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LEARNING FRAMEWORK NIK

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The context of the project

Many people from the Middle East and North Africa come to Europe, to live and to work. That is not easy. Also 2nd and 3d generation children have problems with integration. Among these groups there are potential valuable workforces, where European population is getting older and shrinking.

To use this potential, integration is important. Integration includes the entry of young children in the educational system, with many challenges:

- Language and culture of the host country,
- Different educational systems,
- Lack of social contacts with neighbours or other representatives of the new country,
- Growing separation and reducing tolerance.

Contacts can be simply created via culinary activities. Multicultural cooking together with children, parents and teachers creates a better understanding. Modern learning tools and materials can help to facilitate these activities. VET students will present it in primary/secondary schools. VET image will improve and more.

Our mission

Using food as a tool to contribute to the integration of Newcomers in Europe.

Main objective

To develop (*and collect*) learning materials about food, both from host countries and the Newcomers their home country.

Specific objectives

- To give Newcomers a better knowledge of the language and culture of the European host countries,
- To stimulate Newcomers to participate more in the educational system, including VET, and feel at home,
- To contribute to a more attractive VET, with more participants,
- To support the participation of Newcomers in the European labour market.

Introduction

This document contains the basic guidelines for the development of the Multicultural Cooking Event and learning materials within the NIK-project (our learning framework). The interactive manual *Developing modern and attractive learning* has been used as a starting point for this document.

Main questions to be answered in this document

1. Which development methodology are we going to use?
2. What are good practices we can learn from?
3. What are our learning requirements?
4. What will be our global design of the Multicultural Cooking Event and the game?

PART A - DEVELOPMENT METHODOLOGY

Introduction

The Multicultural Cooking Event and materials are developed in co-creation with all partners.

The materials will be made available through the website as creative commons licensed material.



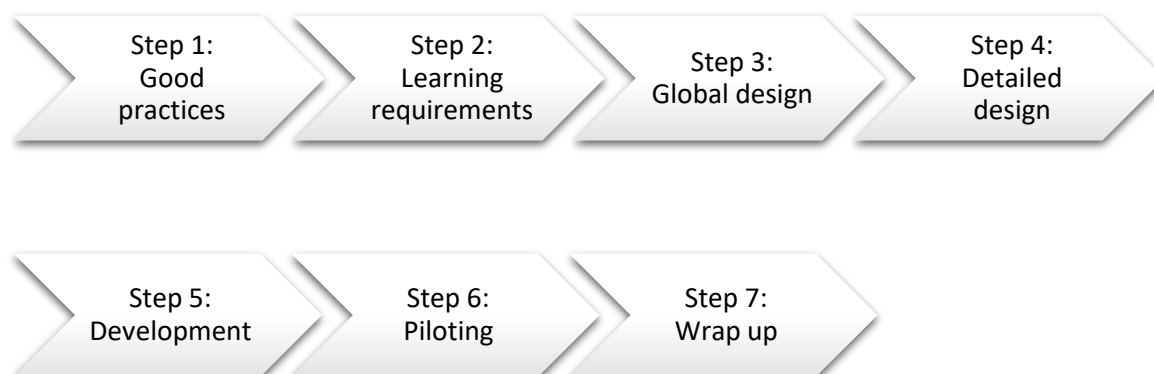
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Development process

The activities and materials will be developed following these steps



Step 1: Sharing good practices for inspiration

All partners shared their good practices of Multicultural Cooking Events from their own country. This collection of good practices has been complemented with the results of a search for suitable apps, games and videos. The collection of good practices has been used as inspiration for the design of the Multicultural Cooking Event. Some of the good practices are also shared through our website:

<https://www.newcomerskitchen.eu/>

Step 2: Describing the learning requirement

The learning requirements contain a description of the target group, their pre-knowledge, learning outcomes, learning setting and conditions.

Step 3: Global design of the Multicultural Cooking Event

The grand design of the Multicultural Cooking Event contains a global design of several activities or components and materials that are going to be developed in the project. It is a framework guiding the project partners to design and develop the activities they are responsible for.

Step 4: Detailed design of the Multicultural Cooking Event

The detailed design contains the design of the several components and materials. For example, the design of the game that is going to be developed and the design of the cooking sessions. As for every step the results are shared and discussed with the partners through e-mail contact and conference calls.

Step 5: Development of the materials

During this step the materials are going to be developed in accordance with the designs.

Step 6: Piloting the activities

Every partner has the responsibility to pilot the activities and materials in his own country. Main goal of the pilots is to evaluate the effectiveness and usability of the activities and materials

Step 7: Wrap up of the Multicultural Cooking Event and materials

After the pilots the activities and materials are going to be adjusted when needed.

Steps 1 till 3 is described in this intellectual output. The results of steps 4 till 7 are going to be described in separate intellectual outputs.

