



SOUL Food

Pathways: Skills, Opportunity, Upliftment, and Learning for Migrant Women through Food

Modular Educational Pathway for Culinary Skills, Citizenship, and Digital Learning

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Table of contents

Introduction	3
Module 01 - Cooking Basics: Hygiene, Safety and Tools	7
Module 02 - The World of Cooking	13
Module 03 - Recipes From Around The World: Cooking As A Form Of Identity And Dialogue	21
Module 04 - Healthy and sustainable Eating: An Open Learning Lab (OLL)	26
Module 05 - Basic digital literacy: Apps, Research and Cyber-Security	31
Module 06 - Digital Communications and Social Media	39
Module 07 - Digital Services Useful for Everyday Life	44
Module 08 - Rights and Duties of Citizens	49
Module 09 - Job Search Tools	55
Module 10 - Communication and soft skills	61
Conclusions	68



INTRODUCTION

This handbook presents the Modular Educational Pathway on Culinary Skills, Citizenship, and Digital Learning developed within the Erasmus+ KA220.ADU project SOUL Food: Skills, Opportunity, Upliftment, and Learning for Migrant Women through Food.

The SOUL Food pathways aim to empower migrant women through culinary-based education, intercultural engagement, and inclusive community development. The curriculum targets women with a migration background who often experience double discrimination and barriers in accessing education, employment, and social participation. Secondary target groups include educators and trainers who work with adult learners and require tools, methods, and competences to deliver inclusive and culturally sensitive learning experiences.

Tailored to the specific needs of migrant women, the pathways offer professional upskilling, citizenship education, and digital empowerment. They address challenges such as limited access to training, underemployment, and the recognition of informal learning, contributing to employability, autonomy, and active citizenship. At the same time, they support educators by strengthening their capacity to design and deliver inclusive, community-rooted and learner-centred pathways.

The curriculum is modular and flexible, organised around three thematic areas:

- Culinary skills
- Digital learning
- Citizenship

These domains represent accessible and universal entry points for the social and occupational integration of migrant women.

Target Groups and Learning Approach

The primary target group is women with a migration background, who often face multiple forms of discrimination and barriers to social and professional inclusion. The pathway aims to:

- strengthen their culinary, digital, and citizenship competences
- support their empowerment and self-confidence
- foster participation in community life
- enhance their employability and autonomy

The learning approach is:

- participatory, involving active engagement, storytelling, sharing of experiences
- culturally sensitive, valuing diverse traditions and identities



- community-based, encouraging bonding, mutual recognition, and collective learning
- practice-oriented, especially through food-based activities that provide concrete and accessible learning experiences

Educators, trainers, and social practitioners benefit from ready-to-use materials, methods, and guidelines, enhancing their capacity to design inclusive, learner-centred, empowerment-oriented training.

What is in the handbook and how to use it

The handbook includes ten modules covering culinary, digital, and citizenship competences:

1. Cooking basics: hygiene, safety and tools
2. The world of cooking
3. Recipes from around the world: identity and dialogue
4. Healthy eating
5. Basic digital skills
6. Digital communication and social media
7. Digital services for everyday life
8. Rights and duties of citizens
9. Job search tools
10. Communication and soft skills

The modules can be implemented individually or combined into tailored learning pathways. Depending on participants' needs, language levels, and available equipment, trainers may adjust activities and timing (to enhance this possibility, please note that each module description has a specific section addressed to trainers with tips and suggestions to adapt the content to each specific context and to better address the target group's needs). Moreover, in each module, where relevant, a dedicated table links every piece of content to the corresponding competence level, supporting the design of coherent and progressive learning pathways. In addition, a self-assessment tool included in the digital toolkit, which will be published soon as a complementary tool, helps learners identify which modules fit their learning goals.



Key innovative features

Culinary-based education: Food is used as an accessible medium for learning, cultural exchange and community building.

Holistic integration strategy: Beyond professional competences, the pathway promotes social participation, cultural expression, and empowerment.

Digital and blended learning: A complementary digital toolkit enhances accessibility and provides flexible learning opportunities.

Educator capacity-building: The handbook equips trainers with inclusive pedagogical tools, supporting long-term sustainability and scalability.

Methodological background

The development of this educational pathway builds on the research and experimentation conducted within WP2. A comparative analysis of ten best practices on the inclusion and upskilling of migrant women—combined with a series of culinary-based intercultural events in partner countries—provided essential insights for curriculum design. These practices, selected through thirteen shared criteria, demonstrate how culinary engagement can foster empowerment, cultural expression, social participation, and community cohesion.

The analysis highlighted the importance of language support, cultural sensitivity, participatory methodologies, and sustainable practices, as well as the role of partnerships and community involvement. This handbook translates those findings into actionable educational modules, offering trainers a structured and adaptable framework for empowering women with a migration background through learner-centred, culturally responsive and community-driven practices.

Ingredients

- 1 cup Language & Communication Support
- 1 cup Cultural Integration & Empowerment
- 1 cup Social Empowerment & Community Engagement
- 1/2 cup Financial & Resource Sustainability
- 1/2 cup Environmental Sustainability
- A dash of Program Evaluation & Adaptation
- A pinch of Onboarding & Integration
- A sprinkle of Legitimacy & Recognition

Instructions:

1. **Mix language and communication** support thoroughly to ensure everyone understands and feels included.
2. **Fold in cultural integration and empowerment** to blend diverse traditions and build confidence.
3. **Stir in social empowerment and community engagement** to create strong, supportive networks.
4. **Add financial and resource sustainability** to keep your program thriving long-term.
5. **Sprinkle environmental sustainability** to keep things green and responsible.
6. **Season with program evaluation and adaptation** so your recipe stays fresh and effective.
7. **Gently fold in onboarding and integration** to welcome participants warmly.
8. **Top with legitimacy and recognition** to give your program credibility and pride.



For further insights, the full analysis and the interactive Best Practice Repository are available on the project website and through the [S-nodi Library](#).

...and now, enjoy the journey!



01 - COOKING BASICS: HYGIENE, SAFETY AND TOOLS

Level of Complexity

The following table visualizes the level of complexity of the key topics of this module.

The module may be adapted by the trainers according to the target groups needs and skills.

Unit	Topic	Level
Unit 1 – Food Hygiene and Safety	Personal Hygiene	Basic
	Environment Hygiene	Basic
	Preparation Hygiene	Intermediate
	Safety	Intermediate
Unit 2 – Safety in the kitchen	Safe behaviour in the kitchen	Basic
	Handling of knives and hot surfaces	Basic
	Use of protective equipment	Basic
	Emergency procedures	Basic
Unit 3 – Using basic tools	Essential kitchen tools	Basic
	Proper maintenance of kitchen equipment	Basic
	Choosing the right tool for each task	Intermediate
Unit 4 – Food preservation	Principles of food preservation	Basic
	Food storage methods	Basic
	Organizing a fridge	Basic

Indicative Duration

Total duration: 8 hours, divided into 2 sessions of 4 hours each. It is useful to plan a break of about 15 minutes halfway through each session.

General Goal of the Module

The module introduces fundamental knowledge and practices to ensure food hygiene and personal safety in the kitchen, with reference to the basic principles of the HACCP system, promoting autonomy in the correct use of food preparation tools.



Learning Objectives

- Recognise the fundamental rules of food hygiene and preservation.
- Apply basic safety practices when working in a kitchen environment.
- Identify and correctly use basic kitchen tools.
- Distinguish suitable methods for food preservation.

(Reference: European LifeComp Framework – “Managing daily life” and “Personal, social and learning to learn competence”)

Content (structured by units = one unit per each learning objective)

This module is divided into four units.

UNIT 1 – FOOD HYGIENE AND SAFETY

This unit introduces the fundamental concepts of food hygiene and kitchen safety. Key topics include:

- Personal hygiene: hand washing, workwear, hair protection, what to do in case of illness or injuries
- Environment hygiene: cleaning and sanitizing procedures for surfaces and tools, pest management, household appliance maintenance
- Preparation hygiene: separation of raw and cooked foods, proper food storage and temperature control.
- Safety: identification of biological hazards and prevention of cross-contamination.

Activities:

Module presentation (10 minutes)

The facilitator introduces the objectives and main contents of the meeting.

Guided discussion + brainstorming (15–20 minutes)

Participants are invited to share food hygiene practices from their countries of origin. The trainer collects contributions on a visible board or flipchart, creating a concept map that will serve as a bridge to the next input phase.

E.g. Sharing memories on “hygiene details” during food consumption in restaurants (some bad experience? Hair in the plate, stone in a preparation, dirty waiter....)

Mini-lecture (20 minutes)

Using visual aids (slides, photos, icons, real kitchen tools), the trainer introduces the core rules of food and personal hygiene, highlighting practices recommended by the



HACCP system. Practical examples are used to explain concepts such as “cross-contamination” and “temperature danger zone.”

Practical demonstration: correct handwashing (10 minutes)

The trainer demonstrates and then guides the group through the proper handwashing technique according to HACCP standards. A coloured gel or UV powder may be used to simulate the removal of bacteria.

Matching game (15 minutes)

In small groups, participants match images or physical items with good or bad hygiene practices (e.g., raw chicken next to washed vegetables, labelled containers in the fridge). The game is followed by a group debrief.

Scenario-based simulation (20 minutes)

Realistic situations are presented through images or role-play (e.g., improperly stored food in a fridge, an unclean kitchen). Groups are asked to identify existing risks and propose corrective actions, applying the knowledge gained.

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) is used to assess learners’ understanding of basic food hygiene and safety rules.

UNIT 2 – SAFETY IN THE KITCHEN

This unit addresses the importance of maintaining a safe kitchen environment. It focuses on the prevention of common accidents, the correct use of equipment, and the basic procedures to follow in case of emergencies.

Key topics include:

- Safe behaviour in the kitchen (avoid accidents, burns, cuts);
- Correct handling of hot surfaces;
- Use of protective equipment;
- Emergency procedures (minor injuries, fire safety).

Activities:

Storytelling + group discussion (15 minutes)

The trainer tells short stories about real kitchen accidents (burns, cuts). Participants discuss causes and how accidents could have been avoided.

Demonstration: safe hot surfaces handling (15 minutes)

This demonstration shows proper techniques for handling hot pots, pans, and trays safely, emphasizing the use of gloves, cloths, and careful movements. Participants learn to prevent burns and maintain awareness around heated surfaces.



Simulation: responding to accidents (20 minutes)

In small groups, participants act out how to respond to common accidents (cut finger, small fire). The trainer provides corrective feedback.

Quiz with visual safety signs (10 minutes)

Learners match visual symbols (fire extinguisher, “caution hot surface”) with their meaning and appropriate actions.

UNIT 3 – USING BASIC TOOLS

This unit presents the main kitchen tools and their correct use. It highlights how to handle, maintain and select the appropriate tool for different cooking tasks, supporting efficiency and safety in food preparation. It may be useful also organizing the kitchen by area and accessibility: an orderly a functional environment make the kitchen more pleasant and safe.

Key topics include:

- Introduction to essential kitchen tools (knives, cutting boards, can opener, corkscrew, kitchen whisk, peelers, graters, pots, pans, drow containers);
- Correct handling knives and kitchen equipment with blades or powered by electricity;
- Proper maintenance of kitchen equipment (cleaning, storage, sharpening);
- Choosing the right tool and the right cutting board for each task;
- Benefits of a kitchen well organized: efficiency and speed, order and cleanliness, safety, prevention of waste, well being and comfort.

