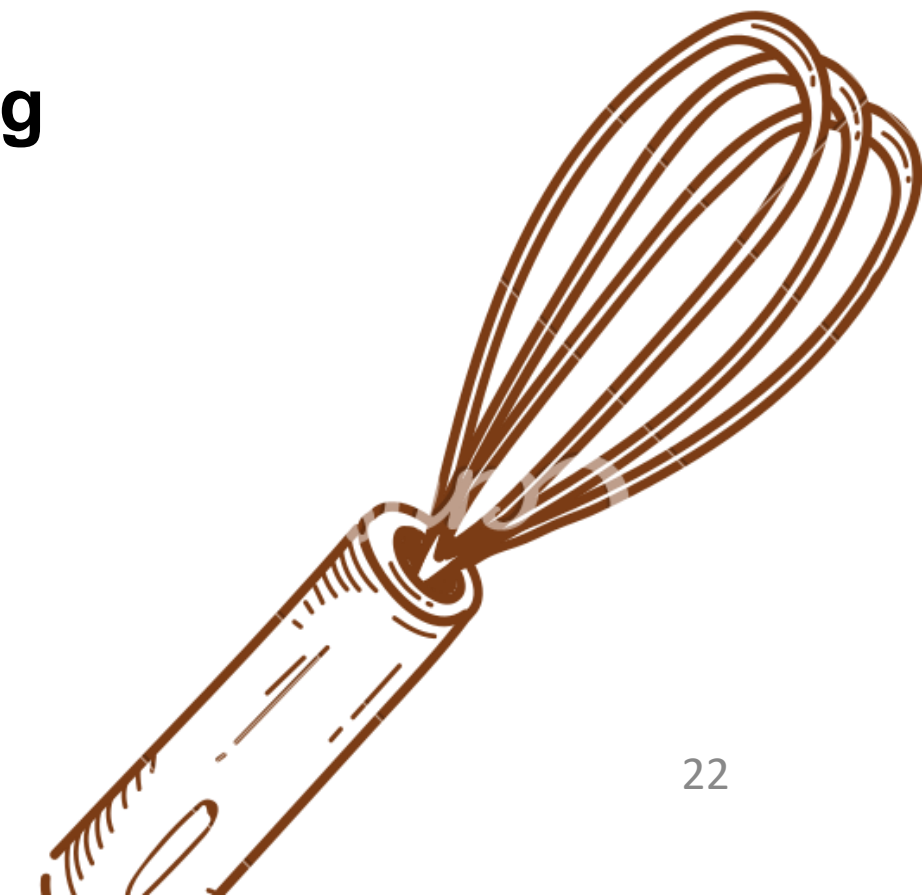




### 3.3.The role of the Trainer



- ✓ Teachers and tutors have a particular responsibility to recognize and structure their lessons to reflect learners' cultural differences. **This encourages learners to recognize themselves as individuals.** It also encourages the **appreciation** of a diverse population either in class or in culinary arts working environments, and brings a sense of **connection** between disparate cultural heritages.
- ✓ Recognizing and acknowledging learners' differences is part of **treating learners fairly and equally.**



