



SOUL Food

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

GUIDELINES FOR PRACTITIONERS

Editor:
GEINNOVA, Spain

Project Number: 2024-1-IT02-KA220-ADU-000245151



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Table of Contents

1. Introduction	3
2. The SOUL Food Resource Ecosystem	4
3. Getting Oriented Before You Begin (Module 0)	5
4. Understanding Your Learners (Module 1)	6
5. Choosing and Combining Teaching Methods (Module 2)	8
6. Structuring Sessions and Lesson Plans (Module 3)	10
7. Assessing Learning Inclusively (Module 4)	12
8. Using the Modular Educational Pathway (Modules 1–10)	13
9. Module-by-Module Delivery Guide	15
10. Step-by-Step: Planning and Delivering a SOUL Food Pathway	21
11. Practical Tips and Quick-Reference Checklist	22
12. Where to Find More	23

1. Introduction

SOUL Food is an Erasmus+ Cooperation Partnership in Adult Education that empowers migrant women through culinary-based education, intercultural exchange, and inclusive community development. Migrant women frequently face “double discrimination” based on gender and migration status, encountering barriers to education, employment, and social participation. SOUL Food responds by combining professional upskilling, digital empowerment, and citizenship education into a single, food-centered learning journey.

This document brings together, in one place, everything a practitioner needs to deliver that journey well. It does not replace the project's other outputs; it is the map that shows you how they fit together and how to use them.

1.1 Who these guidelines are for

These guidelines are written for adult educators, trainers, and facilitators working with migrant women in community, vocational, or adult-education settings, whether you are delivering a single module as a taster session or running the full ten-module pathway over several months.

1.2 What is in this document

The guidelines are organized in two parts. Part A (Sections 3–7) distils the pedagogical foundations from the SOUL Food Digital Toolkit for Practitioners, the five train-the-trainer e-learning modules (0–4), into practical, ready-to-apply guidance: who your learners are, how to choose teaching methods, how to structure sessions, and how to assess inclusively. Part B (Sections 8–10) explains how to navigate and deliver the Modular Educational Pathway, the ten content modules on culinary skills, digital learning, and citizenship that you will teach to migrant women and gives you a single step-by-step delivery process that draws on both parts.

In short

The Digital Toolkit (Modules 0–4) trains YOU, the practitioner, in how to facilitate inclusively. The Modular Educational Pathway (Modules 1–10) is WHAT you deliver to migrant women. These guidelines connect the two.

2. The SOUL Food Resource Ecosystem

Before using any single module, it helps to see the whole picture. SOUL Food produced three complementary resources, each serving a different purpose in your work.

2.1 The Digital Toolkit for Practitioners (train-the-trainer modules 0–4)

A set of five short e-learning modules that build your own facilitation competences before you step into the room. They are the source of the pedagogical guidance summarized in Sections 3–7 of this document.

Module	Title	Focus
0	Introduction and Modular Train-the-Trainer Guidelines	Project orientation; how to navigate and use the guidelines; piloting insights from AT, SE, ES, IT
1	Fundamentals of Facilitation in Development and Social Change	Understanding migrant women as learners; inclusive, trauma-informed, gender-sensitive facilitation; self-reflection and positionality
2	Inclusive Pedagogical Strategies for Diverse Adult Learners	Aligning teaching methods with learning goals; participatory and learner-centered methods; responsive, empowering pedagogy
3	Designing Inclusive and Experiential Lesson Plans	Lesson structure models (WIPPEA); Kolb's Experiential Learning Cycle; scaffolding; lesson-plan templates
4	Inclusive Assessment Strategies for Facilitators of Migrant Women	Flexible formal/non-formal assessment; dialogue and self-assessment; strengths-based action planning

2.2 The Modular Educational Pathway (content modules 1–10)

A curriculum handbook of ten modules that you deliver directly to migrant women, organized around three thematic areas: culinary skills, digital learning, and citizenship. Each module is a ready-to-use lesson package (objectives, units, activities, timing, materials, evaluation, and adaptation notes). Section 8 explains how to read and combine these modules.