Activities:

Tool recognition activity (15 minutes)

Participants are given real tools or images. They must name them and describe their use. The trainer clarifies correct names and functions. Final list of the minimum tools needed in a non professional kitchen.

Guided demonstration of tool use (20 minutes)

The trainer demonstrates safe use of essential tools (knife, peeler, grater, can opener, food processor and immersion blender). Participants observe posture, grip, and movement.

Practical exercise: safe handling (30 minutes)

The participants are invited to set up an area for food preparation. Then they are trained to use the essential tools properly (chopping salad, cutting bread, blading a soup, etc.). The trainer observes and corrects mistakes, focusing on safety during and after use (how to wash and store them).



Reflection activity: matching tools to recipes (15 minutes)

Participants work in small groups starting from a recipe to identify all the tools to use (including possible substitute tools in the absence of more suitable ones)

UNIT 4 – FOOD PRESERVATION

This unit introduces the basic principles of food preservation, focusing on correct storage methods and practices to ensure food safety and reduce waste.

Key topics include:

- Principles of food preservation;
- Safe refrigeration and freezing;
- Dry storage (pasta, cereals, canned goods);
- Use of labelling and rotation systems (“first in, first out”);
- Avoiding food waste.

Activities:

Group discussion on preservation practices (15 minutes)

Participants share preservation methods from their cultures (drying, fermenting, freezing). The trainer links them to safe modern methods (vacuum packing, blast chilling etc...).

Practical exercise: organising a fridge (20 minutes)

Using real or simulated items, participants organise a fridge: separating raw/cooked food, checking temperatures, choosing the right cooling area of the refrigerator and the right protective wrapping and label. The trainer highlights common mistakes.

Scenario-based activity (20 minutes)

Participants analyse images of fridges or pantries with errors (expired food, unlabelled containers). They identify risks and propose solutions.

Mini-quiz on food storage temperatures (10 minutes)

A short quiz verifies understanding of key storage temperatures for refrigeration, freezing, and dry goods.

Methodology

The module is delivered face-to-face through practical demonstrations, storytelling, and participatory exercises such as tool-matching games or guided group activities that facilitate understanding, even for those with a basic level of language proficiency. It is suitable for guided facilitation in small groups.



Supporting Materials

Basic kitchen utensils, handouts with illustrated tools, safety posters, and disinfectants. Materials should be prepared in advance and adapted for local kitchen contexts or learning spaces.

For the theoretical part, it is advisable to supplement the classroom explanation with slides with images and videos that can facilitate understanding of specific topics such as those covered in the module.

Evaluation / Reflection / Debriefing

It may be possible to use a short quiz on hygiene rules, observation checklists during tool use, and a group discussion reflecting on participants' experiences with kitchen safety in their countries of origin.

Notes, Considerations, or Adaptations

It is important to consider cultural differences in food preparation and hygiene habits; allow learners to share their own kitchen practices. Provide visual aids or symbols for participants with limited literacy.

The proposed activities are intended as suggestions for the facilitator, who can select them based on specific situations.

Some specifics and related activities may vary depending on the setting where the module is carried out (for example, whether in a classroom or in a teaching kitchen).

Activities can be adapted for digital delivery through interactive platforms (e.g., Padlet, Mentimeter, Jamboard, or quizzes integrated into Moodle) in blended or online sessions.

Additional resources

- Video: “Food Safety in Seconds”:
https://www.youtube.com/watch?v=iguM_pqetzo&t=4s
- Video: “Introduction to Food Safety”:
<https://www.youtube.com/watch?v=-aZhUamumnQ>
- Video: “What is Food Safety”:
https://www.youtube.com/watch?v=0J2Qv_72Xzo&t=77s
- Video: Four Golden Rules of Food Safety <https://youtu.be/RUeVNCEDbCo>
- University of Minnesota - Preserving and preparing food safely
<https://extension.umn.edu/food-safety/preserving-and-preparing>
- WHO Guidelines on Food Hygiene:
<https://www.who.int/publications/i/item/9789241594639>

02 - THE WORLD OF COOKING

Unit	Topic	Level
Unit 1 – Focus on Basic Processes	Washing and preparing ingredients	Basic
	Measuring and Mixing	Basic
	Cutting Techniques	Basic
	Cooking Methods	Basic
Unit 2 – Use of Cold Preparation Equipment	Overview of Cold Preparations	Basic
	Essential Equipment for a cold meal	Basic
	Proper setup, maintenance and cleaning	Basic
	Handling and storage of ingredients	Basic
Unit 3 – Use of Hot Preparation Equipment	Overview of Hot Preparations	Basic
	Types of hot preparation method	Basic
	Overview of hot preparation equipment	Basic
	Temperature and timing control	Basic
	Maintenance and cleaning	Basic
Unit 4 – Mise en place	Definition of mise en place	Basic
	Organizing food and workstation	Basic
	Kitchen efficiency	Basic
	Cleaning	

Indicative Duration

Total duration: 8 hours, divided into 2 sessions of 4 hours each (possible workshop of 4 hours - see Unit 4 / section scenario based-simulation)

General Goal of the Module

The module provides a comprehensive introduction to essential culinary techniques. It focuses on mastering basic processes such as ingredient preparation, correctly



operating cold preparation with equipment like knives and mixers, as well as hot preparation tools including stoves and ovens. It also offers elements of kitchen organization and mise en place.

Learning Objectives

- Master fundamental culinary techniques for ingredient preparation.
- Learn correct use and handling of cold preparation equipment (knives, mixers...).
- Understand operation and safety of hot preparation tools (stoves, ovens...).
- Acquire basic skills in kitchen organization and mise en place.

Content (structured by units = one unit per each learning objective)

This module is divided into four units.

UNIT 1 – FOCUS ON BASIC PROCESSES

This unit introduces the essential cooking techniques. Key topics include:

- washing and preparing ingredients: how rinse fruits and vegetables, how peel or scrub vegetables; how remove outer leaves or damaged parts of vegetables before cooking;
- measuring and mixing dry and liquid: difference between dry and liquid ingredients, common tools for measuring dry ingredients (kitchen scale, measuring cups, spoons), common tools for measuring liquid ingredients (graduated cylinders); common units of measurement (cups, tablespoons, milliliters, grams); basics of converting between measurement units; techniques for mixing dry and liquid ingredients;
- cutting techniques: how to cut vegetables (chop, slice, dice, mince); carving meat (carve, slice, fillet, trim), how to cut fish (deheading, filleting, skinning);
- cooking method: boiling, steaming, frying, baking.

Activities:

Ice breaking and guided discussion (30 minutes)

Participants are invited to present themselves and to share food preparing practices from their countries of origin.

A vegetable is examined: each participant indicates whether the peel is removed or not and how it is cut in their own country (e. g., potato).



Interactive mini-lecture with videos (10 minutes)

Using videos, the trainer introduces how to peel and cut ingredients.

<https://www.youtube.com/watch?v=wfbX6AChYlc>

<https://www.youtube.com/watch?v=G-Fg7l7G1zw>

Practical demonstration: correct peeling (20 minutes)

After the video, the trainer demonstrates and then guides the group through the peeling technique of a fruit (e. g., apple).

Matching game (25 minutes)

In small groups, participants match card images with vegetables and fruits.

Preparation: prepare sets of cards with colorful images of whole fruits and vegetables on some cards, and corresponding images of sliced or cross-section views on others.

Each participant group receives a mixed pile of these cards. In small groups of 3-5, participants spread all cards face up on a table.

The task is to match each whole fruit or vegetable card to its corresponding sliced counterpart.

Encourage participants to discuss visual clues such as color, shape, texture, and seeds to make matches and proper peeling.

The game is followed by a group debrief.

Scenario-based simulation (20 minutes)

In small groups, participants identify and select appropriate measuring tools for different ingredients (e. g. flour, milk). They practice measuring dry ingredients with dry cups and liquids by filling liquid cups.

Formative quiz (15 minutes)

A short quiz (multiple choice or true/false) is used to assess learners' understanding of basic processes.

UNIT 2 – USE OF COLD PREPARATION EQUIPMENT

This unit introduces the types and functions of cold preparation equipment. Cold preparation tools are used to store, prepare, and assemble food items that are served cold or need to be kept chilled for safety and quality preservation. Key topics include:



- type of cold preparations: sandwiches, salads, vegetables, fruits, cheeses, cold desserts;
- overview of cold preparation equipment, types and functions: refrigerators, blast chillers, ice machines, slicers, blenders, mortars;
- overview of essential equipment for a cold meal: salad bowls, containers and dispensers (including for sauces for dressing and dips);
- proper setup and operation of cold preparation tools;
- maintenance and cleaning;
- handling and storage of ingredients using cold equipment.

Activities:

Guided discussion and brainstorming (30 minutes)

Participants are invited to share typical cold dishes from their countries of origin, how they are prepared and stored. The trainer collects contributions on a visible board or flipchart, creating a concept map that will serve as a bridge to the next input phase.

Interactive mini-lecture with images and real objects (10 minutes)

Using videos, the trainer introduces two common cold preparation, sandwich and salad:

[https://www.youtube.com/watch?v= SLO-ZzoIrl](https://www.youtube.com/watch?v=SLO-ZzoIrl)

Practical demonstration: correct using of a blender (20 minutes)

The trainer demonstrates and then guides the group through the use of a blender emphasizing safety, how to pour ingredients to avoid overfilling and how to use bursts of blending to achieve the desired consistency.

Matching game (25 minutes)

In small groups, participants match physical items of cold storage equipment with suited ingredients. The game is followed by a group debrief.

Scenario-based simulation (20 minutes)

In small groups, participants are invited to assemble their own sandwich/salad. The simulation is followed by a group debrief.

Formative quiz (15 minutes)

A short quiz (multiple choice or true/false) is used to assess learners' understanding of cold preparation equipment.



UNIT 3 – USE OF HOT PREPARATION EQUIPMENT

This unit introduces the types and functions of hot preparation equipment. Hot preparation tools are used for cooking, eating and holding food at a good temperature. Key topics include:

- overview of hot preparations: boiling, simmering, steaming, roasting, braising, baking, grilling, frying, sautéing, stewing;
- difference between gas, induction and electric;
- overview of hot preparation equipment, types and functions: cooking (ovens, stove ranges, grill, fryer, air fryer, boiler, steamer, microwave), warming (drawer warmers)
- monitoring temperature and cooking times upon the hot preparation used;
- maintenance and cleaning.

Activities:

Guided discussion and brainstorming (30 minutes)

Participants are invited to share briefly if they have made any hot preparation and what kind is the most common in their country of origin. The trainer collects contributions on a visible board or flipchart, creating a concept map that will serve as a bridge to the next input phase.

Interactive mini-lecture with images and real objects (20 minutes)

Using videos, the trainer introduces the difference between cooking fried potatoes with oven and air fryer:

<https://www.youtube.com/watch?v=FkiaYW12woU>

<https://www.youtube.com/watch?v=z-9LHYAVNzc>

Practical demonstration: clean an oven after use (10 minutes)

The trainer demonstrates and then guides the group through the cleaning and oven after use emphasizing the importance of safety.

Matching game (20 minutes)

In small groups, participants match images of food and the proper equipment to cook on each. The game is followed by a group debrief.

Scenario-based simulation (30 minutes)

You need to prepare lunch for 10 people. You have:



- An oven to roast chicken
- A gas stove for steaming vegetables and sautéing potatoes
- An air fryer for making crispy fries
- A microwave to heat soup

The trainer asks which menu is suitable to prepare and how to plan the cooking times using different tools. You can combine elements to create the menu. Each participant explains his choice.

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) is used to assess learners' understanding of hot preparation equipment.