PART B - GOOD PRACTICES, APPS, GAMES AND VIDEOS

Introduction

In this part of this intellectual output we have collected several good practices of Multicultural Cooking Events. They are used as inspiration for our own design and development. It also contains the results of our ongoing search of usable and high quality apps, games and videos. Some of the good practices and usable apps are also shared through our website:

<https://www.newcomerskitchen.eu/>

The following good practices are described in this document

1. Newcomers event in Esbjerg, Jutland, Denmark
2. Expat Dinner events in Denmark
3. Libraries dinner events in Denmark
4. We4food in Italy
5. Refugee Masterchef in Italy
6. Beyond the stove: a multi-ethnic cooking competition in Italy
7. Tina and Angelo: a school of Neapolitan cuisine and integration in Italy
8. Worldchefs (Wereldkoks) in the Netherlands
9. Cooking lessons at Clusius College in the Netherlands
10. Make your own Cookbook in Harlingen in the Netherlands
11. Global week of Service 2017 in Berlin, Germany
12. Cook & Eat – IHK Berlin and kiezüchen in Berlin, Germany
13. Work practice and partners in Finland
14. Dine with Us in Belgium
15. Food Skills Programming for newcomers in Ontario, Canada
16. Depanneur Newcomer kitchen in Toronto, Canada

Remark: Some of the linked videos are not in English. YouTube has the option to generate subtitles automatically and translate these in English or your own language! Go to the YouTube settings when you are playing a video.

1. Newcomers event in Esbjerg, Jutland, Denmark



Cook & Talk is an evening hosted by Newcomers Service and led by home cooks, where every month you get the opportunity to try your hand at preparing food from around the world, meet other newcomers and treat your taste buds to authentic flavors from other cultures and cuisines. Volunteers plan the menu, do the grocery shopping and guide you through the cooking process. Participants pay a 50kr fee at the event to cover the cost of ingredients. Everyone shares and enjoys the dishes together.

To find out more about events and activities organized by Esbjerg International Community:

- Visit energymetropolis.com,
- Sign-up to receive the weekly [Newcomer Newsletter](#),
- Join [Esbjerg International Community on Facebook](#)

2. Expat Dinner events in Denmark

Expat dinner events are nationwide dinner events at homes and libraries for expats, newcomers and Danes. Further information: [Expat in Denmark](#):

Invitation Expat dinner 2017

Cook and bring a hot or cold dish, take your family along and meet people from other cultures and continents. Once again, we open our doors to a “hyggelig” Expat Dinner, where local Danes and international professionals (expats) can share dinner and experiences. Don't miss the opportunity to meet other people and cultures in a casual way. Conversation flows a little easier over a nice meal, and all participants puts the culture and spices of their homeland into a (national) dish and bring the result, as well as beverages, along for the potluck buffet. Starters, main courses, desserts, adults and children are all welcome. Come and share your experiences and your recipes!

3. Libraries Dinner events in Denmark

In Denmark libraries invite the community for eating dinner together. Meals connect people. We can always talk about food, again and again. It is a good framework to meet and a way to find new communities. In 2018 there is a whole week campaign with focus on loneliness. Further information: Denmark Spiser sammen (in Danish): <http://www.danmarkspisersammen.dk/>

In 2018 Denmark eat together again i week 17
- Come and enjoy

4. We4food in Italy

The Food and technology for education and youth integration.
Website Feeding Knowlegde (feedingknowledge.net) : [Click here](#)
Budget: € 186.729,00. Duration one school year.

Partnership

Province of Bari, Mediterranean Agronomic Institute of Bari, Italian Association for the Fight Against Cancer - provincial section Bari, Regional Union of Apulian Provinces - Physeon association non-formal education association working on experiential, interactive and cross-media education and culture.

The demographic analysis carried out revealed that, in the last decade, immigrants from the Euro-Mediterranean area, residing in Puglia and Basilicata, have doubled. As a result, the number of foreign students, second-generation immigrants, is growing above all in professional, hospitality and agricultural schools.

Synthesis

The We4food project has promoted the integration between young Italians and foreign immigrants of the Euro-Mediterranean area through food, a vehicle for knowledge of different cultural identities. Food as a vehicle of "knowledge" contributes to dialogue among peoples. 150 young people were involved (between the provinces of Bari and Matera) attending hospitality and agricultural schools. The results achieved are: solidarity, cooperation and cultural integration among young people through the valorisation and sharing of the different specificities and gastronomic excellences; development of a balanced relationship between man and territory with a view to promotion and enhancement through the excellence of products and ingredients; a greater culture of healthy and conscious nutrition through the knowledge and learning of the different characteristics and specificities of the products; a greater knowledge of the different use of the same ingredients in different cultures.