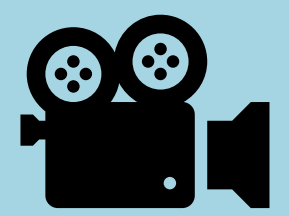


## Time for Self-Reflection



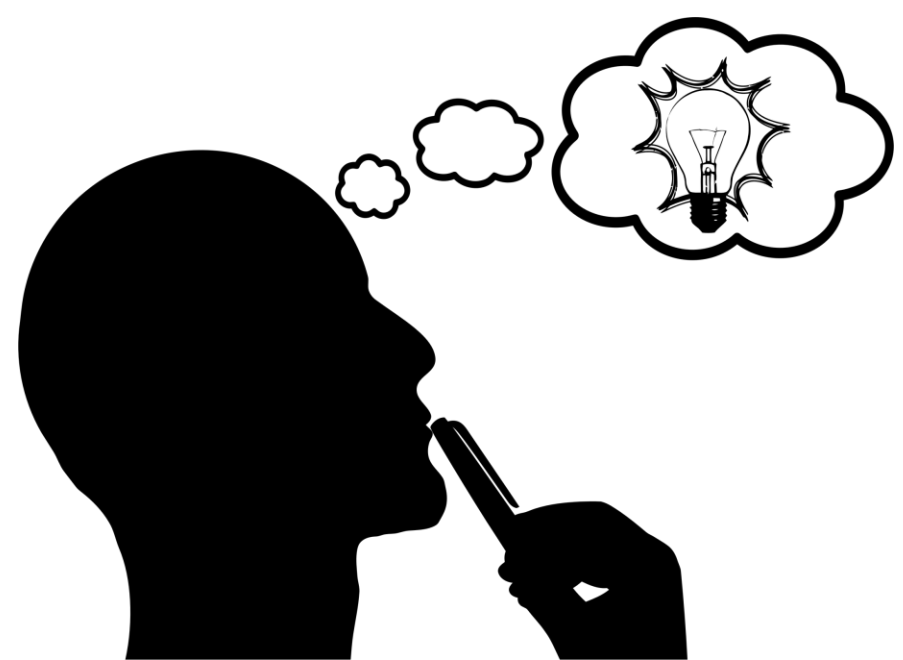
### Watch this video!

Listen to Geert Hofstede, explaining “Recent Discoveries about Cultural Differences” in his video.



Click [here](#) to start the video.

- What was the most impressed aspect of this video?
- According to G. Hofstede, *Cultural differences are visible as practices*. What are cultural aspects in a classroom of Culinary Arts sector?





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## So, how can tutors/trainers support cultural diversity?



### Useful Tips!

Avoid imposing values on others that may conflict or be inconsistent with cultures other than your own.

When interacting with others who may not be proficient in your national language, recognize that their limitations in one language proficiency in no way reflects their level of intellectual functioning.

Be proactive in listening, accepting, and welcoming people and ideas that are different from your own

For better interaction when communicating with someone from a different culture, learn some expressions from their national language







# Unit 4

**What is Equality and inclusion as a teaching method?**



## 4.1. Equality and Inclusion in Education



- **EQUALITY** in education is achieved when all learners have access to a high-quality education and all the things they need in order to be successful.
- There is an **opportunity gap** that exists between native and migrant learners having equitable access to high quality education, which leads to lower achievement and access. Tutors should be aware of that and work actively towards the improvement of the existing inequality.
- There are significant benefits to teaching equality and inclusion in the classroom. Both tutors and learners should see the classroom as **an inclusive place**.





## 4.2.Strategies to promote an inclusive classroom (1/5)



One way to form strategies for promoting an inclusive classroom is to use self-reflection and think of potential classroom scenarios and how one might address them.

If you are a tutor in culinary sector, here are a few training strategies and methods you can use to facilitate equality and inclusion in your course:

- ✓ Begin with the students' prior knowledge;
- ✓ Create opportunities for student choice;
- ✓ Group students flexibly;
- ✓ Use a variety of means to equalize response opportunities, leadership opportunities, and positive reinforcement;
- ✓ Give students individual help as often as possible;
- ✓ Use a variety of assessment techniques and don't give too much "weight" to summative formal assessments.

