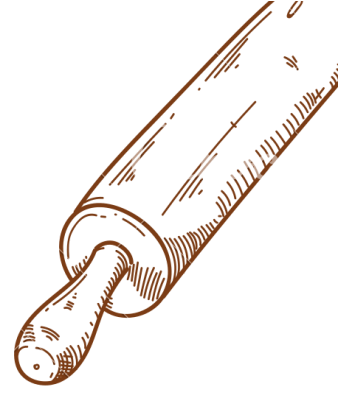
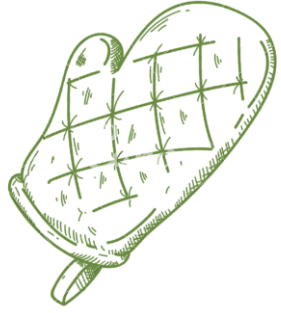




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COOKING CULTURES

# Migrants' Integration through Culinary Arts

Erasmus + Programme  
2019-1-TR1-KA204-074418

## TRAINER'S GUIDE



*IO3 - Design of a consolidated Training Scheme  
facilitating Migrants' Integration through Culinary  
Arts*

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<https://www.adana.bel.tr/>



Sustainable Development Association  
<http://www.surdurulebilir.org/>



AKMI KATARTISI EKPAIDEYSI  
<https://www.akmi-kek.gr/>



Symplexis  
<https://symplexis.eu/>



Compass  
<http://www.compass4you.at/>



### Document Identification:

Output	IO3 - Design of a consolidated Training Scheme facilitating Migrants' Integration through Culinary Arts
Task	3.4. Design and development of training materials for tutors/trainers specialized in Culinary Arts for low-skilled migrants
Deliverable tile	Trainers' Guide
Lead partner	Sustainable Development Association (SDA)
IO3 Leading Organisation	AKMI (GR)
Dissemination level	1
Status	Draft
Version	1
Date	31/3/2021





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## Introduction



Welcome to Cooking Cultures project!

Cooking Cultures is a two-year Erasmus+ KA2 project in the field area of “Adult Education” and it aims to establish an **innovative approach** with the intention to support **low-skilled migrants to acquire the typical and soft skills needed to work in the Culinary Sector**. Grounded on the facts that a high number of migrants work in the Culinary Sector in the EU, as well as that interest on ethnic cuisines is on rise, the project focuses on targeted training opportunities, which will offer better career perspectives to migrants away from undeclared work and exploitation; thus, promoting their **sustainable integration into the host EU societies**.

The **purpose** of this output is to **design and develop migrants-oriented training materials** that will efficiently respond to migrants' particular learning needs regarding **Culinary Arts related occupations**. Based on the previous research done regarding the occupational profiles in Culinary Arts sectors, training needs, soft/intercultural skills and other related skills, the consortium can now proceed towards the creation a tailor-made training material and training.

Five (5) partners; Adana Municipality (Turkey), SDA (Turkey), AKMI KEK (Greece), Symplexis (Greece) and Compass (Austria) have gathered to develop a new training programme supporting trainers/tutors of migrants in Culinary Arts in becoming more efficient when training adults with migrant cultural background, so that they work together in a mutually beneficial way.

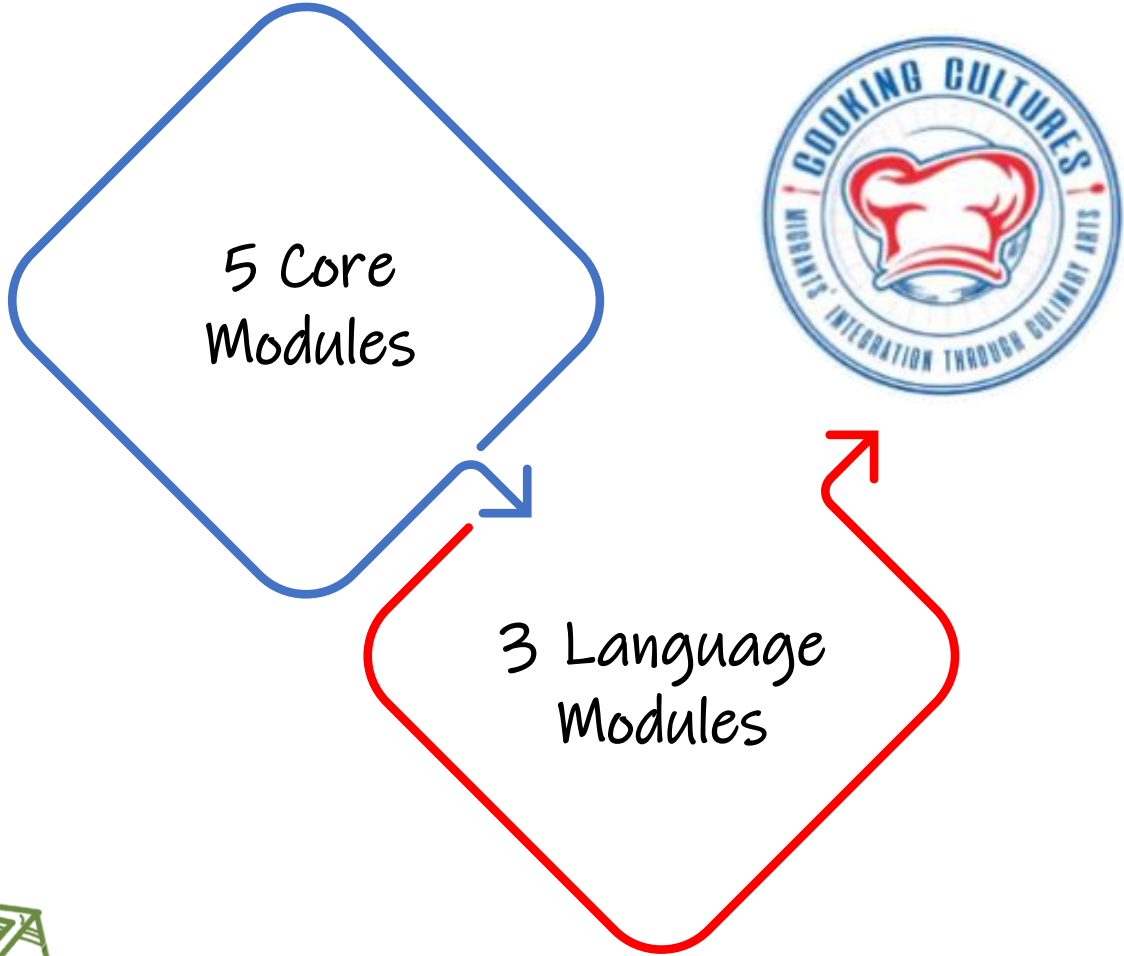
**This is a Tutors/Trainers' guide that has been designed in order to provide guidance on:**