UNIT 4 – MISE EN PLACE

This unit introduces the importance of organizing and preparing all ingredients, tools, and equipment before starting to cook, to ensure efficiency, reduce errors, and create a smooth workflow in the kitchen. Key topics include:

- definition of “mise en place”: everything in its place;
- organizing and preparing ingredients and tools before cooking;
- organizing the workstation: arranging tools and equipment within reach;
- important of kitchen efficiency: time management and reducing mistakes;
- the importance of cleaning.

Activities:

Guided discussion (30 minutes)

Sharing experiences: how do you organize your cooking space at home? What practice helps you save time or make cooking easier? What difficulties do you face when cooking in a new kitchen or with unfamiliar ingredients? How could mise en place help? Discuss how being organized and prepared before starting a task can reduce stress and improve results.

Interactive mini-lecture with image (15 minutes)

The trainer shows an image of a professional kitchen station arranged with ingredients and tools neatly set out (mise en place). Ask: What do you notice about this setup? Why do you think it is organized this way? The trainer explains briefly that mise en place means "everything in its place" and is a key step that chefs use to work efficiently and with less stress.



Video demonstration: a workstation for a vegetable preparation (15 minutes)

The trainer demonstrates how to set a proper workstation for a salad preparation:

<https://www.youtube.com/watch?v=aPB6bTRGLaM>

Matching game (15 minutes)

In small groups, participants match cards with kitchen tools and ingredients to their correct use or description related to mise en place. Cards are separated into two sets:

- Tools & Ingredients (with pictures or names)
- Uses & Descriptions (short phrases explaining their function or role in mise en place)

Spread the cards face down or mix them on the table. Participants pick one card from each set and try to find the correct matching pair. When a pair is matched, briefly discuss the connection. The game continues until all pairs are matched.

Scenario-based simulation (possible outdoor workshop: in this case it will take 4 hours at least)

The class is visiting a large and well-equipped professional kitchen, but upon arrival, the kitchen is in complete disarray: ingredients are scattered, utensils are out of place, and the workstations are chaotic. The chefs are behind schedule preparing a large lunch service. Quickly organize the kitchen by applying the principles of mise en place, to make the work more efficient and help the chefs get back on track.

The workshop could be modulated or extended with a visit to a professional kitchen that concerns the topics of all units (tool, equipment, etc.)

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) is used to assess learners' understanding of mise en place.

Methodology

The approach involves in-person sessions featuring hands-on demonstrations, narrative techniques, and interactive activities like matching tools or collaborative group tasks. This format enhances team building and works well for small group facilitation with active participation.

Supporting Materials

Basic kitchen equipment ready to use, along with sample food preparations to guide the class. A visit to a professional kitchen can be arranged.



For the theoretical part, it is suitable to supplement the classroom explanation with visual aids and instructional videos to make everything clearer. Handy reference sheets and fun cards with matching games will be used to facilitate learning in an interactive way.

Evaluation / Reflection / Debriefing

During the lessons, direct observation could be an evaluation of students' practical skills. It would be combined to a self-practical demonstration, where learners show their process either on their own or in small groups, so their hands-on proficiency can be assessed. To check understanding of concepts, it may be possible to use short written or oral questions and discussions. We will encourage learners to engage in self-reflection too, thinking about their learning process, challenges, and areas to improve by using journals or guided questions. Quizzes on the topics covered to round things off would be proposed.

Notes, Considerations, or Adaptations

It's important to consider the cultural backgrounds of the learners. Encouraging them to share their personal experiences helps stimulate engagement. Using simple visual aids like images and videos makes the material more accessible. It is important to consider any limitations in literacy and avoid complex texts. Assessment timing can be adapted to different needs.

Additional resources

- <https://www.escoffier.edu/educators/>
- <https://fcs.tennessee.edu/wp-content/uploads/sites/23/2021/08/Cooking-Basics.pdf>
- https://libguides.hindscc.edu/culinary/open_educational_resources



03 - RECIPES FROM AROUND THE WORLD: COOKING AS A FORM OF IDENTITY AND DIALOGUE

Indicative Duration

Total duration: 8 hours, 8 groups of pairs

Two afternoons: 4 hours the first day

4 hours the second day

General Goal of the Module

This module aims to create a space of intercultural exchange of the participants through culinary storytelling. It acts as a complementary module to Module 4. After gaining basic technical knowledge, this step allows participants to reconnect through the cultural dimensions of the culinary realm.

Learning Objectives

- Getting participants to engage in culinary dialogues with each other
- Acknowledging the importance of the cultural aspects of culinary practices
- Acquisition of soft skills like public speaking, organizing a presentation, writing a recipe and presenting it

Content (structured by units = one unit per each learning objective)

This module is divided into two units.

UNIT 1 – Culinary Tandem: Getting to Know Each Other

Objective: build connections among participants by encouraging them to introduce themselves through food, exchange personal stories, and collaborate in cooking tandems.

Activities:

Introduction round with guiding questions (15 min)

Participants pair up in tandems.

Each asks their partner introductory questions: name, country of origin, languages spoken, favorite local dish, favorite foreign dish, etc.



Partner introductions in the large group (20 min)

Each participant introduces their partner to the group, highlighting interesting facts they discovered.

Recipe exchange (10 min)

Each participant presents their chosen recipe to their tandem partner, explaining the dish, its ingredients, and how it is prepared.

Recipe quiz & selection (15 min)

Each tandem partner answers a short quiz about the other's recipe (ingredients, spices, name, etc.).

The partner with the most correct answers gets their recipe selected for cooking.

Coffee break (10 min)

Cooking in tandems (1 hour)

The selected recipe is cooked by the tandem partner, under the guidance of the recipe provider.

While cooking, the recipe provider shares the background of the dish, its cultural significance, and the reasons for choosing it.

Group sharing & tasting (1 hour 30 min)

All tandems come together to present their dish to the larger group.

Each pair shares the stories behind their recipe, followed by a communal meal where everyone eats together.

Wrap-up & introduction to next session (15 min)

The facilitator leads a short reflection on what participants learned about each other through cooking.

Introduction to the next day's agenda.

Note: Multilingual colleagues will be present throughout the workshop to facilitate dialogue and ensure smooth communication within tandems and the group.

UNIT 2 – Culinary Narratives and Cultural Dialogues

Objective: deepen the intercultural exchange by highlighting the cultural significance, symbolic meanings, and personal connections attached to recipes.

Activities:



Introduction & warm-up reflection (30 min)

The group leader introduces the day's focus: looking beyond recipes to the *stories behind food*.

Participants reflect individually on prompts such as:

What role does food play in your family traditions?

Is there a dish that connects you to your homeland or a memory?

Short creative writing exercise (5–10 minutes) followed by a round of brief shares.

Story circle: Food as memory & identity (45 min)

Participants sit in small circles (4–5 people).

Each person shares the story behind their chosen dish: occasions when it is made, rituals, family connections, symbolic meanings, etc.

Multilingual colleagues help ensure fluid communication.

Group members can ask short questions for clarification and curiosity.

Cultural mapping exercise (30 min)

- The facilitator introduces a large world map or cultural “food tree.”
- Each participant places a card with their recipe name and a keyword representing its cultural importance (e.g., *celebration, comfort, ritual, family*). This visually shows connections between cultures and themes.

Coffee break (10 min)

Cooking demonstration swap (1.5 hour)

- In pairs or small groups, participants cook *together* but with a twist: they must incorporate at least one new element from their partner's culture (e.g., spice, cooking technique, presentation style).
- This activity emphasizes dialogue, creativity, and intercultural blending.

Shared meal & storytelling presentations (1 hour 15 min)

- Each group presents their dish, describing not just how it was made but also the *cultural exchange* that happened in the process.
- They explain what they learned about their partner's traditions and how they felt adapting or mixing practices.
- Everyone eats together, strengthening bonds.



Wrap-up discussion & reflection (30 min)

- Open group dialogue on what participants discovered about the cultural dimension of food.
- Prompt questions:
 - *How does food act as a cultural bridge?*
 - *What challenges come up in understanding each other's traditions?*
 - *What did you enjoy about mixing food practices?*

Methodology

The module uses experiential and participatory learning methods. Cooking together functions as both a practical activity and a tool for dialogue, enabling participants to learn by doing. Tandem work, storytelling, and group reflection create multiple layers of engagement: interpersonal, cultural, and collective. The emphasis is on co-creation, active listening, and intercultural exchange rather than technical mastery.

Supporting Materials

The workshops require access to a community kitchen with basic cooking equipment (stoves, ovens, utensils, cutting boards, knives, bowls, pots, pans). Ingredients for the chosen recipes should be provided in advance, along with paper, pens, recipe templates, and flipcharts for group exercises. A large world map or thematic board supports visual mapping activities. Multilingual staff are essential to facilitate communication.

Evaluation / Reflection / Debriefing

Evaluation is integrated into the process through guided reflection at the end of each unit. Participants share their experiences, challenges, and takeaways in open discussion. Facilitators may also use simple tools such as short feedback forms, “one-word check-outs,” or a “what I learned / what I enjoyed” round. These moments serve both as a debriefing and as a way to adapt future sessions to participant needs.

Notes, Considerations, or Adaptations

The module should remain flexible to adapt to different group dynamics, dietary restrictions, and cultural sensitivities. Facilitators must be attentive to language



barriers, ensuring inclusivity through translation or simplified communication. Recipes may need to be adjusted depending on available ingredients. Attention should also be given to time management, balancing storytelling and cooking so that all participants feel heard and involved.

Additional resources

Food and Culture: A Reader (Counihan & Van Esterik, 2013)

UNESCO: [Intangible Cultural Heritage of Culinary Traditions](#)

Example learning resources: "[Global Table Adventure](#)," "[The Migration Menu](#)" podcast



04 - HEALTHY AND SUSTAINABLE EATING: AN OPEN LEARNING LAB (OLL)

Indicative Duration

Total duration: 8 hours, one full day

General Goal of the Module

This module explores the connection between food, climate, health, and sustainability. It encourages participants to reflect on their eating habits, understand the environmental and bodily impact of their choices, and learn about responsible waste management. Through interactive demonstrations and discussions, the module promotes holistic awareness of how food relates to both personal well-being and the planet.

Learning Objectives

- To understand the relationships between food production, climate, and sustainability.
- To identify and adopt healthy eating habits that benefit both body and environment.
- To learn and apply sustainable waste reduction and food preservation methods.

Content (structured by units = one unit per each learning objective)

This module is divided into three units.

UNIT 1 – NUTRITION AND HEALTH

This unit explores the biological and health aspects of eating, connecting nutrients, energy, and bodily well-being.

Key topics include:

- The basic nutritional groups (proteins, carbohydrates, fats, vitamins, minerals)
- How the body processes and benefits from balanced meals
- The role of hydration and portion control
- The social and cultural dimensions of “healthy” eating



Activities:

Presentation and visual examples (30 minutes)

- The trainer introduces nutrition fundamentals with infographics, showing examples of balanced vs. unbalanced plates.
- Participants discuss what “healthy eating” means in their cultural context.

Hands-on demonstration (45 minutes)

- The trainer prepares two versions of a simple dish (e.g., salad or grain bowl): one nutritionally balanced, and one less so.
- Participants observe and discuss the differences in energy, ingredients, and portioning.

Interactive exercise – “Build Your Plate” (30 minutes)

- Participants receive printed food cards and are asked to assemble their ideal meal, considering nutritional diversity.
- The trainer and colleagues offer feedback and explain missing or excessive elements.