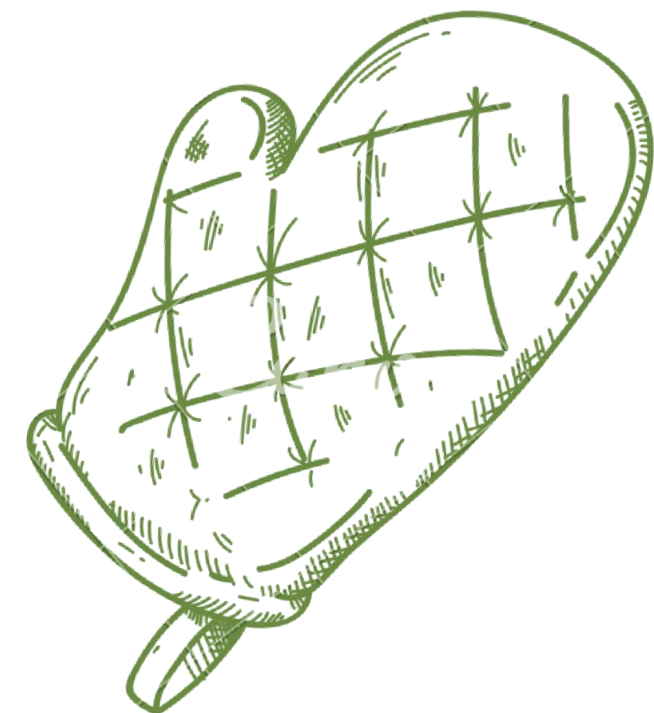




## 4.2. Strategies to promote an inclusive classroom (2/5)



- ✓ Provide **positive examples** or **role models** (migrants in culinary arts that had a positive work experience, are developed and are promoted)
- ✓ Conduct diagnosis or **needs analysis** of your migrant learners
- ✓ Promote **awareness-based learning**
- ✓ Talk about **rights** and victims
- ✓ Focus on "**others**"
- ✓ Give practical and "**real world**" examples
- ✓ Create a **participant-centered** course
- ✓ Promote **skill & knowledge-based** learning



## 4.2.Strategies to promote an inclusive classroom (3/5)



- ✓ “Call on” those students who are **less motivated**
- ✓ Provide **leadership opportunities** to the learners
- ✓ Give them **effective positive reinforcement**
- ✓ Utilize “**multiple modes of assessment**”
- ✓ Promote **self-assessment activities** and assessment form peers
- ✓ Enhance **self-respect** and **respect of the others**



- ✓ Talk about **shared responsibilities**
- ✓ Be **proactive**
- ✓ Celebrating and highlighting the **cultural contributions** of all migrant learners/staff
- ✓ Create **empathy** and improve **communication** across lines of difference
- ✓ Play a role as a **Mentor**





## 4.2.Strategies to promote an inclusive classroom (4/5)



- ✓ Encourage **peer-to-peer mentoring**
- ✓ Create **links** between migrants with working experience in Culinary Arts and current migrant learners
- ✓ Provide continuous **feedback**
- ✓ **Meet with them** after or **outside** of class
- ✓ Encourage them **to ask questions** and to participate in class discussions
- ✓ Show **concern** about their **progress**
- ✓ Engage them in **civil discourse around controversial issues** (discussion of controversial issues in the classroom)
- ✓ **Boost interactions** among learners
- ✓ Encourage **community-based service activities** and engagement with civil society and voluntary associations
- ✓ Pay attention to learners' **individual needs**





## 4.2.Strategies to promote an inclusive classroom (5/5)



- ✓ Use specific examples and **real case scenarios**
- ✓ Take advantage of your **learners' previous experience** in culinary arts and integrate their experience into your lesson
- ✓ **Build the theory together (debriefing)**
- ✓ Study about their **cultural and historical background** (history, culture, cuisine, traditions, costumes, etc.)



## 4.3. Experiential Learning techniques



Tutors/trainers of low-skilled migrants in Culinary Arts can also implement Experiential Learning during their classes:

- Ice breaking exercises
- Game theories
- Outdoor activities
- Round Tables
- Pair work
- Discussion
- Presentations
- Local Tours
- Problem solving
- Counseling
- Videos
- Role play