- What is the structure of Migrant Learners' Course?
- What are the Learning Needs of Migrants in Culinary Arts sector?
- What are the expected learning outcomes after the completion of Migrants' Training Programme
- Which profession needs each module the most? (“the idea of priority”)
- What learning methodologies can be used?
- What Training strategies and activities can be implemented?
- Practical tips for Trainers



## Curricular Structure

The Cooking Cultures Migrants' Course is structured in 2 sets of modules:



## Core and Language Modules



In the following graph you can find the titles concerning the 5 core and the 3 language modules of Cooking Cultures Migrants' Integration through Culinary Arts course.

### Module 1

Introduction to Soft Skills for Employees in the Culinary Sector

### Module 2

Cultural, Communication, and Hygiene issues

### Module 4

Sustainable Food System

### Module 3

Sector Recognition and Employment Integration

### Module 5

Management and Organisation

### Module 6

Turkish Language

### Module 7

Greek Language

### Module 8

German Language

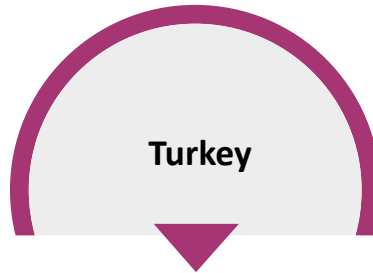


## Learning Needs of Migrant Learners

The topics developed within the training material were defined based on research outcomes collected in the first phase of the Cooking Culture project. In the following table, you should find the main findings from the tree partner countries regarding the *main Migrant Learning needs* in the Culinary Arts Sector.



CV writing & interview preparation
Intercultural competences in the cooking sector
Basic Greek language skills
Sustainable food system
Culinary arts principles
Food and beverage management



First Aid
Turkish Language
Preparing for the interview and preparing a CV
Hygiene
Intercultural Skills (such as products that come from the Middle East, and some Turkish expressions used in the kitchen)
Occupational health and Safety
Business sense



Information on eating habits of Austrian people
Cultural issues i.e. in Tyrol region
German language skills at least basic level
Sanitization



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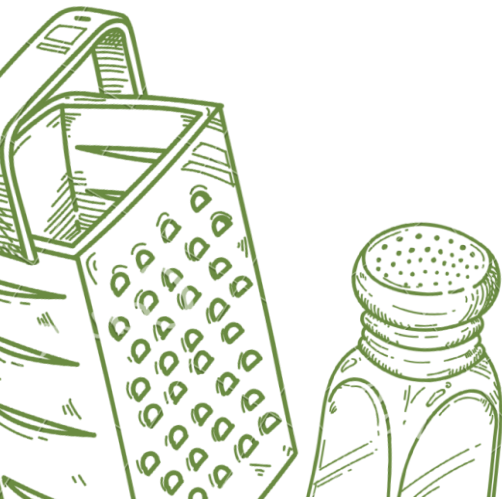


## Module Guidance

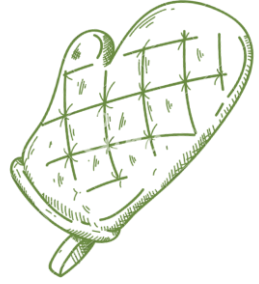
As a part of the project (Intellectual Output), the Cooking Culture training programme was developed by the transnational project team to:

- support low skilled migrants in order to acquire the necessary hard and soft/intercultural skills and competencies so as to be able to access the ever-demanding Culinary Sector;
- offer better career opportunities to migrants who work or wish to work in the Culinary Sector;
- increase migrants employability in the Culinary Sector;
- enhance migrants integration into EU societies through their inclusion into the labour market.