2.3 The Best Practices Repository (WP2)

An online, multilingual repository of ten case studies of successful culinary and cultural-integration initiatives across partner countries, together with the comprehensive analysis report that informed the design of the Educational Pathway. Use it for inspiration, local adaptation ideas, and evidence to share with stakeholders. It is available through the S-nodi Library and the project website: <https://www.soulfoodproject.eu/results/>

How the three pieces relate

Read the Digital Toolkit for Practitioners once, as your own training. Keep the Educational Pathway open every time you plan a session. Dip into the Best Practices Repository whenever you need inspiration or evidence for a specific context.

3. Getting Oriented Before You Begin (Module 0)

Module 0 of the Digital Toolkit orients you to the project and explains how the pilot was built. Its key lessons for practitioners:

3.1 What the pilots taught us

The modular pathway was piloted with migrant women in five countries Austria, Sweden, Spain, Greece and Italy, each with different participant groups and local contexts. Across all sites:

- Hands-on, kitchen-based activities were consistently the most engaging and effective element of the programme.
- Language support and uneven digital-literacy levels were the two most common challenges facilitators had to manage.
- Facilitators who adapted content for local languages, simplified materials for low-literacy groups, and adjusted the depth of digital content saw the strongest participant engagement.
- Participants reported increased motivation, skill development, and a sense of community, success was closely tied to practical, inclusive approaches rather than lecture-style delivery.

3.2 A six-step approach to using the guidelines

Module 0 proposes the following sequence, which this document expands on in Section 9:

1. Explore the modular structure, review the available modules; each can stand alone or be sequenced with others.
2. Identify group needs, assess language background, digital literacy, and scheduling constraints.
3. Select and adapt modules, choose modules that fit your group's goals; localize examples, simplify language, plan multilingual facilitation.
4. Prepare materials, gather checklists, visual aids, and translation support; ensure accessibility.
5. Deliver with flexibility, adjust pacing, groupings, and activities in response to real-time feedback.
6. Reflect and improve, use built-in feedback and reflection tools after each session.

4. Understanding Your Learners (Module 1)

4.1 Migrant women as adult learners

Migrant women make up roughly 48% of migrants worldwide (around 135 million people in 2020), yet their skills-development needs are frequently overlooked. They arrive with highly diverse educational backgrounds, from primary schooling to university degrees, and often bring valuable informal competences: generational culinary or agricultural knowledge, caregiving expertise, or prior work experience in fields such as hospitality or health care. Treat every group as heterogeneous rather than assuming a shared starting point.

4.2 Common barriers to participation

Barrier	Why it matters
Language proficiency	Essential for many jobs, especially in the care and health sectors
Digital literacy	Increasingly required for access to jobs and learning
Lack of recognition of prior learning	Skills gained informally are often undervalued
Limited access to information	Few pre-departure or orientation opportunities

These barriers are compounded by intersectional factors: migration status (regular/irregular, temporary/permanent), gender roles and caregiving responsibilities, employment-access barriers (e.g. non-recognition of foreign qualifications), and socio-economic pressures such as remittance obligations. Barriers to participation are not just individual, they are shaped by systems, policies, and social attitudes. Recognizing this helps you design more equitable solutions rather than placing the burden of adaptation on the learner alone.

What worked in the pilots

- Spain: a trainer found participants already had solid digital skills, so the digital-skills units were made more advanced on the spot.
- Sweden: not all participants could access a laptop simultaneously, so the team rotated device access across two days.
- Austria: groups had multiple mother tongues and varied language proficiency, so trainers used multilingual recruitment flyers and in-session peer translation.

4.3 Creating an inclusive, trauma-informed environment

Cultural diversity includes visible differences (dress, language) and less visible ones (values, attitudes toward time and authority, religious observance). Facilitators should:

- Priorities emotional safety, clear ground rules, positive language, responding to mistakes with empathy.
- Establish consistent routines and predictable structure, especially important for learners who have experienced disruption or trauma.
- Encourage learner voice and choice, opportunities for input and feedback build confidence and agency.
- Stay responsive, adapt activities, offer alternatives, and provide extra support as needed.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Why the kitchen works

Across all pilot countries, the kitchen was where safety was built first: mistakes are normalized (“we can taste and adjust”), and sharing food transcends language barriers. Use this same spirit, low-stakes, forgiving, collaborative, in every activity, not only cooking ones.