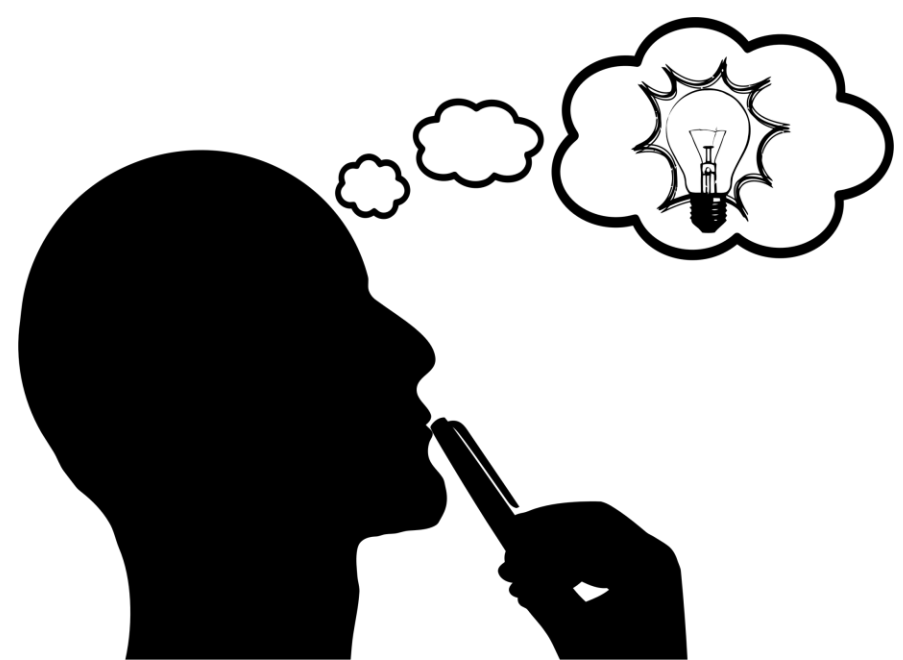




## Time for Self-Reflection



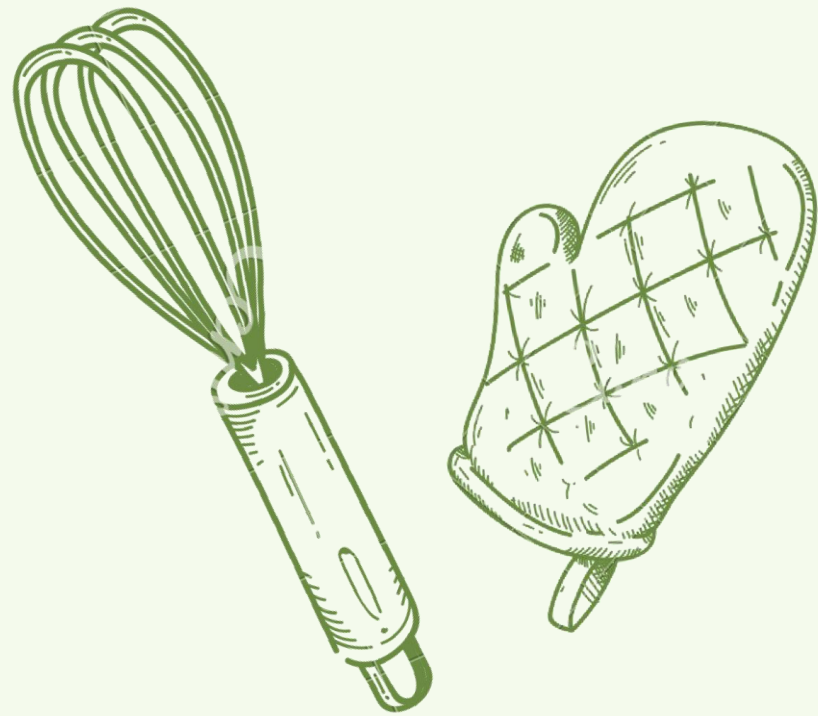
- 1. What strategies from the previous lists have you used in your own class in order to promote an inclusive learning environment? Take some time and write down these strategies. What did you want to achieve?**
- 2. As a learner/student, have you ever received “inclusive training”? If yes, what has impressed you the most? Please, elaborate on your teacher specific skills and attitudes...**