Following, you should find a detailed description of modules, which provide you module guidance in case you are interested in utilizing the training material of this course:

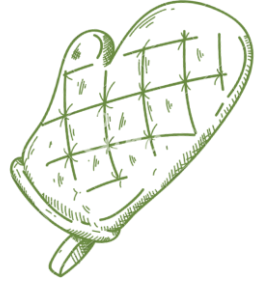


## Module 1



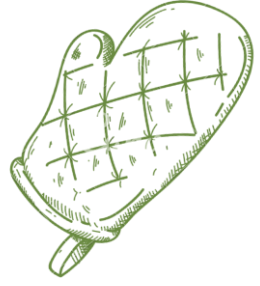
MODULE 1		
1	<b>Course Module Title</b>	Introduction to Soft Skills for Employees in the Culinary Sector
2	<b>Course Module Code</b>	CC_1
3	<b>Course Module description</b>	The aim of this module is to introduce learners, namely migrants working in the culinary sector, to the basic aspects of “soft” and “intercultural skills” (definition, significance for the contemporary employee & value for the food & tourism industry). Based on the fact that a successful combination of “hard”/technical and “soft”/cognitive skills can offer better career perspectives and increase employability, this introductory module is designed to create to the learners the desire to further develop their soft/intercultural skills, taking the “Cooking Culture’s” Course, which aspires to contribute to migrants’ both social and labour market integration in the culinary sector.
4	<b>Priority for culinary sector positions</b>	High priority for all 4 categories
5	<b>Key words</b>	Soft skills, Intercultural skills, Culinary Sector, Personal Growth, Professional Development
6	<b>Knowledge domain</b>	Soft skills
7	<b>Learning outcomes (LOut)</b>	<u>Upon completion of this module, the learners will be able to:</u> <b>LOut1:</b> recall the most critical “soft” and “intercultural” skills and differentiate between “hard” and “soft” skills. <b>LOut2:</b> evaluate the importance of soft and intercultural skills for both personal growth and professional development. <b>LOut3:</b> summarize the crucial role of soft and intercultural skills, especially for employees in the culinary sector.
8	<b>Contents</b>	Unit 1: Introduction to soft/intercultural skills Unit 2: What are “soft skills”? Unit 3: Why should we have “soft skills”? Unit 4: The importance of “soft skills” in the culinary sector
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 1
11	<b>Provided by</b>	Symplexis

## Module 2



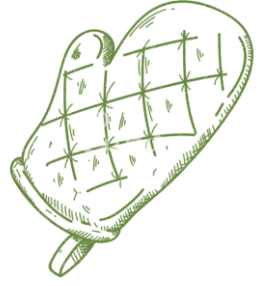
MODULE 2		
1	<b>Course Module Title</b>	Cultural, Communication & Hygiene issues in Culinary Arts
2	<b>Course Module Code</b>	CC_2
3	<b>Course Module description</b>	This module aims to enable the learners to receive comprehensive knowledge on the titles of cultural issues, food traditionality, products and eating habits, to equip the learners with innovative and practical tools on communication and teamwork in culinary sector and to increase awareness of the learners on first aid and food poisoning treatment and hygiene (general and for Covid-19).
4	<b>Priority for culinary sector positions</b>	High priority for all 4 categories
5	<b>Key words</b>	Cultural issues, Communication, Hygiene, Teamwork, First aid
6	<b>Knowledge domain</b>	Culture, Hygiene, Teamwork
7	<b>Learning outcomes (LOut)</b>	<u>Upon completion of this module, the learners will be able to:</u> <b>LOut1:</b> become aware of cultural issues, food traditionality, products and eating habits <b>LOut2:</b> understand and demonstrate the ability to put communication and teamwork skills necessary for culinary sector into action <b>LOut3:</b> demonstrate the ability to apply first aid and food poisoning treatment, hygiene techniques
8	<b>Contents</b>	Unit 1. Cultural issues, food traditionality, products and eating habits Unit 2. Communication and teamwork skills in culinary sector Unit 3. First aid and food poisoning treatment Unit 4. Hygiene (General and for Covid-19)
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 2
11	<b>Provided by</b>	Compass