4.4 Gender-sensitive facilitation

Gender-sensitive facilitation means recognizing and addressing the different experiences and barriers learners may face because of gender:

- Watch classroom dynamics, who speaks most, who stays silent, who takes on which roles, and actively invite quieter voices in.
- Challenge stereotypes and use inclusive language and examples.
- Design activities and roles so everyone can lead, contribute, and access resources (e.g. rotating responsibilities, flexible participation).
- Be ready to address harassment, discrimination, or the impact of caregiving duties on attendance, and connect learners to support resources when needed.

4.5 Building trust and respect

Trust is built through everyday behaviors, not declared once. The “Wheel of Trust” model breaks it into three actionable habits: care, transparency, and coherence (following through on promises). In practice: communicate clearly and consistently, invite input from every learner (round-robin sharing, anonymous feedback), and model fairness, active listening, and empathy, your behavior sets the tone for the whole group.

4.6 Self-reflection and positionality

Positionality is the set of identities, experiences, and perspectives you bring to teaching, which shapes your course design and classroom interactions. Facilitators are encouraged to build a habit of reflexivity using this five-step cycle:

1. List your own key social identities and lived experiences.
2. Consider how these shape your teaching approach and classroom interactions.
3. Recall moments of challenge or discomfort and ask what biases may have influenced your reaction.
4. Invite feedback from learners or colleagues on your facilitation style.
5. Adjust your practice based on reflection and feedback and repeat the cycle.

5. Choosing and Combining Teaching Methods (Module 2)

SOUL Food embraces pedagogical plurality: intentionally selecting and combining teaching methods rather than relying on one default style. In the SOUL Food pathway, “real-world settings” are concrete, a shared kitchen, a community room, a phone screen, where women build culinary, digital, and citizenship competences together.

5.1 Aligning methods with learning goals

1. Identify learning goals — what should learners know, do, or value by the end of the session?
2. Analyze learner needs and context — backgrounds, abilities, motivations, and constraints.
3. Select appropriate methodologies — methods that best support the goals and fit the group.
4. Design aligned activities — plan activities and resources that directly connect to the goals.
5. Check for accessibility and inclusion — review the plan to ensure every learner can fully participate.
6. Plan for assessment and feedback — decide how progress will be measured and communicated.

5.2 Practical planning techniques

- Layer multiple methodologies within a single session (e.g. demonstration + hands-on practice + group reflection) rather than relying on one format throughout.
- Progress from guided to independent practice, begin with direct support, then gradually hand over ownership.
- Monitor and adapt for inclusion continuously, using participation and feedback to adjust in real time.

5.3 Participatory and learner-centered methods

Great facilitation is less about delivering content and more about creating the conditions for every learner to participate, reflect, and lead. Concrete techniques include open-ended questions and reflection prompts, and regular, two-way feedback.

Two additions the pilot proved particularly valuable:

- Multilingual facilitation planned deliberately, identify a facilitator or peer who can bridge languages before the session, not improvised on the spot.
- Sequencing sessions to move fluidly between whole-group and small-group formats, giving learners progressively more autonomy.

5.4 Being responsive and empowering

Responsive teaching means using ongoing, formative checks (e.g. exit tickets, short group discussions) to adapt in real time — not waiting for a final evaluation to discover something isn't working. Empowering, critical pedagogy treats learners as co-creators, critical thinkers, and agents of change, not passive recipients of content.

5.5 Continuous reflection and adjustment

1. Gather learner feedback and self-assessments.
2. Reflect on which instructional strategies and outcomes worked.
3. Analyze what worked, what didn't, and why.
4. Adjust methods, pacing, and supports as needed.
5. Re-engage learners in co-reflection and planning the next steps.
6. Document lessons learned and shared insights with peers.