# Unit 5

**How diversity can bring  
benefits in Culinary Arts?**



## 5.1.The benefits of a diversity classroom



- Teaching diversity can bring **benefits** in Culinary Arts Sector as a bottom-up approach, starting from classrooms and then **reforming** the food and beverage sector.
- The benefits of a diversity classroom are **both academic and socioemotional**. If tutors prioritize teaching about diversity, this will make a positive impact on learners' development and a profound impact on our society.
- **So, what are the benefits of cultural diversity in Culinary Arts?**



1

# Better prepare Culinary Arts Staff for global economy



- Teaching diversity prepares migrant learners to be global citizens by exposing them to people from different cultures and cultural groups. With the growth of globalization, it is important for migrant learners to be able to work with diverse groups of people in a restaurant or a kitchen bar.



# 2

## Build Confidence Later in Life and Improve Learners Achievement



- Learning about different cultures allows migrant learners to become comfortable both with cultural difference across social groups and comfortable with themselves. They will acquire a deeper sense of safety and self-confidence. This may have a positive impact on migrants' performance as culinary arts staff and it may boost their entrepreneurial skills in order to become self-employees or entrepreneurs themselves.



# 3

## Promote Empathy and Reduces Prejudice



- When migrant learners attend courses in racially isolated environments they can develop prejudices and discriminatory stereotypes. Teaching diversity increases cultural competence, which in turn allows learners to be empathetic to the experiences of others. They can work better into teams encountering their empathy and flexibility. They feel acceptable in the host countries they live.



# 4

## Foster Creativity



- Diverse classrooms encourage problem-solving, critical thinking, and creativity. Collaborative groups are an excellent tool for classroom instruction; in a diverse classroom learner bring various perspectives that challenge their peers to think creatively and collaborate to find an appropriate solution for their group.



# 5

## Increase productivity and innovation



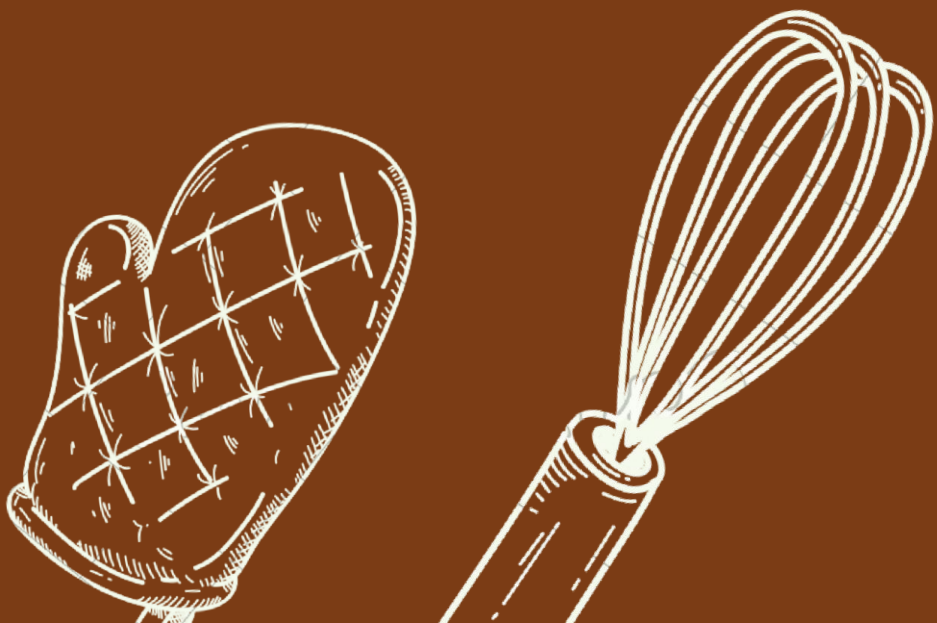
- When migrant learners are given the opportunity to work with a diverse group of peers, they can discover innovative ideas and integrate them into the food and beverage industry.