Group reflection (15 minutes)

- Participants discuss how access, culture, and knowledge influence their diet choices.
- Short sharing on “one change I could make to eat healthier.”

UNIT 2 – FOOD AND CLIMATE

This unit introduces the link between food systems, cultural eating habits, and environmental challenges.

Key topics include:

- Global patterns of food production and consumption
- Food habits across cultures and their environmental impact
- Seasonal and regional produce; understanding biological food cycles
- The role of pesticides, packaging, and transport emissions
- Global inequalities related to food waste and scarcity



Activities:

Introduction of workshop and participants (30 minutes)

- As an icebreaker, participants share the difference between their produce shopping habit between their home country and the new country
- Facilitators introduce the day's structure and goals.

Presentation, examples and interactive dialogue (40 minutes)

- The trainer presents the link between climate and food through visuals and examples.
- Topics such as “seasonal cycles,” and “hidden carbon in diet” are explained through engaging images and real examples
- Participants reflect on how cultural food traditions can be both climate-friendly and challenging.

Group activity – “The Climate Plate” (30 minutes)

- Participants, in small groups, design a “climate-friendly plate” by choosing ingredients from a provided list of regional and imported items.
- They discuss what makes each ingredient more or less sustainable.

Interactive quiz (20 minutes)

- A short quiz game on sustainability and food production-consumption is played using an interactive platform (e.g. Kahoot).
- After each question, the trainer offers explanations to reinforce concepts.

Reflection & wrap-up (15 minutes)

- Participants share one takeaway on how they might change a personal or communal cooking habit to be more sustainable.

UNIT 3 – FOOD WASTE MANAGEMENT AND PRESERVATION METHODS

This unit focuses on practical techniques to reduce food waste, re-use ingredients, and preserve food safely.



Key topics include:

- Identifying common sources of household and community food waste
- Smart shopping and meal planning strategies
- Reusing leftovers creatively
- Basic preservation methods (drying, pickling, freezing)
- Composting and sustainable waste management

Activities:

Interactive sharing round (30 minutes)

- Participants share how their families or communities traditionally handle leftovers or store food.
- Common themes are collected on a flipchart.

Demonstration (30 minutes)

- The trainer demonstrates a simple preservation method (e.g., pickling seasonal vegetables).
- Safety and hygiene are emphasized during the process.

Hands-on practice (30 minutes)

- Participants work in pairs to apply the preservation method using prepared materials.
- They label their jars and note the steps for reuse.

Discussion and group reflection (15 minutes)

- Participants brainstorm collective strategies to reduce food waste in community kitchens or households.

Methodology

The module is delivered face-to-face through interactive discussions, participatory demonstrations, and reflective exercises. Learning is built on **peer exchange**, **visual learning**, and **hands-on practice**. The trainer facilitates the main content, while organizational colleagues support with translation and cultural mediation when needed.

Supporting Materials

- Flipcharts and markers for visual clustering



- Food and ingredient cards for activities
- Sample jars, utensils, and kitchen tools for demonstrations
- Posters illustrating the food pyramid and sustainable food chains
- Infographics on food waste and local seasonal produce

Evaluation / Reflection / Debriefing

At the end of the day, a collective reflection session reviews all three units.

- Participants complete a short written or oral quiz summarizing key takeaways.
- A feedback sheet invites comments on what was most valuable and what could be improved.
- Participants are encouraged to identify one concrete change they plan to implement in their daily or community kitchen practices.

Notes, Next Steps

Cultural diversity in diet and perception of “healthy food” must be respected. Trainers should emphasize that health and sustainability have different expressions across cultures. Visual tools and multilingual facilitation are essential to ensure accessibility for all literacy levels.

Additional Resources

- **Video:** *The Planet on Your Plate – Food and Climate Explained*
<https://youtu.be/qVaDbTZK7u0>
- **FAO e-learning series:** *Sustainable Diets and Nutrition*
- **Local resource:** [Seasonal Calendar of Austrian Produce](#)

05 - BASIC DIGITAL LITERACY: APPS, RESEARCH AND CYBER-SECURITY

Level of Complexity

The following table visualizes the level of complexity of the key topics of this module. The module may be adapted by the trainers according to the target group's needs and skills.

Unit	Topic	Level
Unit 1 – Smartphone & Tablet	Turning smartphone/tablet on & off	Basic
	Pre-installed applications	Basic
	Connecting to WiFi	Basic
	Adjusting settings	Intermediate
	App-download	Advanced
	Charging	Basic
Unit 2 – PC	Turning PC on & off	Basic
	Using different hardware	Basic
	Pre-installed applications	Basic
	Connecting to WiFi	Basic
	Adjust settings	Intermediate
	USB-stick	Intermediate
Unit 3 – Internet	Webbrowser	Basic
	Webpages & hyperlinks	Basic
	Search engines	Intermediate
	Source critique	Advanced
Unit 4 – Safety & Security	Safe passwords	Basic
	Malware & Antivirus software	Advanced
	AI	Advanced
	Digital footprint	Advanced

Indicative Duration

Total duration: 5 hours, divided into 4 sessions of 90-105 minutes including 15 minutes reflection at the end of the last session.

General Goal of the Module

The module introduces fundamental knowledge and practices to ensure secure and confident usage of the most important applications on smartphone, tablet, PC and the internet.



Learning Objectives

- Demonstrate basic skills of smartphone/tablet usage.
- Demonstrate basic skills of PC usage.
- Perform basic research and browsing on the internet.
- Apply basic safety practices when using digital devices and/or the internet.

(Reference: European DigComp Framework 2.2 – “1 Information and Data Literacy” and “4 Safety” [<https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>] and European LifeComp Framework – “Critical Thinking” [<https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>])

Content

This module is divided into four units which may be adapted according to the skill level of the target group.

UNIT 1 – SMARTPHONE/TABLET USAGE

This unit introduces basic skills on how to use a smartphone or tablet.

Key topics include:

- Turning smartphone/tablet on and off;
- Introducing different software (iOS, Android);
- Connecting to WiFi;
- Adjusting ringtone volume (on, off, vibration);
- Adjusting language and keyboard;
- Finding and using basic applications (camera, photos, telephone, messages, clock, weather);
- Finding and downloading apps (from Play store, App store);
- Charging the device correctly;

Activities:

Guided discussion + brainstorming (15 minutes) – basic

Participants are invited to share their experiences with digital devices and collect ideas/wishes about what they would like to learn and which apps they would like to be able to use. The trainer collects contributions on a flip chart/white board which will lead the course of unit 1.

Practical demonstration (10 minutes) – basic

The trainer demonstrates how smartphones and tablets from different manufacturers are turned on and off. Participants are invited to practice on one or two devices. The



trainer demonstrates and guides participants through how to connect the devices with WiFi/hotspots. They also inform participants on how to charge a device correctly.

Interactive mini-lecture with icons and digital devices (15 minutes) – basic

Using visual aids (on screen or in small groups the respective devices) the trainer introduces the interface of different software (iOS, Android) and shows the different icons of the most important pre-installed apps (i.e. contacts, telephone, messages, weather, clock, camera, photos). The trainer may focus also on the needs of participants established in the first activity.

Practical demonstration + guided practice (20 minutes) – intermediate

The trainer demonstrates and guides participants through how factory settings concerning i.e. language, keyboard and ringtone can be accustomed and how contacts are created. Participants are invited to create one or two contacts and add the keyboard of their language.

Group work (20 minutes) – basic

Using pictures of app-icons, participants are invited to find and try out pre-installed apps. The trainer may consider the needs of the participants when assigning the task (i.e. participant wishes to learn how to use an alarm clock, they will have the clock icon). Participants are then invited to present the app to the rest of the group (what it does, how it works, whether it is easy to use, differences between software etc.).

Brainstorming + practical demonstration (15 minutes) – advanced

Participants are invited to discuss what apps they would find useful. The trainer may make some suggestions (language learning apps, health apps, digital cookbooks, Whatsapp etc.). The trainer demonstrates the use of the Play store/App store and guides participants to finding and downloading the respective apps and shows how to rearrange them.

Reflection (5 minutes) – basic

Participants are invited to scan a QR-code leading them to an online feedback platform (i.e. Mentimeter). Participants are invited to reflect on what they have learned.

UNIT 2 – PC USAGE

This unit introduces basic skills on how to use a PC, different hardware and software.



Key topics include:

- Introducing different hardware (Tower, screen, mouse, keyboard, laptop);
- Introducing different software (Windows, macOS, Linux);
- Turning PC/Laptop on, off and in power saving mode;
- Connecting to WiFi;
- Adjusting language and keyboard;
- Finding and using basic applications (writing program, media player, web browser);
- Securely using an USB-stick;

Activities:

Guided discussion + brainstorming (10 minutes) – basic

Participants are invited to share previous experiences and what they wish or plan to use the computer for. The trainer may ask guiding questions (i.e. “how would you like to communicate with distant friends/family?”, “what kind of work are you interested in?”) and collect the contributions on a whiteboard/flip chart.

Interactive mini-lecture with real objects (15 minutes) – basic

The trainer introduces different items of hardware (screen, tower, keyboard, mouse) by presenting real objects and their usage. Using a visual presentation, the trainer introduces different software and respectively different user interfaces (Windows, macOS, Linux) highlighting the most important application-icons (writing program, media player, desktop, web browser).

Practical demonstration (20 minutes) – basic/intermediate

The trainer demonstrates and guides participants through the connection between mouse, keyboard, screen and tower. The trainer demonstrates how the PC is turned on and how the cursor is used on the screen (moving, double click, right click). Further, the trainer demonstrates and guides participants through basic settings (connecting to WiFi/hotspots, adjusting the keyboard, background screen etc.).

Practical demonstration (15 minutes) – basic/intermediate

The trainer demonstrates and guides participants through the respective writing program (opening, writing, saving, retrieving, deleting etc.) and the folders on the desktop (creating, renaming, rearranging etc.). Additionally, the trainer demonstrates the correct and secure usage of an USB-stick.



Whispering game (20 minutes) – basic/intermediate

Participants are divided into small groups of 3-4 people. Each group gets one USB-stick. The first participant is asked to open a new document, write a short message to the next participants, save it, move it on the USB-stick and securely remove the latter. This may go on until all participants have opened, written, saved, closed and used the stick at least once.

Practical demonstration (5 minutes) – basic

The trainer demonstrates and guides participants through turning off the PC. The trainer may also demonstrate and explain the usage of power-saving modes. Participants will be asked to turn off the PCs.

UNIT 3 – INTERNET USAGE

This unit introduces basic applications of the internet.

Key topics include:

- Introducing different browsers (Google Chrome, Microsoft Edge, Apple Safari, Mozilla Firefox);
- Using webpages and hyperlinks;
- Applying different search engines;
- Practicing source critique;

Activities:

Guided discussion + brainstorming (10 minutes) – basic

Participants are invited to brainstorm what the internet is, to share their experiences with the internet (what they have used it for) or ideas how they might use the internet in the future. The trainer may ask guiding questions (i.e. “do you travel a lot?”, “do you like shopping for clothes?”).

Interactive mini-lecture with presentation (10 minutes) – basic

Showing respective app-icons and start pages, the trainer introduces different web browsers (Google Chrome, Microsoft Edge, Apple Safari, Mozilla Firefox) and explains differences.

Practical demonstration (5 minutes) – basic

The trainer demonstrates how to type in a website and how to follow hyperlinks within different web browsers.



Scavenger hunt (10 minutes) – basic

Each participant receives a web address and a set of questions (i.e. who is running the page, what is the name of the organization/company, do they have vacancies etc.). Participants are invited to find the webpage and look for the asked information. The trainer may invite participants to reflect on their experience afterwards.