6. Structuring Sessions and Lesson Plans (Module 3)

6.1 The WIPPEA lesson model

A well-structured lesson provides a clear flow that increases engagement and retention. The WIPPEA model offers six phases you can use to structure any SOUL Food session:

Phase	Purpose
Warm-up	Activate prior knowledge and build a welcoming, low stakes start
Introduction	Present the session's objectives and relevance
Presentation	Deliver new content or demonstrate a skill
Practice	Give learners guided, hands-on opportunities to apply the content
Evaluation	Check understanding through observation, quizzes, or discussion
Application	Connect learning to learners' real lives, goals, or next steps

6.2 Sequencing and scaffolding

Sequencing and scaffolding help learners build on what they already know. Across SOUL Food partner countries, trainers consistently worked with low-literacy and multilingual groups; scaffolding for these groups should be planned deliberately, not improvised: use visual aids, break instructions into small steps, pair less confident learners with peer supporters, and check understanding frequently rather than at the end only.

6.3 Kolb's Experiential Learning Cycle

Trainer pilot data confirmed that hands-on cooking activities were the most effective element of the pathway. Kolb's cycle explains why: learning is strongest when it moves through four stages, concrete experience, reflective observation, abstract conceptualization, and active experimentation. A SOUL Food cooking activity naturally completes this cycle: learners cook a dish (experience), discuss what happened and why (reflection), connect it to a technique or principle (conceptualization), and then try a variation themselves (experimentation).

6.4 Aligning activities with objectives

1. Identify learning objectives — what learners should know, do, or feel by the end.
2. Select the activity type that best supports the target objective (e.g. hands-on workshop for skill development, case study for critical thinking).
3. Plan for scaffolding at each stage of Kolb's cycle.
4. Check for relevance and readiness — is the activity meaningful given learners' prior knowledge and context?
5. Build in feedback and adjustment opportunities.

6.5 Lesson plan templates and the Language and Literacy Support Plan

Use a lesson plan template to document objectives, activities, assessments, and differentiation for every session, it keeps delivery purposeful and makes handover to co-facilitators easy. For each session, complement the template with a short Language and Literacy Support Plan that documents: the languages present in the group, planned interpretation or peer-translation arrangements, materials that need visual or simplified versions, and any low-literacy adaptations required.

Pilot trainers adapted the pathway significantly for their local context, templates should be treated as a flexible starting point, not a fixed script.

6.6 Time and pacing

- Estimate time for each activity in advance so key content is covered.
- Prioritize essential objectives — shorten or drop less critical content if time is tight.
- Build in buffer time for questions, discussion, or technical issues.
- Monitor learner engagement and adjust pacing if learners seem confused or disengaged.
- Be prepared to modify the plan on the spot — structure provides direction, but flexibility delivers results.

6.7 Planning for follow-up and continuation

A key finding flagged by trainers across all countries: the pathway ends, but learners' needs do not. Build a short follow-up plan into every cycle, signpost further training, community groups, or employment services learner can turn to once a module or the full pathway concludes.

6.8 From Modular Pathways to Ready-to-Use Lesson Plans

The modular pathways developed for SOUL Food are not a separate planning step, they already function as complete lesson plans. Each module sequences objectives, activities, and materials according to the principles set out in this section (WIPPEA phasing, scaffolding, Kolb's cycle, and pacing), so trainers do not need to build sessions from scratch. See Section 8 for the ready-made modular pathways, which can be used directly or adapted to local group needs with these strategies.

7. Assessing Learning Inclusively (Module 4)

In a SOUL Food workshop, assessment happens as much at the chopping board as in a digital quiz — and that is a strength, not a limitation.

7.1 Choosing and adapting assessment methods

1. Define learning goals — identify what learners should achieve.
2. Consider learner contexts — backgrounds, literacy levels, and cultural experiences.
3. Select assessment methods — formal, non-formal, or a blend, based on the skills to be observed.
4. Adapt tools for accessibility — use visuals, oral formats, or simplified language as needed.
5. Gather evidence — observe learners during activities, collect examples of their work.
6. Provide constructive feedback — timely, specific, highlighting strengths and next steps; encourage peer and self-assessment.
7. Reflect and adjust your assessment strategies on an ongoing basis.

7.2 Facilitating dialogue, self-assessment, and group reflection

In SOUL Food workshops, the kitchen is not just a learning lab — it is the most natural dialogue space available. Use it.