Fusion: colours and flavours of the Mediterranean

We4food project has identified in the food a vector of cultural identity and knowledge that, through the Mediterranean diet, promoted a healthy and correct diet, favouring local products, km 0, of the euro-Mediterranean area, for example extra virgin olive oil and its extraordinary preventive and protective qualities for health. It represented a moment of education of the students of the involved schools, of multiculturalism and tolerance, in a historical moment of increasing migration, of the presence of cultures and beliefs of various origins. It has turned out to be a model to be replicated in other contexts because it has increased awareness among young students that integration is a constructive exchange and opportunities for enrichment, values that favour mutual acceptance and openness to welcoming the other.

We4food, through integration, sharing and exchange of knowledge related to different culinary traditions, has encouraged the promotion of territorial excellence through the enhancement of local specificities related to food and culture of healthy and conscious nutrition. This has a high social and cultural value. The direct beneficiaries, young people of different ethnic groups in the Euro-Mediterranean area, enrolled in hospitality and agricultural vocational schools, through in-training interventions and gastronomic laboratories, supported by well-known local chefs, have devised and created a fusion recipe book, a symbol of crossbreeding and products. In fact, besides being an element of identity, food is the first form of contact between civilizations, between different groups, knowledge of the others and comparison with them.

Main results

The project has promoted youth protagonism in the processes of building models of dialogue, contributing to the acquisition of values of tolerance and mutual respect as well as the promotion of cultural, religious and linguistic diversity for a more cohesive society;
promoted solidarity, cooperation and cultural integration among young people living in the territories of the partner provinces and those coming from the Euro-Mediterranean area, making use of the professional support of well-known local chefs;
spread the culture of healthy and conscious nutrition through the promotion and enhancement of typical products of territorial excellence;

implemented modern communication techniques aimed at enhancing the content developed by the project and its dissemination and capitalization.

Target groups

Young students from seven hospitality and agricultural VET institutes of the provinces of Bari and Matera, of different ethnic groups, between the ages of 16 and 21 have been main beneficiaries of the project. The same, with the support of the chef-teachers and the Association of Cooks of Bari and Matera, have elaborated seven menus of integration, containing fusion recipes, characterized by food mix and collected in a recipe book. These recipes are the result of comparison, dialogue and integration between students from countries in the Euro-Mediterranean area. Beneficiaries of the project results were also the territorial stakeholders operating in the field of food and cultural integration (restaurateurs, immigrant associations, cultural centres, etc.), who were involved in the actions of territorial animation and enhancement of a more conscious culture of the Mediterranean diet.

Management

The Province of Bari has coordinated the project activities in collaboration with the Province of Matera. They have selected 7 schools, with the support of the Provincial School Office, involving 150 students. At this stage, the DISU and LILT partners contributed, using three university professors, to raise awareness of the relationship between healthy and proper nutrition and health protection, as well as the role of food as an instrument of integration between peoples of different cultures. The ethno-gastronomic Laboratories, carried out in collaboration with the Association of Chefs of Bari and Matera, have led to the creation of 7 "Menu of Integration" with fusion recipes. The Multiethnic Festival, created with the precious contribution of local associations, has had as its sole guiding thread creativity, musical medley, gastronomy and Mediterranean culture.

Sustainability

No operational difficulties arising during the execution phase. However, it would be desirable to provide for the execution of longer activities that takes into account the educational needs of schools and the difficulty of starting up the activities coinciding with the beginning of the school year. The partnership plans to capitalize on the results achieved through the continuation of the activities. To this end, We4food intends to create a model of integration through food, transferable and replicable in other contexts, involving the world of schools and universities. The project, thanks to the development of innovative technological tools (social networks aimed at different stakeholders, a digital recipe book, a web-tv media library, which have implemented the HappyFood virtual platform), has optimized the achievement of the project objectives. The project has been part of an established process of social, cultural and educational integration in synergy between Local Authorities, Universities, Schools and Local Associations and has seen food as an element to encourage integration between young people of different ethnic backgrounds with actions in coherence with the migration policies of the European Community.

5. Refugee MasterChef

Since 2014, the owner of the Africa-Orient Experience chain in Venice has been organizing a competition called "Refugee MasterChef" in collaboration with the Vocational school for services for food and wine and hospitality in Venice "Andrea Barbarigo". Some years ago, Hamed Mohamad Karim, an Afghan refugee, has opened a chain of restaurants between Venice and Padua with Middle Eastern and African menus in which many political refugees and asylum seekers work.

The competition works like this: Hamed contacts all the refugee centers in Venice and surrounding areas and offers work placement periods for those talents who will win the culinary competition (paid internship by the company). Each candidate must bring their own ingredients (there is a budget

of about 20 euros per participant) and think about the recipe to be cooked. The Barbarigo School opens its kitchens to competitors who are supported by the VET students, who collaborate in the preparation of dinner and service.

The jury is usually made up of teachers and staff of the Barbarigo, staff of the Africa-Orient Experience and a journalist Tullio Cardona.

In 2017, sixteen competitors came from Afghanistan, Somalia, Kosovo, Gambia, Ivory Coast, Pakistan, Senegal and other countries.