# Synopsis

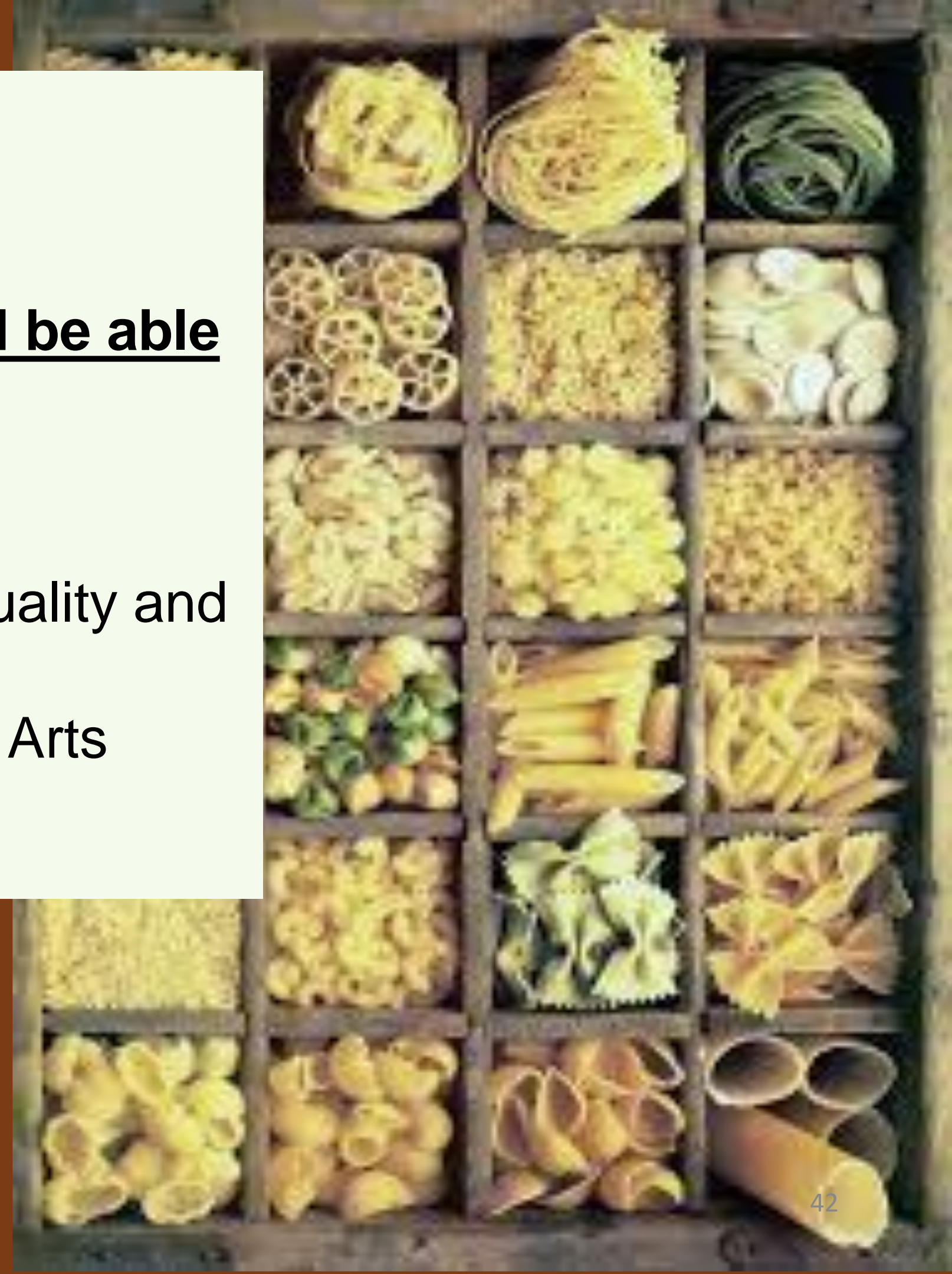
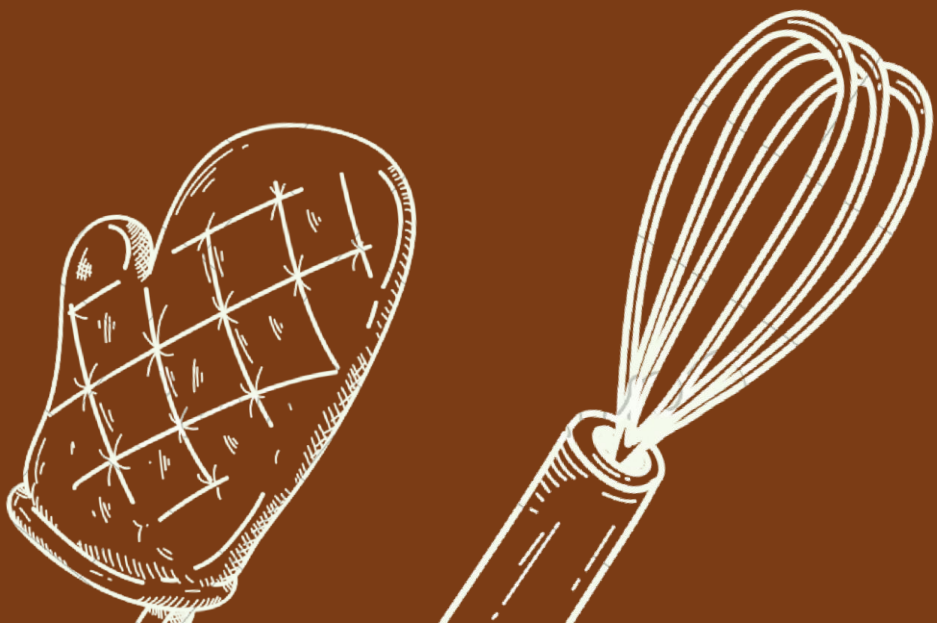
- This presentation was about the **diversity** in Culinary Arts, including **the main concept of cultural diversity**, the **benefits** of cultural diversity in food and beverage industry and **teaching methods** and **techniques** for an **inclusive classroom**. All these things are considered important for tutors and employers in the Culinary Arts sector who want to enhance their competences when teaching migrant learners.