## Module 3



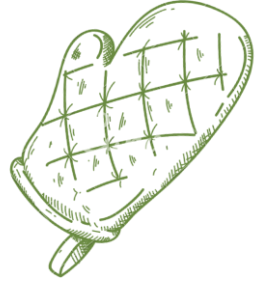
MODULE 3		
1	<b>Course Module Title</b>	Sector Recognition and Employment Integration
2	<b>Course Module Code</b>	CC_3
3	<b>Course Module description</b>	The aim of this module is to introduce migrants in Culinary Arts to the definitions of “food & beverage sector basics”, “duties of key positions in culinary sector”, “digital skills & personal introduction”. Especially these educations will provide culinary training and helps improve the job prospects of migrants. With a bit of practical help and hands-on experience, many people who are currently struggling can get jobs in the restaurant sector and become independent and better prepared in their search for jobs, and self-sufficient.
4	<b>Priority for culinary sector positions</b>	High priority for all 4 categories
5	<b>Key words</b>	Food, Beverage, Culinary Positions, Self-introduction, Culinary Sector
6	<b>Knowledge domain</b>	Employment, Technology
7	<b>Learning outcomes (LOut)</b>	<u>Upon completion of this module, the learners will be able to:</u> <b>LOut1:</b> to learn the food and beverage sector basics <b>LOut2:</b> to recognize the key positions in culinary sector <b>LOut3:</b> to understand the fundamental digital skills needed in culinary sector <b>LOut4:</b> to apply and prepare the self-introduction and recruitment process
8	<b>Contents</b>	Unit 1. Introduction and General Information about the Sector Unit 2. Duties of Key Positions in Culinary Sector Unit 3. Computer Use & Digital Skills Unit 4. CV Writing & Interview Preparation
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 3
11	<b>Provided by</b>	Adana Municipality

## Module 4



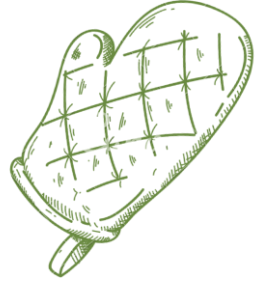
MODULE 4		
1	<b>Course Module Title</b>	Sustainable Food System
2	<b>Course Module Code</b>	CC_4
3	<b>Course Module description (aims &amp; objectives)</b>	This module aims to introduce migrant learners in sustainable food system, the different aspects of sustainability (environmental, social, economic), the sustainable food chain, sustainable nutrition and its importance in the kitchen sector, quality control and preservation of products used in the food industry; who will implement them and how, etc.
4	<b>Priority for culinary sector positions</b>	High priority for group 2 Medium priority groups 1,3,4
5	<b>Key words</b>	Sustainable Food, Preservation, Utilization, Waste, Production, Distribution, Consumption
6	<b>Knowledge domain</b>	Sustainability, Nutrition, Quality Control
7	<b>Learning outcomes (LOut)</b>	<u>Upon completion of this module, the learners will be able to:</u> <b>LOut1:</b> To understand what information will integrate migrants into employment <b>LOut2:</b> To analyze important of sustainable food <b>LOut3:</b> To remember how to protect sustainable food for future generation
8	<b>Contents</b>	Unit 1: Introduction to Sustainability Unit 2: Sustainable Nutrition Unit 3: Quality Control, Preservation, and Use of Food Unit 4: Factors Affecting Food Safety and Sustainable Food Systems
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 4
11	<b>Provided by</b>	SDA

## Module 5



MODULE 5		
1	<b>Course Module Title</b>	Management and Organizational Module
2	<b>Course Module Code</b>	CC_5
3	<b>Course Module description (aims &amp; objectives)</b>	The aim of this module is to introduce migrants learners in Culinary Arts to the definitions of “basics of food science”, “food and beverage service”, “strategies & techniques in the culinary sector” “restaurant organization” and “development of business sense”. Thus, with this module; Those who receive this training will have acquired important managerial knowledge about the sector.
4	<b>Priority for culinary sector positions</b>	High priority for group 1,2,3 Medium priority for group 4
5	<b>Key words</b>	Management, Organisation, Food and Beverage Service, Culinary Business, Food Science
6	<b>Knowledge domain</b>	Management
7	<b>Learning outcomes (LOut)</b>	Upon completion of this module, the learners will be able to: LOut1: to learn the food science, F&B service basics LOut2: to gain the management strategies for culinary arts LOut3: to apply the professional approach at the business life
8	<b>Contents</b>	Unit 1: Introduction: Basics of Food Science Unit 2: Food and Beverage Service Unit 3. Management: Strategies and Techniques in the Culinary Sector Unit 4. Restaurant Organization Unit 5. How to Develop Business Sense
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 5
11	<b>Provided by</b>	Adana Municipality