Some of the winners have also been hired and work today as cooks in the chain restaurants. Last year, a couple of these took part in the real "MasterChef" supporting the competitors of the television program and proposing a recipe from their country.

Links (in Italian)

- <http://nuovavenezia.gelocal.it/venezia/cronaca/2017/11/30/news/refugee-masterchef-a-venezia-il-piatto-alla-menta-di-maimouna-conquista-tutti-1.16182154>

6. Beyond the stove: a multi-ethnic cooking competition

Catering School "Corto" in Pesaro, Italy.

Oltre i Fornelli (beyond the stove), is a multi-ethnic cooking competition organized annually by the Catering School of Pesaro to promote the integration of students from various ethnic backgrounds. In the video of the 2016 edition, the students of the Pesaro Hotel comes from nine different countries: Santo Domingo, Nigeria, Ukraine, Japan, Italy, Albania, Morocco, Ivory Coast and Russia, and they tried their hand with traditional dishes from their countries, each one helped by teachers of non-technical subjects. The dishes were judged by a high-level jury composed not only by chefs but also by important exponents of the world of culture and by the mayor of Pesaro.

Links (in Italian)

- <https://www.youtube.com/watch?v=Uctpk6kJspg>
- <http://www.ondalibera.tv/pesaro-oltre-i-fornelli-2016/>

7. Tina and Angelo: a school of Neapolitan cuisine and integration

In the heart of the Quartieri Spagnoli in Naples Tina and Angelo, greengrocers, have decided to teach Neapolitan cuisine for free to anyone who wants to spend time together, teach those who need to be involved, those who need support because they are in a new context, which does not know, or lives a situation of unease, of loneliness. Their school is a cooking school but above all an experience of integration and every Tuesday Tina and Angelo hold their special free cooking classes for children and non-EU adults from reception centers and cultural associations or minors from disadvantaged backgrounds.

Links (in Italian)

- <http://www.unanapolialgiorno.it/tina-e-angelo-quartieri-spagnoli/>
- https://www.youtube.com/watch?v=dg1WsN5klfA&list=PLKNjoGtvKfruKC4yM_vIWE27A-bR6Pz5p

8. World chefs (Wereldkoks) in the Netherlands

World chefs encourage people who just miss the connection with the labour market, to make the step towards vocational training and / or paid work. People from different cultures (also the Dutch!) And with different backgrounds work with us in the cooking studio and at the same time receive training. Together they let you taste the world: in cooking workshops, catering for parties, or in our unique #Proeft World, every Wednesday evening. During these evenings you can taste the taste of a different country or continent every week.

They also offer cooking sessions as a culinary world trip

Are you looking for a nice activity of a birthday party, bachelor party, company outing or class activity as part of a school project, then you're at the right place at Wereldkoks". In our cooking workshops we take you on a culinary world trip. Together with our World Cookers, you can prepare a number of delicious snacks and multicultural dishes in the spacious cooking studio. The cooks will initiate you in the specific preparation of exotic recipes. There is also time to exchange all kinds of culinary facts and kitchen secrets.

Links (in Dutch)

- Youtube: <https://www.youtube.com/watch?v=OyvW3U58hJw>
- Website: <http://www.ontmoetplanb.nl/>

9. Cooking lessons at Clusius College in the Netherlands

Clusius College has two types of schools: pre-vocational schools and VET schools. In the pre-vocational schools, Clusius has organized several language classes. Pupils in these classes are mainly refugees, in the age of 13-23 years old. They follow a one-year program. Once in a week, these classes have also cooking lessons. It is a well-known experience that pupils, who are cooking together, easily learn the Dutch language. After 4 days of more theoretical lectures, this practical is something else.

In June this year 2018, I visited such a cooking lesson in the pre-vocational school of Heerhugowaard, not far from Alkmaar. There were 16 pupils, coming from Syria, Eritrea, Iraq and Iran. The level of knowledge of the Dutch language was rather diverse and also the behavior was different. Some boys were rather free, where some girls were shy and silent.

The teacher explained the recipe for today: red lentil soup. All instruction was given in Dutch. She was very strict in her way of instruction. Her experience was that discipline was important with this type of pupils. In groups of two, they started to collect the ingredients and listened to the instruction. Then the real cooking started. They were enthusiastic and happy, during the work. I heard from the teacher that most of the times, the results were very tasty. The pupils took some part of the meal home, but also the teachers from the school, came to see if there were any left-overs. They enjoyed it as well. For them it was a new taste. I took some pictures as well, after having asked permission.

Summarized: I got a positive impression of this cooking event. The pupils liked it and did their best to speak Dutch, the first condition for a good integration.



10. Make your own Cookbook in Harlingen in the Netherlands

Refugees in Harlingen are preparing their own cookbook. The students come from all corners of the world and the recipes are very diverse: from goulash from Hungary to Ethiopian injera (sourdough pancake). They also invite low literacy Dutch people to participate in the project, but they are difficult to reach because people are ashamed of this.