Interactive mini-lecture + demonstration (15 minutes) – intermediate

The trainer introduces different search engines (Google, Yahoo, Ecosia etc.) and demonstrates the use of Google, Google Maps, Google Translate and Google Photos. The trainer introduces fundamental tips and tricks on how to google efficiently (i.e. keywords, and/or, quotation marks) as well as the environmental impact of search engines.

Research Game (20 minutes) – intermediate

Participants are divided into small groups of 2-3 people. Each small group receives a city to research and questions to answer (i.e. how many people live in the city, how does the city look, what are most important monuments, what is the distance to [city where training takes place]). Participants are invited to research their topic using Google, Google Photos and Google Maps and to present their results for the rest of the group.

Guided discussion + brainstorming (15 minutes) – advanced

Participants are invited to discuss whether and how the validity of sources can be detected. The trainer may collect contributions on a whiteboard/flip chart and complement the list respectively.

UNIT 4 – SAFETY & SECURITY

This unit introduces fundamental concepts of cyber security and data protection.

Key topics include:

- Introducing the use of safe passwords for devices;
- Introducing malware (“viruses”) and antivirus software;
- Discussing advantages, limitations and risks of AI;
- Reflecting on the digital footprint (private mode, cookies, clouds);



Activities:

Interactive mini-lecture + demonstration (10 minutes) – basic

The trainer introduces fundamental requirements for smartphone/tablet and PC passwords and demonstrates how a password can be set and changed on the smartphone. Further, the trainer explains what can be done in case you forgot your password.

Interactive mini-lecture (10 minutes) – advanced

Using visual aids (i.e. presentation, screenshots), the trainer introduces the basic concept of malware. Further, the trainer introduces the proper handling of emails from unknown senders, hyperlinks in emails and pop-up ads. The trainer also introduces the usage and advantages of antivirus software.

Mini-lecture (10 minutes) – advanced

The trainer introduces open source Large Language Models (i.e. LLaMa, ChatGPT, Gemma) as well as their advantages, limitations, risks and their environmental impact.

Yarn Game (10 minutes) – advanced

Participants are invited to stand in a circle. The trainer holds a boll of yarn and throws it to one of the participants in the circle while holding on to the end of the thread. The catching participant holds on to the thread while throwing the boll of yarn to yet another participant. This is done until all participants hold on to the thread. While standing connected through the thread, the trainer introduces the concept of a digital footprint.

Interactive mini-lecture (10 minutes) – advanced

The trainer elaborates on the previous game and how information is spread and saved within the internet. The trainer also introduces measures to hinder the spreading of data and how to minimize the digital footprint (private mode, cookies etc.).

Methodology

The module is delivered face-to-face through practical demonstrations, mini-lectures and group works such as research games. It is most suitable for guided facilitation in small groups.

Supporting Materials

Flip chart or whiteboard with respective pens, smartphones/tablets (n = number of participants), projector and screen, pictures of app-icons, PCs (including mice, keyboards, towers, screens; n = number of participants), USB-sticks (n = number of



participants:3), slips of paper containing web addresses and questions, ball of yarn. Materials should be prepared in advance (charged, connected to WiFi etc.).

Evaluation / Reflection / Debriefing

It may be possible to use a short online quiz generated for this purpose (for example Kahoot <https://create.kahoot.it/auth/login>). Additionally, participants can be invited to reflect on the content, way of learning and how they may use their new skills in a group discussion.

Notes, Considerations, or Adaptations

It is important to consider differences in previous experience using digital devices; this might be used to the groups advantage by pairing up participants with higher digital literacy with participants with lower/no digital literacy.

Especially working with applications on smartphone, tablet or PC, it can be helpful to work with App-Icons to ensure accessibility for participants who have less literacy.

Throughout the entire module it may be helpful to have the possibility to show PC/Smartphone interface on a bigger screen to visualize the actions.

This module might need two trainers or one trainer and one helper.

Additional resources

- Differences between Android and iOS on the phone: <https://uk.pcmag.com/comparison/146901/android-vs-ios-which-mobile-os-is-best>
- Differences between MacOS, Linux, Windows (Video): <https://youtu.be/UruGPoe9C2s?si=TOFszclP-t2Po0w2>
- How to google efficiently (Video): <https://youtu.be/etXbJqmvPvE?si=WnA4yJv-gsu0OrYL>
- Benefits and challenges of applying LLMs: <https://www.sei.cmu.edu/blog/10-benefits-and-10-challenges-of-applying-large-language-models-to-dod-software-acquisition/>
- Malware and how to avoid it (Video): <https://youtu.be/70TRH13Jng0?si=wCFh7pRnBLGvvzmg>
- Digital Footprint & Cookies: <https://www.bbc.co.uk/bitesize/articles/z8kdqfr#zd8w7yc>
- Evaluating Sources: <https://usingsources.fas.harvard.edu/evaluating-sources-0> and <https://guides.lib.uw.edu/research/faq/reliable>

06 - DIGITAL COMMUNICATIONS AND SOCIAL MEDIA

Level of Complexity

The following table visualizes the level of complexity of the key topics of this module. The module may be adapted by the trainers according to the target group's needs and skills.

Unit	Topic	Level
Unit 1 – Email & WhatsApp	Writing & sending emails	Basic
	Attaching files to emails	Intermediate
	Using WhatsApp	Basic/Intermediate
	Informal/formal communication	Intermediate
Unit 2 – Self-presentation online	Creating online profiles	Intermediate
	Using professional language	Intermediate/Advanced
	Cultural awareness	Intermediate/Advanced
	Positive online presence	Intermediate/Advanced
Unit 3 – Risks & Best Practices	Risks in digital communication	Intermediate
	Privacy settings	Intermediate
	Best practices	Basic/Intermediate

Indicative Duration

Total duration: 8 hours, divided into 2 sessions of 4 hours each.

General Goal of the Module

The module provides learners with practical skills for using digital communication tools (email and WhatsApp) effectively and safely. It focuses on how to present oneself online in a respectful, professional, and culturally aware manner, while at the same time highlighting risks and best practices in digital security and privacy.

Learning Objectives

- Use email and WhatsApp effectively for personal and professional communication.
- Present self online in a clear, respectful, and culturally appropriate manner.
- Highlight and recognize the risks related to online communication and apply best practices for digital safety, security, and privacy



Content (structured by units = one unit per each learning objective)

This module is divided into three units.

UNIT 1 – Email and WhatsApp Communication

This unit introduces the fundamentals of digital messaging and email communication.

Key topics include:

- writing and sending an email (subject line, greeting, body, signature).
- Attaching files and checking attachments before sending.
- using WhatsApp and its functions (private/direct messages, group chats, sending voice notes, images and files).
- Informal vs Formal communication

Activities:

Group Brainstorming (15 minutes) – basic

Participants share how and if they currently use WhatsApp and email in daily life. The trainer makes sure all the learners have an account for the platforms. The trainer collects and compares uses.

Interactive demonstration (20 minutes) – basic/intermediate

The trainer demonstrates how to write and send an email step by step, projected on screen live. Learners practice by sending a short email to the trainer.

WhatsApp role-play (20 minutes) – basic/intermediate

The participants get into pairs and act out a conversation (e.g., asking for information vs writing a formal request). Group reflection follows.

Matching game (15 minutes) – basic/intermediate

Participants match phrases or emojis to the appropriate context (formal vs informal).

UNIT 2 - How to Present Yourself Online

This unit delves into identity and self-presentation in digital spaces

Key topics include:

- Online profiles (WhatsApp photo, email signature, usernames)
- Professional tone in written communication.
- Cultural awareness: How communications styles vary



- Building a positive online presence

Activities:

Profile reflection (15 minutes) – intermediate

Participants share and reflect on what their current WhatsApp/email profiles say about them. Small group discussion.

Mini- Lecture (15 minutes) – intermediate

The trainer explains “digital identity” with real life examples (positive and negative)

Practical exercise (20 minutes) – intermediate/advanced

The learners work on their email signature and WhatsApp profile in class with the guidance of the trainer.

Scenario-based role play (20 minutes) – intermediate/advanced

Groups act out situations (joining a WhatsApp group, introducing yourself professionally)

UNIT 3 - Risks and Best Practices (Security and Privacy)

This unit highlights the potential risks in digital communication and introduces approaches for safe online practices.

Key topics include:

- Risks: phishing emails, fake links, misinformation, oversharing.
- Privacy settings on WhatsApp (last seen, profile photo, status)
- Best Practices: strong passwords, not sharing personal details, verifying information.
- Digital respect: avoiding spamming, respecting group rules.

Activities:

Quiz game (15 minutes) – intermediate

Participants answer true/false questions about online risks (for example, “It is safe to click a link from an unknown email”).

Trainer demonstration (15 minutes) – intermediate

The trainer demonstrates how to adjust WhatsApp privacy settings step by step.

Group Work (20 minutes) – advanced

In small groups, the participants are given cases of risky online situations (screen shots of inappropriate group chat, suspicious email) to analyze and find solutions to.



Reflection Discussion (20 minutes) – basic/intermediate

Learners share personal strategies, things they found helpful and compare across cultural contexts.

Methodology

The module is carried out face to face through participatory and practice based methods, including demonstrations, small group works, role-plays, and scenario based simulations. The trainers use real life digital tools (email, WhatsApp) to ensure learners gain practical hands-on experience.

Supporting Materials

- Smartphones or laptops with internet access
- Projector for email demonstration.
- Handouts with screenshots of email/WhatsApp examples (good and bad)
- Posters/Booklets on online risks and best practices.

Evaluation / Reflection / Debriefing

This module may be evaluated by trainers observing the learners writing an email and updating a WhatsApp profile. Additionally, short quizzes on risks and safety of digital communications media as well as a reflection circle may allow participants to reflect on the knowledge gained and how they will change in their daily digital communication practices.

Notes, Considerations, or Adaptations

Seeing as participants might have different levels of digital literacy, trainers should adapt the module and all activities accordingly. To ensure an inclusive approach, visual aids and step-by-step guides should be used as much as possible as they allow even participants with limited literacy to take part in the training.

Additional resources

- Video: “How to write a professional email” (YouTube link)
- WhatsApp help center: <https://faq.whatsapp.com/>
- EU Digital Education Action Plan: <https://education.ec.europa.eu/focus-topics/digital-education/plan>
- Lankshear, C., & Knobel, M. (2015). Digital Literacy and Digital Literacies: Policy, Pedagogy and Research Considerations. *Nordic Journal of Digital Literacy*, 10.
 - Digital Literacy
- UNESCO Digital Literacy Global Framework (DLGF): [PDF](#)
- OECD Digital Education Outlook 2021: [Link](#)



- WALTHER, J. B. (1996). Computer-Mediated Communication: Impersonal, Interpersonal, and Hyperpersonal Interaction. *Communication Research*, 23(1), 3-43. <https://doi.org/10.1177/009365096023001001> (Original work published 1996)
 - Computer-mediated communication (CMC)
 - Self-Presentation



07 - DIGITAL SERVICES USEFUL FOR EVERYDAY LIFE

Indicative Duration

Total duration: 4-6.5 hours, can be split into 4-7 sessions

General Goal of the Module

The module introduces fundamental knowledge and practices to enable participants to understand how to access to and use of those essential digital (online) services that simplify daily activities, improve convenience and enhance work productivity.

Learning Objectives

- Identify key digital services for communication, finance, health, government/authorities and shopping.
- Use digital payment systems safely and access government e-services and utilities online.
- Practice safe and responsible digital behavior and utilize digital tools to improve everyday efficiency.