- Introduce reflection and dialogue by explaining their value and sharing examples of how they help people grow.
- Use open-ended, culturally sensitive questions that are easy to understand and respectful of different backgrounds.
- Offer self-assessment tools adapted to literacy and language levels — for groups with low literacy, a smiley-face confidence scale (drawn on paper or shown on screen) works well in place of a written scale.
- Facilitate peer feedback or group discussion with clear, supportive ground rules.
- Connect reflections to real-life goals, and — where relevant — explicitly to employability tools and next steps.
- Document and celebrate progress, individually and as a group.

7.3 Guiding learners to recognize strengths and define action plans

Move learners from recognition to action with a simple facilitation sequence:

1. Open with a welcoming reflection session to set a supportive tone.
2. Facilitate reflection to help learners identify their own strengths and skills (storytelling, peer feedback, visual prompts all work well).
3. Support learners in articulating goals connected to their strengths and real-life needs.
4. Break goals down into concrete, achievable steps, a simple personal action plan.

8. Using the Modular Educational Pathway (Modules 1–10)

The Modular Educational Pathway is the curriculum you deliver to migrant women. It is organized around three thematic areas — culinary skills, digital learning, and citizenship — chosen because they represent accessible, universal entry points for social and occupational integration. The ten modules can be delivered individually or combined into a tailored pathway depending on participants' needs, language levels, and available equipment.

8.1 How each module is structured

Every module in the handbook follows the same structure, so once you know how to read one, you can read them all:

- Level of Complexity — a table showing each unit's topics at Basic, Intermediate, or Advanced level, so you can adapt to your group's starting point.
- Indicative Duration — total hours and a suggested session breakdown.
- General Goal and Learning Objectives — what the module is for, linked to the European LifeComp and DigComp frameworks where relevant.
- Content, organised in units — typically one unit per learning objective, each with a sequence of timed activities.
- Methodology — the delivery approach (e.g. face-to-face, demonstrations, storytelling, participatory exercises).
- Supporting Materials — what you need to prepare in advance.
- Evaluation / Reflection / Debriefing — suggested ways to check learning (quizzes, checklists, group discussion).
- Notes, Considerations, or Adaptations — practitioner tips specific to that module, including digital-delivery options.
- Additional Resources — curated external links (videos, guidelines) to support preparation.

8.2 The ten modules at a glance

#	Module	Area	Duration
01	Cooking Basics: Hygiene, Safety and Tools	Culinary	8h (2 x 4h)
02	The World of Cooking	Culinary	8h (2 x 4h)
03	Recipes from Around the World: Identity and Dialogue	Culinary	8h (2 sessions)
04	Healthy and Sustainable Eating (Open Learning Lab)	Culinary	8h (1 day)
05	Basic Digital Literacy: Apps, Research and Cyber-Security	Digital	5h (4 sessions)
06	Digital Communications and social media	Digital	8h (2 x 4h)
07	Digital Services Useful for Everyday Life	Digital	4–6.5h (4–7 sessions)
08	Rights and Duties of Citizens	Citizenship	3.5–5h (3–5 sessions)
09	Job Search Tools	Citizenship	8h (4 x 2h)
10	Communication and Soft Skills	Citizenship	8h (2 x 4h)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

8.3 Selecting and sequencing modules for your group

Use the six-step approach from Section 3.2 to choose modules and let the Level of Complexity tables guide adaptation. A self-assessment tool included in the digital toolkit helps learners identify which modules fit their own learning goals, offer it at intake so module selection is informed by participants themselves, not only by the trainer.

The Conclusions of the pathway handbook recommend blending the three pillars within each cycle rather than teaching them in isolation: cook → digitize → reflect on rights.

For example, a cooking session (Module 1 or 2) can be paired with a short digital-literacy touchpoint (Module 5 — timing with phone clocks, photographing the process, reading a recipe or label online) and closed with a brief citizenship or soft-skills reflection (Module 8 or 10). This interleaving reinforces skills across domains and mirrors how the pilots worked best in practice.