See this article and video (in Dutch) from a regional newspaper: http://www.lc.nl/friesland/Van-injera-tot-goulash-taalcursisten-Harlingen-maken-eigen-kookboek-23512302.html?utm_medium=article_sharing&utm_source=email

11. Global week of Service 2017 in Berlin, Germany

Kiezküchen – Hilton

In October 2017 30 employees from Hilton Berlin spent a culinary day together with 30 refugees from Arrivo-Hospitality and other kiez-küchen-projects. The program: get to know the industry, preparation of a tasty dinner, practice job interviews and most important getting in contact for a later internship or vocational training.

This mutual inspiring experience ended with long chats about the whereabouts of diverse traditional local cooking ingredients, tales of flight and home and a dinner of delightful Arabic specialties.



Further information:

https://www.youtube.com/watch?v=gAwkwVE_gTM



12. Cook & Eat – IHK Berlin and kiezküchen

Kiezküchen – Chamber of Industry and Commerce Berlin Fostering the integration of refugees through culinary experience - In December 2015 the chamber of Industry and Commerce Berlin (IHK Berlin) invited representatives of the Berlin hospitality sector and participants of the new Arrivo-Hospitality project for a shared cooking and lunch session. Refugees and hotel and restaurant employees worked hand in hand and had plenty of time to talk and talk and talk...

After three hours of cooking and eating phone numbers and emails were exchanged and some participants even left with offers for internships that should later develop into vocational training.



Photos: Christian Kielmann, IHK Berlin

13. Work practice and partners in Finland

Vocational and upper secondary qualifications include work practice. Sataedu has various partners in the restaurant area in the region of Satakunta (province in the West-Finland). Students can choose their work practice place in their hometown. In the different restaurants and kitchens, immigrant students can practice food preparation and customer service in real-life situations. They can choose to work in a big kitchen (school, hospital), cafeteria, street and fast food, restaurant and so on.

At Sataedu's own restaurants (called RUUKKU www.facebook.com/ravintolaruukku and HOVI www.facebook.com/ravintolahovi) students prepare food in the kitchen during their studies and train customer service in the restaurant.

Their job is to plan lunches for a week and to prepare either their own homemade food products or modified to their Finnish taste. This has been very inspiring for students, teachers and customers. In the training kitchen there are written instructions of every machine. Step by step, instructions with pictures are good for immigrants. Students can also name the machines with post-its and do power points to learn to use the machines and learn the important words.

First step for newcomer is to learn the language (Finnish)

At the early stage of learning Finnish as a second language, we start to teach vocational language (Finnish). If a student is interested to become a cook later on or he/she has been working as a cook before moving to Finland, we can offer suitable language training and information about getting into a cooking school in Finland. During the language training, a student also attends to work practice, and in this case, he/she can do the training periods at a restaurant/kitchen. During these practices, the student learns spoken (vocational) language, which is important in the working life.

There are videos and some games with instructions in easy Finnish. The purpose of these is to learn the basic vocabulary of kitchen machine's in Finnish.

The Finnish hygiene passport

The hygiene passport is important in Finland to get into the labor market. This test can be difficult to pass in Finnish. As a good practice, sometimes one can do the test in her/his own language or if the test is in Finnish, the student can take a dictionary or the teacher can read the test aloud. This might help the understanding better than only written language. We offer preparation courses with easy Finnish before the test. During the preparation (4-5 days) new vocabulary and the regulations are explained. Read more about the Finnish hygiene passport:

<https://www.evira.fi/en/foodstuff/hygiene-passport/>

14. Dine with us project in Belgium

In Ghent, a project focusing on dining together is an innovative way to support integration. Grantee Elizabeth Verhetsel describes her Dine with Us project. "In our project, newcomers and Belgians register via our website. After a brief introduction they make a date to cook and eat in one of their homes," she says. "We also encourage them to invite their family and friends. We match people who live in the same neighbourhood, have the same interests or belong to the same generation. This increases the likelihood that they will get together again after their first meeting."

Links

- Dine with us website: <http://dinewithus.strikingly.com/>
- Article Locals and newcomers come together around the table:
<http://www.flanderstoday.eu/living/locals-and-newcomers-come-together-around-table>

15. Food Skills programming for newcomers in Ontario in Canada

Food skills programming at the community level and with a focus on newcomers are organised in Ontario in Canada. The research report “Food Skills Programming for Newcomers to Ontario: Background and Key Informant Interviews Summary” states the following recommendations for the further development of these kind of programmes.