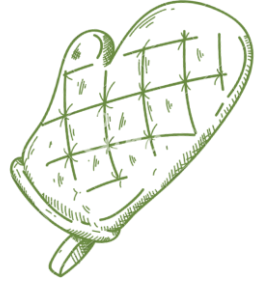
## Module 6



MODULE 6		
1	<b>Course Module Title</b>	Turkish Language Module
2	<b>Course Module Code</b>	CC_6
3	<b>Course Module description (aims &amp; objectives)</b>	<p>Aims of this module ; It is to encourage adult migrants who work or would like to work in the culinary sector to learn Turkish, to induce curiosity in Turkish learning, and to teach expressions about the kitchen area. A person/migrant who takes this training will learn the following at the end of the training;</p> <ul style="list-style-type: none"><li>- Turkish language at beginner level</li><li>- Simple concepts of kitchen space in Turkish language</li><li>-Cultural expressions of the culinary sector</li><li>-Common expressions in Turkish and Arab culture</li></ul>
4	<b>Priority for culinary sector positions</b>	High priority for 1, 2, 3 groups Medium priority for group 4
5	<b>Key words</b>	Turkish, culture, expressions, Common
6	<b>Knowledge domain</b>	Language and Civilization
7	<b>Learning outcomes (LOut)</b>	Upon completion of this module, the learners will be able to: LOut1: Analyze the basic Turkish language LOut2: Understand the Turkish language for culinary arts LOut3: Evaluate the cultural differences in the kitchen sector
8	<b>Contents</b>	Unit 1: Login to Turkish Language 1 Unit 2: Login to Turkish Language 2 Unit 3: Basic phrases on the culinary sector in Turkey (technical) Unit 4: Turkish cultural expressions in the culinary arts
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 6
11	<b>Provided by</b>	SDA

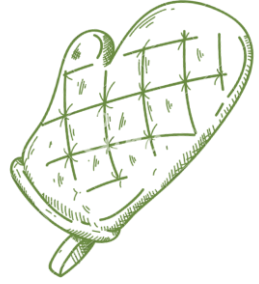


## Module 7



MODULE 7		
1	<b>Course Module Title</b>	Greek Language Module
2	<b>Course Module Code</b>	CC_7
3	<b>Course Module description (aims &amp; objectives)</b>	<p>This introductory module on Greek language does not aspire to be a full language course, but rather a helpful guide and a useful “first step” for those migrants and refugees in Greece who have basic or not at all knowledge of the Greek language and are looking for a job or are already working in the culinary sector.</p> <p>This module will focus on useful terminology, expressions and useful links and material related to the Greek cuisine and gastronomy; therefore, even learners with medium or even advanced knowledge of the Greek language will be able to find beneficial information that could assist them in their everyday life, both personal and professional.</p>
4	<b>Priority for culinary sector positions</b>	High priority for 1,2,3 groups Medium priority for group 4
5	<b>Key words</b>	Greece (Ελλάδα) Introduction to Greek language (Εισαγωγή στην Ελληνική γλώσσα) Gastronomy (Γαστρονομία) Culinary sector (Τομέας Μαγειρικής/Επισιτισμού) Terms & expressions (όροι και εκφράσεις)
6	<b>Knowledge domain</b>	Language and Civilization
7	<b>Learning outcomes (LOut)</b>	<p><u>Upon completion of this module, the learners will be able to:</u></p> <p><b>LOut1:</b> identify organizations, websites, links and relevant material, helpful to those who wish to learn the Greek language</p> <p><b>LOut2:</b> recall useful terminology and expressions related to the Greek cuisine and gastronomy</p> <p><b>LOut3:</b> evaluate the importance of learning the Greek language, especially for employees in the culinary sector.</p>
8	<b>Contents</b>	Unit 1: Introduction Unit 2: Login to The Greek Language Unit 3: Basic Phrases on The Culinary Sector in Greece Unit 4: Greek Expressions in The Culinary Arts
9	<b>Assessment methods</b>	multiple choice questions, true-false, case studies, etc.
10	<b>Related PPT</b>	CC_IO3_Module 7
11	<b>Provided by</b>	Symplexis

## Module 8



MODULE 8		
1	<b>Course Module Title</b>	German Language Module
2	<b>Course Module Code</b>	CC_8
3	<b>Course Module description (aims &amp; objectives)</b>	The main aim of this module is to equip the migrants with necessary German skills and knowledge for a career in the culinary sector. This training will enable the learners to be able to get German language skills at basic level and have understanding of cultural expressions related to culinary sector.
4	<b>Priority for culinary sector positions</b>	High priority for 1, 2, 3 groups Medium priority for group 4
5	<b>Key words</b>	German language, linguistic skills, social integration, culture,
6	<b>Knowledge domain</b>	Language and Civilization
7	<b>Learning outcomes (LOut)</b>	<u>Upon completion of this module, the learners will be able to:</u> LOut1: acquire the German language skills and competences at basic level LOut2: analyze the German language for culinary arts LOut3: recognize and use cultural phrases on the culinary sector
8	<b>Contents</b>	Unit 1: Introduction Unit 2 to: Introduction to The German Language Unit 3: Basic Cultural Phrases in German language
9	<b>Assessment methods</b>	multiple choice questions and true-false
10	<b>Related PPT</b>	CC_IO3_Module 8
11	<b>Provided by</b>	Compass

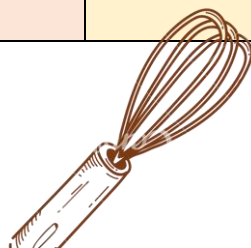
## The idea of Priority



Due to the fact that there are many professions in the culinary sector, we have gathered some of *these professions* (“*occupational profiles*”) under **4 groups**, based on the jobs of the people who participated in the “Cooking Cultures” surveys and we define a different level of priority for each of these 4 groups.