Suggested minimal pathway

If time or resources are limited, Modules 1, 5, and 10 form a compact entry pathway: kitchen safety and confidence, basic digital literacy, and communication/soft skills, covering all three thematic pillars in the shortest total time.

9. Module-by-Module Delivery Guide: Connecting the Toolkit to the Pathway

Sections 4–7 gave you the toolkit's principles and tools in general form. This section applies them, module by module, directly to the units and named activities in the Educational Pathway handbook, so you can see exactly where a WIPPEA phase, a stage of Kolb's cycle, a trust-building habit, or an assessment tool belongs inside a real SOUL Food session. Each module below follows the same pattern: how its activities map onto WIPPEA and Kolb's cycle, and which specific toolkit techniques matter most for that content.

9.1 Module 01 — Cooking Basics: Hygiene, Safety and Tools

This is most groups' first SOUL Food session, so it carries a second job beyond hygiene and tools: it is where trust in the kitchen as a safe space gets built (Section 4.5). Treat it as the foundation the rest of the pathway stands on, not just a compliance module.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up / Introduction — the module presentation (10 min) and mini-lecture (20 min) on food hygiene set expectations; use this moment to establish ground rules and emotional safety (Section 4.3).
- Presentation / concrete experience — the handwashing and hot-surface demonstrations are learners' first hands-on kitchen moment; this is the entry point of Kolb's cycle.
- Practice — the matching game, scenario-based simulations, and the safe-handling practical exercise give guided, then more independent, hands-on repetition.
- Reflective observation — the group discussion on preservation practices in participants' countries of origin is a built-in reflection stage; let it run, don't rush past it.
- Evaluation / Application — the formative quizzes check knowledge, while the reflection activity matching tools to recipes and the fridge-organizing exercise apply learning to real routines (active experimentation).

Toolkit connections

- Cultural sensitivity in practice: the module's own adaptation notes ask you to let learners share their own kitchen and hygiene practices — this is Module 1 of the toolkit's cultural-diversity guidance (Section 4.2) in action, not an optional add-on.
- Assessment: pair the formal quizzes with non-formal observation during the safe-handling exercise (Section 7.1); for low-literacy learners, the module already offers a visual-signs quiz — reinforce it with a smiley-face confidence scale after the accident-response simulation (Section 7.2).
- Language plan: Unit 3's tool-recognition activity is vocabulary-heavy — prepare a Language and Literacy Support Plan with illustrated tool cards before the session (Section 6.5).

9.2 Module 02 — The World of Cooking

This module builds directly on the trust and safety habits established in Module 1 and moves learners from guided demonstration toward independent practice across its four units.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up — ice-breaking and guided discussion re-opens the space established in Module 1.
- Presentation / concrete experience — demonstrations of peeling, blender use, and oven cleaning are Kolb entry points for each unit.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Practice — matching games and scenario-based simulations give repeated, low-stakes practice before the mise-en-place workstation activity, which asks for more independent execution.
- Reflective observation — debrief each scenario-based simulation before moving on; don't let it become a formality.
- Evaluation — formative quizzes close each unit.

Toolkit connections

- Guided-to-independent progression: sequence Units 1–4 deliberately — heavy demonstration in Unit 1, near-independent workstation management by Unit 4's mise en place (Section 5.2).
- Pacing: the mise-en-place scenario can extend to a 4-hour outdoor workshop — apply the time and pacing guidance in Section 6.6 and confirm scheduling with the group in advance.
- Digital touchpoint: interleave a small digital moment (timing with phone clocks, photographing the mise en place) as recommended in Section 10.1; to normalize tech use ahead of the digital modules.

9.3 Module 03 — Recipes from Around the World: Identity and Dialogue

The most emotionally significant module in the pathway. Cooking and storytelling about “home” food can surface memories of migration, loss, or family, this is where trauma-informed facilitation and your own positionality (Section 4.3, 4.6) matter most.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up / concrete experience — the introduction round, partner introductions, and recipe exchange open the space; cooking in tandems is the main hands-on, concrete-experience stage.
- Reflective observation — the story circle (“food as memory & identity”) and the wrap-up discussion are the reflective core of the module — protect the time allocated to them.
- Conceptualization — the cultural mapping exercise helps the group name patterns and connections across the stories shared.
- Active experimentation / Application — the shared meal and storytelling presentation, and the closing reflection, connect the activity to belonging and ongoing community ties.