The key informants described the different aspects of food skills programming that work better for newcomers as well as the secondary target population. These recommendations include:

- Interactive cooking classes work better than cooking demonstrations.
- Create a social environment and build a sense of community so participants feel supported and integrated within the community.
- When working with newcomer populations, it is easier to have the program facilitator speak the language of participants. Having interpreters can be useful when there are many different cultural groups in one program, however having interpreters means the information needs to be repeated twice and takes extra time.
- Provide the opportunity for peer-to-peer learning by choosing program leaders that can act as role models and mentors. It is also useful to make participants leaders and rotate every week.
- Use resources and recipes that are culturally appropriate and relate to their cooking culture. Avoid translating Canadian resources, because they may not be relatable to their cultures.
- Recipes should be simple, however, it is important to identify the cooking skill levels of participants before or during the first session, and materials can be adjusted accordingly.
- Use ingredients that can be found at any major grocery store and are reasonably priced.
- Provide participants with the opportunity to sample the recipes.
- It is helpful for participants to bring in their own cultural recipes, however, it can be challenging since most like to share their celebration dishes, which tend to be less healthy. Recipes can be adjusted by a registered dietitian to make them healthier, or they can be framed as a “sometimes food” or paired with a healthy dish.
- Community gardens work well since they teach participants about where the food comes from.
- Reinforce the nutrition message from the education component throughout the whole session.
- Short education sessions and games work well for programs with children.
- Cooking sessions with children require small groups with facilitators for each group to monitor.

Link to the full report: [Click here](#)

16. The Newcomers kitchen in Toronto, Canada

Newcomers Kitchen is a non-profit organization that invites Syrian refugee women to cook a weekly meal in the kitchen of the restaurant Depanneur. The meals are sold online for pickup or delivery, and the proceeds shared among the cooks. The goal is to create a model that can be replicated with any newcomer group, in any restaurant kitchen, in any city in the world.

Links:

Video Story of the NewcomersKitchen <https://vimeo.com/238946782>

Website Depanneur: <https://thedepanneur.ca/newcomerkitchen/>



What do we learn from these good practices?

The following recommendations can be concluded from these good practices:

- It is all about sharing, so don't prepare everything. Use peer-to-peer learning and let the participants bring their own cultural recipes.
- It is all about interaction and practice, so be as activating as possible.
- Be as open and flexible as possible. Encourage people to bring somebody along.
- Involve local chefs. It offers all participants all kinds of opportunities.
- Involve local and healthy food (producers).
- Involve local schools to help participants narrowing the gap to the labour market.
- Build a local network with volunteers committed to the activities.
- Create a social environment and build a sense of community so participants feel supported and integrated within the community.
- Recipes should be simple however, it is important to identify the cooking skill levels of participants before or during the first session, and materials can be adjusted accordingly
- Use instructional materials with less text and more pictures.
- Reinforce the nutrition message from the education component throughout the whole session.

Online food games and apps

Searching for food games and apps there are all kinds of collections of free online games and apps available like:

- Kizi: <https://kizi.com/Food>
- Poki <https://poki.com/en/food>
- Agame: <http://www.agame.com/games/food-games>
- GirlsGoGames: http://www.girlsgogames.com/games/food_serving
- CommonSense: <https://www.commonsemmedia.org/lists/cooking-apps-games-and-websites>

Looking at the food games available it is striking that:

- most are about fast food like hamburgers, pizza, pancakes and hotdogs;
- most games are for kids and not for adults;
- there seems to be almost no diversity in culture in the games;
- the educational level of the games seems to be very low;
- most of the games are about selling food or composing simple recipes.

The following apps and games are a little bit more in line with the goals we want to achieve in our project:

1. FASTTRACK
2. Restaurant Game
3. FoodTruck Chef
4. Food Quiz Game

1. FASTTRACK

FASTTRACK is a non-linguistic vocational skills assessment tool. In order to offer efficient vocational or further training to migrants or to indicate them a place that corresponds their professional skills, there must be an investigation that shows the prior learning, competencies and skills that are relevant for their professional development. With FASTTRACK some tools created in the following professions: tiler, health care helper and kitchen assistant.



To use the tool please visit <http://www.fasttrack.fi/>.
For the first use please enter a random name and email address.

In addition, you will find the user manual in English also on this page:
<http://www.fasttrack.fi/manuals/>

2. Restaurant Game

An online game that has the goal to learn students how to work safely in a kitchen with equipment and tools. To play the game the student needs the competencies to read and understand spoken English.

Flash is needed on your computer to play the game. Click here:
http://www03.edu.fi/oppimateriaalit/ammattilliset_kielet/ravintola_keittio/eng/index.html



3. FoodTruck Chef Game



Be a top Chef! Travel across the world with your food truck and cook delicious dishes and desserts in this time management game! As a chef play with a variety of ingredients to cook amazing food from all around the world. From Pasta to Pizza, Cakes, to Iced Tea, there are no limits to what you can dream up, cook up and serve up.

YouTube video: <https://www.youtube.com/watch?v=yPfyKrZaVcc>

4. Food Quiz Game – Marko Peykovic

There are several food quizzes available. This one is brand new and updated frequently. It contains different food and drink quiz questions about many different cuisines worldwide and different types of questions that are enjoyable to answer. After every question the player gets a 'fun fact'. After

finishing all the questions, the payer gets an online certificate of completion. The game is available in 15 different languages including English, Deutsch and Italiano.