These profession groups and the professions in them are as follows and they are indicative:

Profession Groups			
1.Cooks/Cooking Professionals	2. Kitchen Industry Managers/ Experts	3. Servants	4.Cleaning staff/Expert
Chief	Restaurant Specialist	Bar attendant	Scullery attendant
Assistant chief	Kitchen manager	Service attendant	Dishwasher
Meat processor	Catering Company Manager	Service manager	Hygiene Staff
Gastronomy Specialist	Dietician	Supplier	Sanitation Staff
System gastronomy expert	Food Engineer	Courier	
Confectioner	Food Technology Technician	Waiter	
Baker		Chief waiter	
Pastry Chef		Komi	
Culinary Art Technician			
Kebab chef			
Döner chef			
Pide chef			
Chef			
Pastry cook			
Boutique chocolatier			
Pizzeria			



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## The three priority levels

There are three (3) priorities levels "high", "medium", "low".

The priorities and their meanings are as follows;



1

high

2

medium

3

low

### 1. High Priority

***This module is a high priority for this profession group. This professional group should definitely receive this training.***

HIGH PRIORITY

### 2. Medium Priority

***This module is of medium priority for this profession group. This professional group is recommended to take this module.***

MEDIUM  
PRIORITY

### 3. Low Priority

***This module is of low priority for this profession group. It is not necessary for the professional group to receive this module.***

LOW  
PRIORITY



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## Priority example

So, for example, the priority of the **“Sustainable Food Systems” module** for professional groups could be:

### 1. Chef and Cooking Professionals

MEDIUM PRIORITY

### 2. Kitchen Industry Managers / Experts

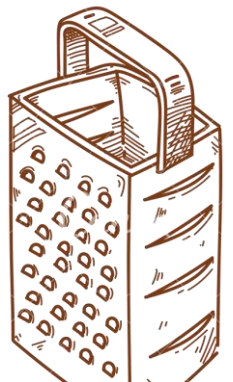
HIGH PRIORITY

### 3. Customer Services

MEDIUM PRIORITY

### 4. Cashier/Phone Customer Service

MEDIUM PRIORITY



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## Learning Methodologies



The ***Cooking Cultures course facilitating Migrants' Integration through Culinary Arts*** is an **Asynchronous Distance Self-Directed Learning Model** which is entirely digital, which allows the migrant learners to control their learning path and they are free to experience the material on their own time. It is also focused on a remote learning approach. Asynchronous learning's greatest benefit to learners is the freedom it gives them to access the course and its instructional materials at any time they choose, and from any location, with an Internet connection.

Even if this training programme has been designed entirely in digital environment, it can be delivered by trainers/tutors of migrant learners employing also **blended learning techniques**.



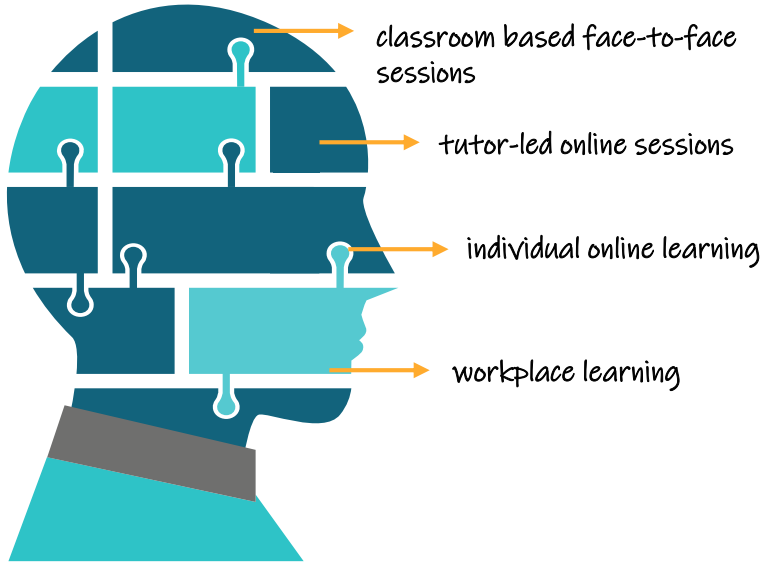
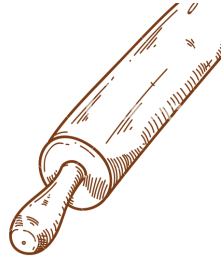
## What is Blended Learning?

*"Blended learning combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training".*

(<https://www.learnupon.com/blog/what-is-blended-learning/>)



## Learning Methodologies



For example, blended learning in the Cooking Cultures context can include **(1) classroom based face-to-face delivery combined with (2) tutor-led online sessions, (3) individual online learning and (4) workplace learning.**

Depending on learners dynamic and knowledge level, the tutor/trainer could implement indicatively the following schedule (only for the core modules, excluding the language modules):

Cooking Cultures Indicative Schedule for Migrants Course in Culinary Arts		
classroom based face-to-face sessions	12 hours	It includes theoretical face-to-face lessons using the training materials (pptx) provided by Cooking Culture projects
tutor-led online sessions	8 hours	It includes theoretical online sessions with the use of collaborating platforms and tools, such as Zoom, Google Sheets, etc. and the training materials (pptx) provided by Cooking Culture projects.
individual online learning	5 hours	It includes watching videos, studying extra material and online resources, and perusing the assessment activities provided both by the project and the tutor.
workplace learning	4 hours	It includes working on real case scenarios and tasks either physically in the workplace or remotely in case of COVID19 lockdown.