# Synopsis

**Now that you finished watching it, you should be able to:**

- Define what cultural diversity is
- Select the best teaching tool for promoting equality and inclusion in your classroom
- Recognize the benefits of diversity in Culinary Arts Sector





# List of References

- ONU (2015), *2030 Agenda for Sustainable Development*, Target N. 4. Retrieved from [Goal 4 | Department of Economic and Social Affairs \(un.org\)](#)
- European Council (2017), *The new European Consensus on Development - Our world, our dignity, our future*. Retrieved from [european-consensus-on-development-2-june-2017-clean final.pdf](#) ([europa.eu](#))



# List of References

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- UNESCO (2001). *Universal Declaration of Cultural Diversity*, Retrieved from <http://unesdoc.unesco.org/>
- UNESCO (2007). *Guidelines on intercultural education*. Retrieved from <https://bit.ly/2UTL0XZ>



## Online Additional Materials & Resources

- How Does Student Diversity Affect Teachers' Priorities in Differentiating Instruction?  
[http://www.ijhssnet.com/journals/Vol\\_2\\_No\\_12\\_Special\\_Issue\\_June\\_2012/28.pdf](http://www.ijhssnet.com/journals/Vol_2_No_12_Special_Issue_June_2012/28.pdf)
- 4 REASONS WHY CLASSROOMS NEED DIVERSITY EDUCATION  
<HTTPS://WWW.THEEDADVOCATE.ORG/4-REASONS-CLASSROOMS-NEED-DIVERSITY-EDUCATION/>
- Definition for Diversity <https://www.qcc.cuny.edu/diversity/definition.html>
- Diversity in the Classroom <https://poorvucenter.yale.edu/graduate-students/resources-graduate-student-teachers/diversity-classroom>
- 5 Benefits of Teaching Classroom Diversity  
<https://www.kickboardforschools.com/blog/post/diversity-equity/5-benefits-of-teaching-classroom-diversity/>



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