Further information: <https://appadvice.com/game/app/food-quiz-game/1327225823>

Multicultural Food videos

Multicultural Food Videos can be very inspiring content. Here are some examples about the main characteristics of the food of the partner countries.

- Finnish food naturally. What do they eat? YouTube:
<https://www.youtube.com/watch?v=ts6QiZRZu74>
- What to eat in Helsinki Finland:
<https://www.youtube.com/watch?v=OOFOyMtA90w>
- Dutch Street food tour:
<https://www.youtube.com/watch?v=af0IXOnwFpI>
- Snack like the Dutch:
<https://www.youtube.com/watch?v=EoE7DYSkaHk>
- Top #10 Famous Foods from Italy
<https://www.youtube.com/watch?v=eCpn-3E97W8>
- Top 10 Favorite Foods of Italy
<https://www.youtube.com/watch?v=Mae-9SDuGj4>
- Top 5 famous food in Estonia
https://www.youtube.com/watch?v=xSl48pf_9tE
- Five Estonian Foods you need to eat
<https://www.youtube.com/watch?v=JVnPzdwQsz8>
- Tallinn Food Tour in the Capital of Estonia
https://www.youtube.com/watch?v=BfdXk48SI_0
- 5 Most Popular German Foods
<https://www.youtube.com/watch?v=YExKHPTPOEY>
- Street Food in Germany:
<https://www.youtube.com/watch?v=m7BMd70vfol>

PART C – LEARNING REQUIREMENTS

Fundamentals of the project

There are some important fundamental ideas that are the starting point of the project

- The ability of food to connect people from different cultures.
- Cooking activities with people from different cultures can facilitate the integration of newcomers by learning the language of the guest country and learning about cultural differences.
- The language of the guest country is the spoken language during our activities.
- The cultural differences regarding meals, dining and cooking are the main ingredients of our activities. Not only the cultural characteristics of the guest country.
- The interventions should be non-formal, interactive, relaxed and fun.

Target group & pre-knowledge

The project is aiming at three different target groups

- VET Students
- Newcomers
- Teachers and mentors

Characteristics of VET-student of the host country

- Adolescents - age 13-18
- EQF-level 2, 3 or 4
- Average level of spoken and written language of the host European country
- Familiar with modern technology and social media
- Has knowledge of the culture background of the European host country
- Low experience with intercultural communication
- Different social backgrounds
- Cooking knowledge and experiences mostly low

Characteristics of newcomers

- Different ages: adolescents and adults
- Individuals with all kinds of personal stories, including traumas
- Educational level unknown: from EQF 1 till 7.
- Low knowledge level of the written and spoken language of the host European country
- Familiarity with modern technology and social media various
- Low knowledge level of the culture background of the European host country
- Low level of intercultural skills
- Different social and cultural backgrounds: Middle East and North African
- Has cooking knowledge and experiences from their motherland

Characterises of teachers or mentors

- Adults
- Educational level EQF 4 and higher
- Good knowledge of the written and spoken language of the host European country
- Familiarity with modern technology and social media various
- Good knowledge of the culture background of the European host country
- Levels of intercultural skills various

- Different social backgrounds
- Cooking knowledge and experiences various

Learning Outcome Units and Learning Outcomes

The Multicultural Cooking Events are focusing on the following Learning Outcome Units.

The learning outcomes units described below concentrate to knowledge and experiences about the host country. When the activities are undertaken with participants of several home countries it is also possible and maybe even necessary to broaden the knowledge to the home countries of the other participants. This will be depended of the local situation in the different partner countries.

Learning Outcome Units

As a result of the Multicultural Cooking Event:

- the participant has become acquainted with people from the host country;
- the participant has basic knowledge on the education system of the host country;
- the participant has basic knowledge of the dining and cooking habits of the host country;
- the participant has become acquainted with some basic hygiene, sustainable and healthy nutrition food issues;
- the spoken language of the host country of the participant has improved.

Learning Outcomes

Learning Outcome Units are broken down into more specific Learning Outcomes. The learning outcomes describe a broad range of more concrete outcomes that might play a role related to the Multicultural Cooking Event in the different partner countries. Every partner chooses its own accents during the preparation of the activities of his own Multicultural Cooking Event (or National Multiplier Event).