Content (structured by units = one unit per each learning objective)

This module is divided into three units.

UNIT 1 – DIGITAL SERVICES

This unit reflects upon the concepts and related activities and procedures regarding (an introduction to (so-called) Digital Services and the emerging ways for communication and collaboration and corresponding means.

Key topics include:

- Definitions of terms and concepts are shared among the participants and reflected upon – eg. “access to & use of digital resources”, “access to online services”, “online communication & collaboration”, “tele-working”, “conferencing tools”, “online identity” -, by using examples and pointing to the benefits as well as to the imminent risks involved.
- Familiarization with interfaces and “personas” of the “users” of the digital services and exemplar deployment of online services (“platforms” & sw),



starting with email, social media accounts, WhatsApp, Zoom, GoogleMeet, TikTok, Instagram.

Activities:

Icebreaker (10 minutes)

“What does online/digital services mean to you?” (group discussion)

Timeline activity (40 minutes)

This activity explores key milestones in how the internet shapes work, socializing, and everyday communication, beginning with a webinar discussion on daily digital tool use. Participants practice direct messaging, group emails, and online forums. The module also introduces Europe’s essential digital services, including setting up a secure national digital identity and using online municipal portals for address registration, residence-permit updates, and appointment booking.

Team work (30 minutes)

Project-based work by launching collaborative working environments, through social media accounts, developing and presenting online a short-story telling project on cooking experience.

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) covering all familiarization areas of developing of corresponding skills.

UNIT 2 - DIGITAL PUBLIC AND FINANCIAL SERVICES

The Unit comprises presentation and reflections regarding the “how-to” of online (digital) payments and web(e)-banking, the functionalities offered and the benefits gained when using (online) government (gov) and public services and the same when using online health and education services.

Key topics include:

- Familiarization with “user accounts” and “personas” in order to make use of UPIs, e-banking, mobile wallets, ensuring online shopping safety.
- Using tools like “digilockers”, e-governance and other application submission portals (tax, ID, certificates), cloud services, tele-medicine apps, online appointment systems.
- E-learning platforms.



Activities:

Icebreaker (10 minutes)

“What does online civil & financial services mean to you?” (group discussion)

Timeline activity (40 minutes)

This activity reviews key milestones in how the internet supports work, social life, and access to online government services. It covers essential digital tasks such as using health-care portals, job-seeking tools like EURES and Europass, and registering qualifications through ENIC-NARIC. Participants also learn to manage taxes online, navigate housing platforms, set up utilities, use transport apps, and handle driving-license procedures. Finally, the module highlights online access to language courses, integration programs, school registration, libraries, and local services.

Team work (30 minutes)

Aiming at practicing in finding a nearby doctor or an online course, joining free courses, proceeding with simulated web-banking transfers, developing and presenting online a short-story telling project on bringing up online communities with migration and cultural awareness.

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) covering all familiarization areas of developing of corresponding skills.

UNIT 3 - CYBER AWARENESS AND ONLINE SAFETY

The Unit comprises presentation and reflections regarding the “how-to” increase cyber awareness and eventually ensure online safety and thus reaching the capacity of each participant to proceed with feedback and review of her/his learning process – as it concerns the present module.

Key topics include:

- Build an insightful understanding of the benefits and risks accompanying the actions to proceed with password management.
- Necessary protections required to avoid scams, phishing and digital footprints, while recapping of key learning milestones through online discussion sessions (webinars).



Activities:

Icebreaker (10 minutes)

“What does online safety mean to you?” (group discussion)

Timeline activity (40 minutes)

This activity reviews key milestones in the use of the internet in work and social life, then offers practical exercises with online government services and application platforms. Participants learn essential digital tasks—getting a SIM or eSIM, using “Roam Like at Home,” and understanding GDPR and consumer rights. The module also raises awareness about common online scams and safe practices. Finally, learners are guided toward trusted resources such as *Your Europe*, municipal websites, integration centers, and NGOs for reliable support.

Team work (30 minutes)

Aiming at identifying phishing messaging, trolling and similar malpractice in the social media accounts, developing online a short-story telling project on cyber awareness and online safety.

Formative quiz (10 minutes)

A short quiz (multiple choice or true/false) covering all familiarization areas of developing of corresponding skills.

Methodology

The module is delivered through interactive seminars, demonstrations & group discussions, hands-on practice and Q&As.

Supporting Materials

- Slides or handouts summarizing key concepts and processes and online service delivery
- Short training videos on everyday life needs when accessing health, education, application submission, e-banking and other gov services
- Interactive worksheets for scenarios and role plays
- Reflection journal or online quiz form
- Computer/laptop connected to internet and smartphone for demonstrations
- Projector and screen
- Handouts (step-by-step guides for apps/services)



Evaluation / Reflection / Debriefing

The sessions will use real-life examples — such as booking train tickets or paying electricity bills — to make learning practical and relevant. Participants will be encouraged to practice directly on their own devices, in a friendly and jargon-free environment. Cyber safety will be emphasized at every stage, and local-language support will be provided whenever possible. To assess progress, an Observation Checklist will be used to gauge participants' confidence in using apps, while a Feedback Form will help evaluate their understanding and overall satisfaction.

Notes, Considerations, or Adaptations

To ensure ongoing support and foster collaborative learning, it is possible to create a dedicated support group on instant messaging platforms such as WhatsApp, Viber, or Messenger. This channel will be crucial for providing continuous guidance and quickly addressing questions and concerns. Furthermore, it is essential to adopt the "Each One Teaches One" philosophy, actively encouraging all participants to share their knowledge and train others. Finally, to keep the community informed and proficient, it is suggested to sharing regular digital literacy updates and introducing new, useful tools.

Additional resources

- Your Europe (official guidance): <https://europa.eu/youreurope/>
- EURES job portal: <https://eures.ec.europa.eu/>
- Europass CV: <https://europa.eu/europass/en>
- ENIC-NARIC (qualification recognition): <https://www.enic-naric.net/>
- Consumer rights in the EU: <https://europa.eu/youreurope/citizens/consumers/>
- Data protection (EDPB): <https://edpb.europa.eu/>
- Roaming in the EU: <https://digital-strategy.ec.europa.eu/en/policies/roaming>
- Right to a basic bank account:
<https://europa.eu/youreurope/citizens/consumers/financial-services/bank-account/>
- https://www.youtube.com/watch?v=yfZN4_gP5kQ about *Digital Citizenship*
- <https://www.youtube.com/watch?v=DVVNOGYtmU> about *Cybersecurity for beginners*
- https://www.youtube.com/watch?v=qfmkHc_ZzuE about *What is a Digital Service*



08 - RIGHTS AND DUTIES OF CITIZENS

Indicative Duration

Total duration: 3.5-5 hours, can be split into 3-5 sessions

General Goal of the Module

The module introduces fundamental knowledge and practices to build awareness, understanding, and commitment to upholding civil and social rights as fundamental principles of human dignity and equality.

Learning Objectives

- Define civil and social rights and distinguish between them.
- Understand the role of citizens, institutions and communities in safeguarding rights and identify key laws and international instruments protecting these rights.
- Recognize real-world examples of rights in action and apply rights-based approaches in their professional and civic lives.

Content (structured by units = one unit per each learning objective)

This module is divided into three units.

UNIT 1 – CIVIL, SOCIAL RIGHTS, AND INSTITUTIONAL FRAMEWORKS

This unit reflects upon the concepts and social fracture in modern societies which regard Civil and Social Rights and citizenship and the community as well as the institutions at both the national (state) and international and, more specifically, the European level for keeping up with awareness and the safeguarding of these rights.

Key topics include:

- Presentation, references and reflections on Civil Rights, which are ensuring individual freedom and protection from discrimination or abuse by the state (e.g. freedom of speech, right to fair trial, equality before the law).
- Reference and discussion on Social Rights ensuring social and economic well-being (e.g. right to education, health, housing, social security).
- Why these rights matter as well as about the inherent connection between citizenship and duties as well as dignity, equality and social justice and thus



become capable of understanding their civil rights and their potential social engagement.

- Familiarization with the afore-mentioned concepts as well as the social perceptions and the deployment of law and the preservation of the rule of law by the state authorities, independent agencies, the justice and the citizens
- Reflecting upon the way that these provisions and civil actions and institutional interventions are reflected upon via the social media.

Activities:

Icebreaker (10 minutes)

“Why we need to become familiar with human, social and civil rights?” (group discussion)

Timeline activity (40 minutes)

Key milestones in the evolution of social, civil and work rights and the citizenship and relevant duties, participation, tolerance and advocacy in the evermore globalised world. Participation to webinars and blended learning sessions, starting with brief presentations and following brainstorming discussion about the civil and social rights, citizenship and duties, as well as institutional developments in the last 50 years and in the European context.

Team work (30 minutes)

Develop and present cases of community engagement and ensuring the rights of migrants and refugees in European societies. Project-based team work on cases by reflecting analysis of various member states’ legal frameworks and European social & working rights directives and policy communication, through social media accounts, bilateral communication and messaging and multiple-recipient email messaging as well as by posting and joining online group discussions.

Formative quiz (10 minutes)

covering all familiarization areas of developing of corresponding skills (see “rights in practice”).

UNIT 2 - HISTORICAL AND LEGAL CONTEXT OF RIGHTS

The Unit fosters the developments regarding the dialogue about the emergence, valorisation and eventual adoption and institutionalization of the civil and social rights in the Western world and especially in Europe. During the sessions of the present Unit a focused effort need to be delivered in order to present the historical and legal



context of this cycle of upholding the rights in connection to the citizenship profile and accompanying citizen duties in the European context. The latter is presented comparatively through the following thematic.

Key topics include:

- The Universal Declaration of Human Rights (1948);
- The International Covenant on Civil and Political Rights (ICCPR);
- The International Covenant on Economic, Social and Cultural Rights (ICESCR);
- National constitutions and human rights charters;
- Key movements, like the Civil Rights Movement, Women’s Rights, Disability Rights, LGBTQ+ Rights, Indigenous Rights.

Activities:

Icebreaker (10 minutes)

“Why we need to become familiar with human, social and civil rights?” (group discussion)

Discussion groups (40 minutes)

Aiming at reflecting upon and practicing on understanding about: (i) Rights-based approaches in governance, education, business, and community work; (ii) emerging issues: digital privacy, migrant rights, climate justice as a social right; and (iii) building inclusive and equitable communities.

Timeline activity (30 minutes)

Key milestones in the evolution of social, civil and work rights and the citizenship and relevant duties, participation, tolerance and advocacy in the evermore globalised world.

Team work (30 minutes)

Develop and present cases of community engagement and ensuring the rights of migrants and refugees in European societies.

Formative quiz (10 minutes)

Covering all familiarization areas of developing of corresponding skills.



UNIT 3 - RIGHTS IN PRACTICE, ADVOCACY, AND ASSESSMENT

The Unit comprises sessions aiming at increasing familiarization with human rights, citizenship, participation and advocacy with reference to existing Civil and Social Rights Acts and with reflections on case studies, analysing different perspectives.

Key topics include:

- Civil Rights: examples as of the U.S. Civil Rights Act (1964) and the EU Charter of Fundamental Rights
Social Rights: examples referring to access to healthcare, education reform or affordable housing campaigns.
- Strategies for advocacy and participation.
- Conflict resolution through a rights-based lens.

Activities:

Icebreaker (10 minutes)

“Why we need to become familiar with human, social and civil rights?” (group discussion)

Discussion groups (30 minutes)

Aiming at identifying updated civil and social rights institutional frameworks in a limited number of European member states and the widely adopted European Acts and a set of Directives and related European institutions’ guidelines for sustaining the well-being of the European citizens and the rule of law.