In case that the restrictions of COVID19 pandemic are insisting, the model will be formulized accordingly. In particular, the theoretical face-to-face learning will be implemented virtually by the trainer.

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## Training strategies and activities



There are numerous strategies and activities that can be implemented during a course, workshop or training. The below mentioned training methodologies are commonly being exploited by training centers, institutes and migrant associations:

### Group mini projects

Think-pair-share, team matrix, games and simulations, roleplay, self-help groups; discussions, debates. Networking an important skill to address within Cooking Cultures, and such group mini projects will allow learners to network with other people in the industry while they are learning.

### Seminars or Practical workshops

This method brings trainees together in small groups for regular meetings, which focus on a specific topic, with learners being expected to get actively involved. Seminars help staff to become more familiar with their job functions and more actively involved in them. They also enable them to handle problems that arise on a regular basis (Holladay & Quinones, 2003).

### Peer instruction

This method improves engagement and retention of knowledge by allowing learners to teach each other. Presentation skills are particularly important to the Cooking Cultures programme, so this is the ideal way to encourage culinary arts staff to hone those skills.



## Training strategies and activities



### Problem-based learning

Problem based learning is a good way to improve creativity, which is central to the Cooking Cultures project. It is useful not only in the classroom, but also in a workplace learning setting. The learning is structured around problems that the learners can solve together in groups. There is no right answer, but by becoming active investigators, learners will gain a deeper understanding of the topic. The trainer becomes a facilitator in this setting, encouraging inquiry and understanding.

### Brainstorming

Brainstorming is creative idea generation and problem solving technique which provides free environment to present individual ideas, without attracting criticism from any one (Kumbhar, 2018). Every generated idea is recorded and considered as solution to a problem. Brainstorming is a widely used designer-friendly method that has the benefit of being an intuitive and easy way to express and develop thinking based on acquired information and the individual's experience.

### Storytelling

It is a means for sharing and interpreting experiences and it transforms private meaning to public meaning. Human knowledge is based on stories and the human brain consists of cognitive machinery necessary to understand, remember and tell stories. Humans are storytelling organisms that both individually and socially, lead storied lives. People remember stories better than facts. It is a progress that can influence and lead to behavioral change in an effective and efficient ways. Storytelling is used to create role models and deliver a particular message.





## Training strategies and activities

### Face-to-face Learning Considerations

Face to face is important for Cooking Cultures because of the consistency of the theoretical information and documentary materials presented (e.g. forms, templates, etc.), but also because of the practical side of working with relevant statistics, data and specific software programs (e.g. Microsoft, Zoom, etc.). This is an opportunity to get to know the learners and to understand their strengths and areas for development. Use these sessions to encourage peer support and networking. Generally, this is the ideal time to motivate the learners and to prepare them for the periods of distance learning. Face-to-face is also an opportunity for you to lay the foundations for other modes of delivery.

### Case Study

Many learners are more inductive than deductive reasoners, which means that they learn better from examples than from logical development starting with basic principles. The use of case studies can therefore be a very effective learning technique. Case studies can be used in any discipline when instructors want students to explore how what they have learned applies to **real world situations**. Cases come in many formats, from a simple ***“What would you do in this situation?”*** question to a detailed description of a situation with accompanying data to analyze. Using case studies can develop learners’ skills and competences, such as: Problem solving, Analyzing, Decision making in complex situations, Coping with ambiguities.

### Tutor presentations

Case-studies, mini-lectures, demonstrations, tutorials, and seminars.

## Adult Learning Principles

If you are a trainer of migrant learners in Culinary Arts, you should consider some of the *most important adult learning principles* when training adult migrants in food and beverage sector. Most of adults maintain the ability to learn though out their whole life. Here are some main principles that should be taken under consideration for adults learning.

Learning is a process of behavioral change. It takes time and it needs a lot of repetitions.

It needs a variety of teaching means and tools.

Individual learning or Independent learning, in terms on learning by my own and on my own pace is another important feature.

Debriefing sessions are some theoretical sessions between the practical activities. The trainer starts with activities and he/she stop them for a while to explain the theory.