| Acquaintance | |
|--|-------------|
| <ul style="list-style-type: none"> • AQ1: Can recall the first name and home country of at least five participants. | 1 |
| Educational system | Bloom level |
| <ul style="list-style-type: none"> • ES1: Can recall and describe the main characteristics of the educational system in the host country. | 1 |
| <ul style="list-style-type: none"> • ES2: Can recall the main differences with the system in his home country. | 2 |
| Characteristic meals, beverages and ingredients | |
| <ul style="list-style-type: none"> • MI1: Can recall and recognise characteristic of meals and beverages of the host country. | 1 |
| <ul style="list-style-type: none"> • MI2: Can recall and recognise the main ingredients and tools of these characteristic meals. | 1 |
| <ul style="list-style-type: none"> • MI3: Can classify the ingredients according to these characteristic meals and beverages. | 2 |
| <ul style="list-style-type: none"> • MI4: Is familiar with the spoken language of these meals, beverages and ingredients of the host country. | 2 |

| Dining and cooking habits | |
|---|---|
| • DC1: Can recall and describe the main dining conventions in the host country. | 2 |
| • DC3: Can apply the recipe of at least one characteristic meal of the host country. | 3 |
| Hygiene & Sustainability & Healthy nutrition | |
| • HS1: Can recall and describe some main hygiene measures needed. | 2 |
| • HS2: Can take actions to reduce food waste during the cooking and dining sessions. | 3 |
| • HS3: Can recall and describe some basics on healthy nutrition. | 3 |
| Spoken language | |
| • SL1: The spoken language related to the host country has improved. The newcomer can name at least 10 new words of the host country. | 1 |

Learning setting

The Multicultural Cooking Events will be realised in a non-formal setting. The learning takes place in a voluntary setting for at least the newcomers but is goal oriented related to the learning outcomes.

Learning conditions

In general, every partner has the responsibility to pilot the Multicultural Cooking Event and materials in their own country during one or more multiplier events. The learning conditions, specific target group and programme of the activities can vary.

The learning conditions of the partners:

- **Clusius College** in the Netherlands will be piloting with their own VET-students (including newcomers) and in their own cooking lab of the school.
- **Bildungsmarket** in Germany, Berlin will pilot with participants (refugees) of the project ARRIVO Hospitality. This means a pilot with VET students (with migration and without migration background), VET teachers and trainers. The piloting will take place in the cooking lab of a VET school for gastronomy.
- **Associazione 2050** in Italy will organize a pilot with the local stakeholders in the Eastern Venice area like the NGOs who work with refugees and coordinates migrant association in the Eastern part of Venice, some food and hospitality VET schools and students, the municipalities and some primary schools in the area.
- **Sataedu** in Finland is organising a cultural street food carnival event with newcomers from Afghanistan and Russia for the regional public at Cultural Center Villilä Manor in Nakkila, South Western Finland.
- Vollsmose Bibliotek, **Odense Kommune** in Denmark will be piloting with the VET school KOLD College and students from the youth school UngOdense. Students will be cooking at the cooking lab at KOLD College for several weeks and then invite other newcomer students to a presentation of the cooking and the dishes and an introduction to the educational system and opportunities in general and more specific at KOLD College.

PART D - GLOBAL DESIGN MULTICULTURAL COOKING EVENT

The blended global design of our Multicultural Cooking Event contains several interventions to achieve the overall learning outcomes. Every event contains at least the following three interventions:

1. Online food game
2. Cooking and dining session
3. Educational system Information

The sequence and programming of these interventions might vary per partner and event. Not all the specific learning outcomes related to the cooking and dining sessions might be equally important in every session. Each partner chooses his own accents during the preparation of the activities of their Multicultural Cooking Event.

| INTERVENTION | LEARNING OUTCOMES |
|-------------------------|---|
| Online Food Game | |
| | <ul style="list-style-type: none"> MI1: Can recall and recognise characteristic of meals and beverages of the host country. MI2: Can recall and recognise the main ingredients and tools of these characteristic meals. MI3: Can classify the ingredients according to these characteristic meals and beverages. |
| Cooking session | |
| | <ul style="list-style-type: none"> AQ1: Can recall the first name and home country of at least five participants of the cooking session. |
| | <ul style="list-style-type: none"> MI1: Can recall and recognise characteristic of meals and beverages of the host country. MI2: Can recall and recognise the main ingredients and tools of these characteristic meals. MI3: Can classify the ingredients according to these characteristic meals and beverages. MI4: Is familiar with the spoken language of these meals, beverages and ingredients of the host country. |
| | <ul style="list-style-type: none"> DC1: Can recall and describe the main dining conventions in the host country. DC3: Can apply the recipe of at least one characteristic meal of the host country. |
| | <ul style="list-style-type: none"> HS1: Can recall and describe some main hygiene measures needed. HS2: Can take actions to reduce food waste during the cooking and dining sessions. HS3: Can recall and describe some basics on healthy nutrition. |
| | <ul style="list-style-type: none"> HS1: Can recall and describe some main hygiene measures needed. HS2: Can take actions to reduce food waste during the cooking and dining sessions. HS3: Can recall and describe some basics on healthy nutrition. |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> • SL1: The spoken language related to the host country has improved. The newcomer can name at least 10 new words of the host country. |
| Educational system Information | |
| | <ul style="list-style-type: none"> • ES1: Can recall and describe the main characteristics of the educational system in the host country. • ES2: Can recall the main differences with the system in his home country. |

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