Timeline activity (30 minutes)

Key milestones in the evolution of social, civil and work rights and the citizenship and relevant duties, participation, tolerance and advocacy in the evermore globalised world.

Formative quiz (10 minutes)

covering all familiarization areas of developing of corresponding skills.



Methodology

The module includes Online lectures, interactive seminars, group discussions, case analysis and collective thinking, Q&As.

Supporting Materials

- Slides or handouts summarizing key concepts and processes and online service delivery
- Short training videos on everyday life needs when preserving the rule of law and the most critical European Acts and policies regarding the advocacy about civil and social rights
- Interactive worksheets for scenarios and role plays
- Online quiz form
- Computer/laptop connected to internet and smartphone for demonstrations
- Projector and screen
- Handouts (step-by-step guides for apps/services)

Evaluation / Reflection / Debriefing

The learning environment will be kept friendly and free of technical jargon, encouraging open dialogue and continuous reflection throughout the process. Whenever possible, support will be provided in the participants' local language to ensure clarity and inclusion. In addition, an Observation Checklist will be used to assess participants' confidence in using the apps, while a Feedback Form will help evaluate their overall understanding and satisfaction.

Notes, Considerations, or Adaptations

To facilitate community engagement and participation and actively contribute to the preservation of human rights, particularly for migrants and refugees, a dedicated support group will be established on instant messaging platforms such as WhatsApp, Viber, or Messenger. Furthermore, participants will be strongly encouraged to adopt a model of peer support, encapsulated by the principle "each one guides one," thereby ensuring relevant advice and assistance are shared effectively within the community. Finally, to keep the group informed and ready for action, the commitment includes sharing regular updates concerning human rights developments across European member states.



Additional resources

- Introductory video on the rule of law in the EU: <https://youtu.be/Sme9lzCZGeU>



09 - JOB SEARCH TOOLS

Indicative Duration

Total duration: 8 hours, divided into 4 sessions of 2 hours each.

General Goal of the Module

The module aims to provide an overview of the essential digital tools and resources for active job searching in Europe, increasing participants' autonomy in navigating the European employment landscape.

Learning Objectives

- *Recognise* the main European and national platforms and agencies (EURES, National Agencies).
- *Apply* effective digital tools for creating and adapting CVs and cover letters for specific job markets.
- *Distinguish* the cultural and legal specificities of the job search and application process in Europe.
- *Develop* an online and offline networking strategy consistent with the use of digital tools.

(Reference: European DigComp Framework – “Navigating, searching and filtering data, information and digital content”; European LifeComp Framework – “Personal, social and *learning to learn competence*”)

Content (structured by units = one unit per each learning objective)

The content is presented using neutral and impersonal language, directed toward trainers/educators. This module is divided into four units.



UNIT 1 – KEY PLATFORMS AND NATIONAL AGENCIES

This unit introduces cross-border mobility instruments and the national employment centers in the selected countries, focusing on the use of official digital resources for opportunity searching. Key topics include:

- The EURES portal (European Employment Services): functions, how to access offers, and the importance of the EURES advisors network.
- Institutional resources specific to migrants or EU citizens seeking work in the target countries.
- Identification and navigation of reliable sector-specific websites and job boards.

Activities:

Module presentation (10 minutes) The facilitator introduces the objectives and the context of job searching in the EU.

Guided discussion + Brainstorming (20 minutes) Participants share their experiences or challenges in using digital tools for job search in Europe. The trainer collects contributions.

Interactive Mini-lecture (30 minutes) Using a screen and internet access, the trainer introduces navigation on the EURES portal and the homepages of the national agencies.

Guided Navigation Exercise (40 minutes) Participants, in pairs or individually (if possible), perform a simulated job search in a target country, applying specific filters.

UNIT 2 – DIGITAL APPLICATION TOOLS

This unit focuses on creating professional documents (CVs and cover letters) adapted to the digital and cultural standards required in European countries. Key topics include:

- European CV formats (e.g., when it is appropriate or inappropriate to use Europass) and formats specific to the target countries.
- Digital CV adaptation techniques for Applicant Tracking Systems (ATS) and the importance of keywords.
- How to draft targeted cover letters and the use of online translation tools.



- The appropriate use of email for submitting applications (professional netiquette).

Activities:

Demonstration: Building a Digital CV Model (30 minutes) The trainer shows how to use a simple and clear digital template (excluding unrequested personal information like photos or marital status, unless essential) suitable for the European context.

Practical Exercise: Keyword Adaptation (30 minutes) Groups are provided with real job descriptions from the target countries. They must identify the 5-10 main keywords to include in the CV/letter.

Scenario-based simulation: Email Submission (30 minutes) Simulation of submitting an application via email, focusing on the correct subject line, tone, and attachments.

Formative Quiz (10 minutes) A short quiz (multiple choice or true/false) is used to assess learners' understanding of essential sections of a professional European CV.

UNIT 3 – NATIONAL AND CULTURAL SPECIFICITIES

This unit addresses the cultural and legal differences that influence the application process in Austria, Sweden, Greece, Spain, and Italy, and how to find specific sectoral information. Key topics include:

- Cultural differences in the application process (e.g., the level of formality required in Austria compared to Spain/Italy) and managing job interviews.
- Qualification recognition process (Reference to ENIC-NARIC and the need for certified translations).
- Tools for researching information on key sectors in the target countries (e.g., healthcare in Sweden, tourism in Greece/Spain, hospitality in Italy/Austria).
- Basic rights of migrant workers.

Activities:

Storytelling + Group Discussion (20 minutes) Participants share cultural expectations regarding work/interviews in their countries of origin. The trainer contrasts them with European norms.

Matching Game (20 minutes) Matching qualification types (diploma, degree) with the necessary steps for recognition in a target country.



Scenario-based Simulation (50 minutes) Groups prepare for a job interview in one of the target countries (e.g., simulating a call from a Swedish recruiter or a formal face-to-face interview in Austria). The trainer provides feedback on behaviour and communication.

UNIT 4 – NETWORKING AND PROFESSIONAL ONLINE PRESENCE

This unit develops the professional use of online platforms for networking and accessing the "hidden job market". Key topics include:

- Creation and maintenance of an effective and professional LinkedIn profile (privacy and appropriate content).
- Digital Netiquette techniques: how to interact with companies and recruiters online.
- Searching for and joining professional groups and digital sector associations.
- Strategies for using social media as a proactive job search tool (not just job boards).

Activities:

Practical Exercise: Profile Creation (30 minutes) Participants begin setting up or reviewing a professional online profile (e.g., LinkedIn or similar). The trainer guides on appropriate language use and key sections.

Guided Demonstration (20 minutes) The trainer shows how to use advanced search functions on LinkedIn to find job postings, companies, and people working in their sector.

Reflection Exercise: The Hidden Market (30 minutes) Discussion on how online and offline networking can lead to unadvertised job opportunities. Participants identify 3 potential (conceptual) contacts and how they might approach them.

Netiquette Quiz (10 minutes) Brief verification on the professional and appropriate use of digital channels.

Methodology

The module is delivered using a blended approach (in-person and with digital support) through guided demonstrations of online platforms, practical search and application simulation exercises, and participatory group discussions that facilitate understanding, especially for participants with basic digital or language proficiency.



It is suitable for guided facilitation in small groups, given the need for personalized technical support.

Supporting Materials

Computers or tablets with internet access (at least one per two participants); projector for online demonstrations; paper handouts with screenshots and direct links to EURES and national agency portals; basic digital CV and cover letter templates. Materials should be prepared in advance and adapted to accommodate varying levels of digital literacy.

Evaluation / Reflection / Debriefing

It is possible to use short formative digital or paper quizzes on key terms and institutional platforms; observation checklists during practical online navigation exercises; and a final group discussion reflecting on the confidence gained in using job search tools and future challenges.

Notes, Considerations, or Adaptations

It is crucial to consider the different levels of digital and linguistic competence of participants, providing visual guides or step-by-step tutorials for portal navigation. Visual aids and symbols should be provided for participants with limited literacy. Given the specific nature of the labor markets (Austria, Sweden, Greece, Spain, Italy), trainers are advised to deepen their knowledge of local agencies and specific services for migrant integration in those contexts. Activities can be adapted for digital delivery through interactive platforms (e.g., Padlet or Mentimeter) in blended or online sessions.

Additional resources

- Links to national employment portals (AMS, Arbetsförmedlingen, SEPE, ANPAL, OAED/DYPA).
 - AMS (Austria) - <https://www.ams.at/arbeitsuchende>
 - Arbetsförmedlingen (Sweden) - <https://arbetsformedlingen.se/other-languages/english-engelska>
 - SEPE (Spain) - <https://www.sepe.es/>
 - ANPAL (Italy) - <https://www.anpal.gov.it/>
 - DYPA (Greece) - <https://www.dypa.gov.gr/en/>



- EURES Job Mobility Portal: <https://eures.europa.eu/>
- Resources on ENIC-NARIC for qualification recognition: <https://www.enic-naric.net/>
 - Academic recognition: <https://www.enic-naric.net/page-academic-recognition>
 - Professional recognition: <https://www.enic-naric.net/page-professional-recognition>
 - Tools and projects: <https://www.enic-naric.net/page-recognition-tools-projects>

10 - COMMUNICATION AND SOFT SKILLS

Level of complexity

Unit	Topic	Level
Unit 1 – Communication	Key principles of communication (clarity, empathy, listening)	Basic
	Overcoming communication barriers	Basic
	Adapting communication to different contexts	Intermediate
Unit 2 – Problem Solving	Defining and analysing problems	Basic
	Generating and evaluating solutions	Intermediate
	Creating an implementation plan	Intermediate
Unit 3 – Adaptability	Understanding reactions to change	Basic
	Emotional regulation and resilience	Intermediate
	Expanding the growth zone	Intermediate
Unit 4 – Teamwork and Collaboration	Essential teamwork behaviours (trust, respect, communication)	Basic
	Managing conflict constructively	Intermediate

Indicative Duration

Total duration: 8 hours, divided into 2 sessions of 4 hours each.

General Goal of the Module

This module aims to strengthen essential soft skills that enhance personal, social, and professional effectiveness. Through experiential learning and reflection, participants will develop key transversal competences such as effective communication, problem solving, adaptability, and teamwork, which are all fundamental to employability, social interaction, and lifelong learning.



Learning Objectives

- Communicate ideas clearly and empathetically in diverse contexts.
- Identify and solve problems creatively and effectively.
- Demonstrate adaptability and emotional regulation in changing circumstances.
- Collaborate constructively within teams, valuing diversity and shared goals.

Content (structured by units = one unit per each learning objective)

UNIT 1 – COMMUNICATION

Introduction:

This unit introduces the foundations of effective communication and explores how clarity, empathy, and active listening shape our interactions. Participants examine why misunderstandings occur and learn practical strategies to express themselves better in personal, social, and professional contexts.

Key topics:

- Functions and objectives of communication: informing, persuading, socializing.
- Core principles of effective communication: clarity, empathy, feedback, and listening.
- Common obstacles: linguistic, cultural, and psychological barriers.
- Strategies for active listening and message adaptation.

Activities:

Icebreaker: “Misunderstood Message” (10 minutes)

The trainer gives each participant a simple written instruction (e.g., draw a shape or perform an action) but with intentionally vague or incomplete wording. Participants follow the instructions individually, resulting in varied interpretations. A short debrief follows, highlighting how unclear communication leads to misunderstanding and why shared meaning is essential.