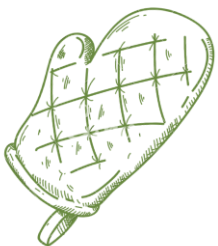
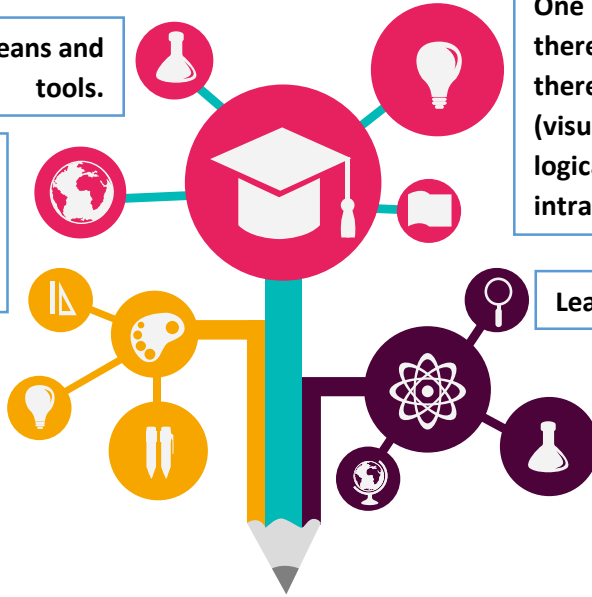
Open Learning is actually a type of distance learning. The trainee has free and unlimited access on the training material.

Critical thinking is a type of learning consists mostly from problem solving activities, case studies and scenario-based learning.

One size doesn't fit all. That means that there are several styles of learners and there are also multiple intelligences (visual, auditory, linguistic, kinesthetic, logical/mathematical, interpersonal, intrapersonal).

Learning to learn method.

Experiential learning is an innovative method since real life experience can be inserted to the main course (Kolb learning cycle, 1984).



## Adult Learning Principles



- Migrant adults have lack of literacy skills. The teacher should use a variety of teaching techniques, such as explanatory methods, paraphrasing, simple vocabulary, images and videos.
- Most times migrant learners are **coming from vulnerable groups** (in precarious job situations, e.g. early school leavers, long term unemployed, women back to work,) being at the risk of social exclusion. Tutor should create an **inclusive classroom/learning environment** by applying specific methods (pair-work, project-based learning, sharing of experiences of learners)
- Migrant adult learners **have already some skills acquired by their jobs** or their participation in local networks. The teacher should recognize and find a way to validate the existing skills removing barriers and build the learning aims of his/her course on the existing skills and knowledge
- Trainers should **analyze the duties and the task of an occupational profile** ("job shadowing" or "job analysis") so as to prepare a tailor-made and practical curriculum combining theory with practice (i.e. including real case scenarios, work-based learning).
- Migrant learners come from **multicultural backgrounds and face language barriers**. The trainer should be able to address diversity (or cultural diversity) in their classroom and to be able to teach in multicultural environments.
- The trainer should implement the principle of **"adapting learning"** focusing on changing — or "adapting" — learning content for students on an individual basis, particularly with the help of technology.
- Trainer should use **alternative assessment techniques** (not only traditional tests, but also other performance indicators and skills-based assessments).
- Surveys have shown that tutors also need **to be trained in "soft skills"**. The top skills a trainer need the most are: **communication skills, leadership skills, digital skills, empathy, problem solving, time management and teamwork.**

## Adult Learning Principles

It is commonly accepted that *“that the development of skills, knowledge and attitudes is complex, particularly with the frame of learning in diverse environments and with diverse teams”*. If you want to create an effective learning environment for migrant learners, you should mind that *adults learn best when:*



1 their learning is relevant to their practice



2 their learning is focused on solving a problem



3 their previous experience is valued



4 they maintain responsibility for their learning



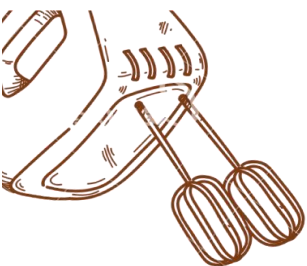
5 they are actively engaged



6 they have opportunities to interact with peers.



7 they are provided with opportunities to apply what is being learned.





## Practical Tips

Here are some **practical tips** for trainers/tutors teaching migrants to implement the adults learning principles in their course:

- Before the course, find out more about the target audience by conducting **a learning needs assessment**.
- Make sure the learning environment is **comfortable** physically, psychologically and consider cultural safety as part of the program design.
- During the activity, incorporate the **practice realities** of your target audience and encourage participants to bring in **examples** from their own contexts.
- Encourage **active participation** through different teaching and learning techniques (either online for in person), for example, real case studies, live patients, discussion groups, reflection etc.
- Acknowledge migrant learners as **colleagues and equals**.
- At the end of the course: **Ask for feedback, provide feedback, provide practical reminders**.

Last but not least remember that your role as the trainer is to facilitate the involvement and learning of the Cooking Cultures training programme. As a reminder, you will be expected to share the values of effective facilitation which include:

**Challenging –  
challenging stereotypes  
and discrimination**

**Sharing – encouraging  
discussion, sharing of  
experiences and group  
dynamics**

**Listening –  
effective and  
active listening**

**Asking - Ensuring each  
stage is introduced and  
that migrant learners are  
ready for the next stage**

**Valuing – appreciating each  
participant and valuing what they  
bring to the group**

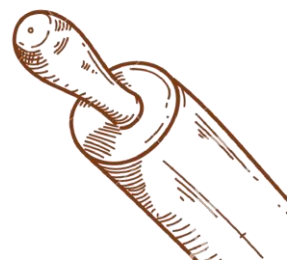




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# Cooking Cultures Migrants' Integration through Culinary Arts



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