Guided discussion + brainstorming (15 minutes)

After the icebreaker, participants share real-life examples where communication failed or succeeded. The trainer lists key factors on a flipchart — such as tone, body language, and empathy — and together they co-create a “good communication checklist” that will serve as a reference for the rest of the module.

Interactive mini lecture with visual examples (15 minutes)

Using short video clips or illustrated slides, the trainer introduces the components of effective communication, including verbal and non-verbal cues, feedback loops, and audience adaptation. Participants are asked to identify effective vs. ineffective elements in each example.

Role-play: adapting communication styles (15 minutes)

In pairs, participants act out short everyday scenarios (e.g., explaining a task to a colleague, asking for help, giving constructive feedback). After each role-play, the group discusses how tone, gestures, and empathy affected understanding.

Mini reflection + quiz (5 minutes)

To conclude, participants complete a short true/false and multiple-choice quiz, then write one sentence on how they will improve their own communication in daily life.

UNIT 2 – PROBLEM SOLVING

Introduction:

This unit focuses on understanding problems before solving them. Participants explore simple frameworks to analyse situations, generate creative solutions, and make decisions with more confidence. The activities encourage structured thinking and practical application to real-life challenges.

Key topics:

- Defining and analyzing problems.
- Steps of the problem-solving process.
- Generating creative solutions.
- Decision-making and implementation.



Activities:

Scenario analysis (15 minutes)

The trainer presents a short real-world challenge (e.g., a workplace conflict or logistical issue). Participants identify the problem, its causes, and its effects using a “Problem Tree” diagram on a board.

Group brainstorming + strategy design (20 minutes)

Small groups propose multiple solutions and list pros and cons for each. They then choose one strategy and prepare a short presentation.

Implementation simulation (15 minutes)

Each group outlines concrete steps to apply their chosen solution (who, what, when). The trainer moderates timing and highlights teamwork and resource use.

Formative reflection (10 minutes)

Participants summarize lessons learned (what made solutions feasible or creative) and link them to real-life decision-making experiences.

UNIT 3 – ADAPTABILITY

Introduction:

This unit highlights the importance of flexibility, emotional regulation, and resilience in environments that constantly change. Participants reflect on their reactions to unexpected situations and learn how to expand their comfort zone, turning challenges into opportunities for growth.

Key topics:

- Flexibility and resilience in changing environments.
- Emotional regulation and managing uncertainty.
- Stepping outside the comfort zone.
- Turning challenges into opportunities.

Activities:

Guided reflection + sharing (15 minutes)



Participants reflect individually on a recent change they experienced and share how they reacted. The trainer notes emotional responses (fear, curiosity, motivation) and encourages discussion about the role of mindset.

Comfort Zone Mapping (20 minutes)

Using concentric circles (“Comfort – Growth – Panic”), participants map common challenges. The trainer helps them identify ways to expand the growth zone and avoid stagnation.

Mindfulness practice (10 minutes)

A guided breathing or short mindfulness exercise helps participants refocus and manage emotions. The trainer explains the connection between emotional control and adaptability.

Personal action plan (15 minutes)

Participants write two personal actions for developing adaptability (e.g., learning a new tool, seeking feedback). They share them in pairs for accountability.

UNIT 4 – TEAMWORK AND COLLABORATION

Introduction:

This unit explores the dynamics of working effectively with others. Participants learn the key elements of collaboration such as trust, communication, role clarity, and conflict management; and discover how diverse perspectives contribute to stronger, more innovative teams.

Key topics:

- Core teamwork values: communication, respect, trust, reliability.
- Conflict management and feedback.
- Diversity as a resource for innovation.
- Shared responsibility and group cohesion.

Activities:

Collaborative challenge: “Build the Tower” (20 minutes)



Teams receive limited materials (paper, tape, string) and must construct the tallest free-standing tower in 10 minutes. The trainer observes interaction, leadership, and cooperation. Afterward, the group discusses what helped or hindered teamwork.

Mini-lecture + reflection (10 minutes)

The trainer introduces the “Tuckman Model” (forming, storming, norming, performing) and connects it to the behaviors seen in the activity.

Conflict management role-play (15 minutes)

Pairs enact a realistic team disagreement. The trainer guides participants through feedback-giving and active-listening techniques to reach compromise.

Group debrief (15 minutes)

Teams identify three principles of successful collaboration and record them on a shared board. The trainer summarizes the key message: effective teamwork relies on trust and empathy.

Methodology

The module uses a participatory, experiential learning approach. Trainers facilitate discussions, simulations, and cooperative challenges that encourage peer learning, reflection, and practical skill development.

Supporting Materials

Flipcharts, markers, sticky notes, printed handouts, case studies, visual icons, short video clips, rope/paper for teamwork challenges, and mindfulness audio tracks.

Evaluation / Reflection / Debriefing

- Observation of participants during discussions and teamwork exercises.
- Brief quizzes after each unit.
- Reflection sheets and self-assessment logs.
- End-of-module debrief: “Which skill will I focus on developing next?”



Notes, Considerations, or Adaptations

- Encourage inclusivity and adapt visuals for mixed literacy levels.
- Foster a supportive learning climate for sharing experiences.
- Activities can be adapted for online learning using Padlet, Mentimeter, or breakout rooms.

Additional resources

- TED Talk: *“How to Speak so that People Want to Listen”*
https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen
- Documentary: *“The Power of Teamwork” (NASA Apollo 13)*
<https://www.nasa.gov/mission/apollo-13/>
- Article: *“3 Ways to Measure Your Adaptability” – Natalie Fratto (TED Ideas)*
https://www.ted.com/talks/natalie_fratto_3_ways_to_measure_your_adaptability_and_how_to_improve_it



CONCLUSIONS

The SOUL Food learning pathway offers a coherent, modular curriculum that equips trainers who support migrant women learning with practical culinary competences, digital skills, and citizenship awareness, all framed by innovative pedagogies and intercultural exchange. Its purpose, scope, and audience are clearly defined: remove barriers to participation, and strengthen educator capacity in migrant adult learning settings, empower through food.

Across the culinary stream, the pathway moves from foundational HACCP-aligned hygiene and safety to tool use, preservation, and kitchen organization, then broadens into core techniques (“the world of cooking”) and a powerful identity-building module where recipes become stories and bridges among cultures. This arc balances employability with belonging: it teaches safe, efficient practice while creating space for narrative, dignity, and dialogue.

The “Healthy Eating – Open Learning Lab” widens the lens, linking diet to climate, health, and waste reduction. Its activities make complex systems tangible (e.g., seasonal choices, “climate plate,” preservation) and invite immediate behavior change without moralizing—an approach that fits adult learning and respects cultural variety.

Digital empowerment is treated as a second pillar, not an add-on. The basic literacy module (devices, browsers, source critique, safety) and the communication module (email/WhatsApp etiquette, profile care, privacy) operationalize the DigComp and LifeComp references through hands-on practice, peer scaffolding, and simple risk hygiene. This is complemented—where finalized—by everyday digital services so participants can transact, access public services, and manage life admin with confidence.

Citizenship is the third pillar. While some units still require completion, the intent is clear: clarify rights/duties, show institutions “in action,” and practice rights-based reasoning in daily scenarios. Taken together with employability and soft-skills content embedded across modules, the pathway positions participants not merely as trainees, but as community members and prospective workers with voice and agency.



Methodology

Methodologically, the pathway is consistently participatory: storytelling, simulations, matching games, guided demos, and reflection circles reduce language load and center prior knowledge. Multilingual mediation, visual scaffolds, and flexible pacing make it workable with mixed-literacy groups. The documents also provide clear trainer support (materials lists, timing, debrief ideas) and emphasize observation checklists, short quizzes, and reflective journals for ongoing assessment.

Value of the path

The SOUL Food pathway holds significant value by not only teaching culinary skills but also addressing broader life skills such as digital literacy and citizenship. It creates a balanced approach between practical knowledge (cooking and safety) and the empowerment of migrant women, fostering a sense of belonging and community. The integration of food and culture allows for identity-building, while the digital and citizenship modules prepare participants to engage confidently with society and the workforce. The methodology's participatory nature, with tools like storytelling, simulations, and reflective exercises, ensures that it is accessible to a diverse group of learners, making it impactful and adaptable.

Self-assessment for the future

For trainers and participants alike, this pathway provides a continuous opportunity for self-assessment and reflection.

Trainers are encouraged to use evaluation tools such as observation checklists, short quizzes, and reflective journals to monitor progress.

Trainers can consider the feedback from participants regarding their skill development, confidence in using technology, and understanding of their rights and duties in the community.

Trainers and participants can evaluate the effectiveness of the integrated modules on culinary skills, digital learning, and citizenship to identify how well the curriculum meets its goals of empowering migrant women.

Looking ahead, it's important to keep the digital and rights-related modules continuously updated, and strengthen pathways to employment through. For future iterations, expanding the scope of practical, work-based opportunities will help solidify the bridge between training and real-world employment.



Future key areas of self-assessment can be extended and include:

- **Culinary Skills:** How well do participants apply food safety practices and cooking techniques in their daily lives and work environments?
- **Digital Skills:** Are participants now able to use digital tools effectively for communication, financial management, and accessing public services?
- **Citizenship Engagement:** Do participants feel empowered to engage in civic life and advocate for their rights in both personal and professional contexts?

By reflecting on these aspects, trainers can adapt the curriculum to address any gaps and enhance the modules for future cohorts. Continued engagement with participants will help refine teaching strategies, ensuring the pathway remains relevant, impactful, and responsive to learners' needs.

Tips for trainers

- **Treat “food” as both skill and medium.** Use kitchens to teach safety, timing, teamwork—and identity, trust, and belonging.
- **Interleave digital touchpoints** in every culinary session (e.g., timing with phone clocks, capturing process photos, reading labels online) to normalize tech use.
- **Keep evaluation light but continuous** (observe, quiz, reflect). Use checklists during practicals and invite journals or quick voice notes for self-assessment.
- **Localize:** adapt tools, ingredients, and services to the host city; ensure multilingual facilitation; and respect dietary rules and cultural rhythms.

Recommendations for implementation and scale

- **Blend the three pillars** within each cycle (cook → digitize → reflect on rights) so skills reinforce one another and transfer to everyday life.



- **Strengthen employability pathways** by adding simple evidence of learning (photo logs, micro-badges, references from kitchen practicums) and engaging local employers/community kitchens for short work-based tasters.
- **Complete and align the “Digital Services” and “Rights & Duties” modules** to remove placeholder content and ensure consistent scaffolding from basic access to confident use and advocacy.
- **Codify facilitator onboarding** with a brief guide on trauma-informed practice, intercultural mediation, and group safety—already implicit in the activities—to support fidelity and replication.
- **Sustainability & replication:** the design is intentionally modular, multilingual, and trainer-ready; pairing it with an e-learning space, self-assessment tools, and the S-NODI library resources can support wider adoption across contexts.

Summarizing

In sum, this pathway is more than a cooking course: it is a practical, dignifying entry point into work, digital life, and civic participation. By keeping sessions hands-on and dialogic, validating prior knowledge, and connecting skills to real community opportunities, trainers can help participants move from “learning in class” to “acting with confidence” at home, online, and in the workplace—precisely the change the SOUL Food project set out to achieve.

Satisfaction questionnaire for trainers

Thank you for your participation in delivering the SOUL Food learning pathway. Your feedback is crucial to improving the program.

Please take a few moments to complete this questionnaire:

<https://forms.gle/WmAhEqxtrcrriwEQ7>