Toolkit connections

- Facilitator positionality: run your own five-step reflexivity cycle (Section 4.6) before facilitating the story circle — your own background will shape how you hear and respond to what learners share.
- Multilingual facilitation: plan peer-translation pairings for the culinary tandem and recipe exchange before the session, not on the spot (Section 5.3).
- Assessment: this module has no quiz by design — map it to the non-formal, dialogue-based strand of Section 7.2. The wrap-up discussion is the assessment; use open-ended, culturally sensitive questions deliberately, not casually.

9.4 Module 04 — Healthy and Sustainable Eating: Open Learning Lab

A full-day format that links diet to climate, health, and waste, the most pacing-intensive module in the culinary stream.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up / Presentation — each unit opens with a presentation and visual examples (nutrition, climate, waste) before moving to activity.

- Concrete experience — the hands-on demonstration, the “Build Your Plate” exercise, and the “Climate Plate” group activity are the module's Kolb entry points.
- Reflective observation — a group reflection closes every unit; use it, don't skip it under time pressure.
- Evaluation / Application — the interactive quiz checks understanding, while the discussion connects choices to participants' own habits (active experimentation, to be tested at home).

Toolkit connections

- Pacing: with three units in a single day, apply the time-and-pacing guidance in Section 6.6 closely, including buffer time — this module is the most exposed to schedule slippage.
- Follow-up: because change happens after the session (trying a new storage method, a new plate ratio), plan a short check-in at the start of the next session, per the follow-up guidance in Section 6.7.
- Non-moralizing tone: keep feedback on habits observational, not corrective — consistent with the empowering, learner-centered pedagogy in Section 5.4.

9.5 Module 05 — Basic Digital Literacy: Apps, Research and Cyber-Security

Digital literacy was flagged in the pilots (Section 3.1) as one of the two most common barriers groups face — open this module with a real needs check, not assumptions.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up / concrete experience — the practical demonstration (basic level) gets hands on a device immediately.
- Presentation — the interactive mini-lecture with icons and real objects supports learners with limited prior device exposure.
- Practice — group work, the whispering game, scavenger hunt, and research game build skill through repetition at increasing independence (basic → intermediate → advanced, as tagged in the module itself).
- Reflective observation / Evaluation — the short reflection after Unit 1 and the embedded checks throughout close each stage.

Toolkit connections

- Needs assessment first: echo the pilot adaptations directly — Spain's trainers raised the difficulty when the group's skills were higher than expected; Sweden's rotated device access when there weren't enough devices for everyone (Section 4.2). Check both before you start.
- Use the module's own basic/intermediate/advanced tags as your differentiation tool, applying the guided-to-independent and layered-methodology approach from Section 5.1–5.2.
- Assessment: favor non-formal observation over testing here — digital-skill anxiety is common. Use a confidence scale (Section 7.1–7.2) before and after to track comfort, not just correctness.

9.6 Module 06 — Digital Communications and Social Media

Builds on Module 5's device confidence and moves into how learners present themselves and manage risk online.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up — group brainstorming opens each unit's topic.
- Concrete experience — the WhatsApp role-play, the scenario-based role play on presenting yourself online, and the practical exercises are the module's hands-on core.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Conceptualization — the mini-lecture and interactive demonstration frame the practice that follows.
- Evaluation / Reflection — the quiz game and the closing reflection discussion connect the content to participants' real digital habits.

Toolkit connections

- Role-play debriefs use open-ended, participatory questioning after every role-play (Section 5.3) so learners articulate their own reasoning, not just recall a rule.
- Unit 3 on risks and privacy touches on online harassment, which can disproportionately affect women — apply gender-sensitive facilitation (Section 4.4) and be ready to signpost support resources.
- Language plan: profile-building and privacy vocabulary can be dense — prepare simplified or visual versions in advance (Section 6.5).

9.7 Module 07 — Digital Services Useful for Everyday Life

Practical, service-navigation content (public and financial services) with a high literacy and language load — plan for this explicitly rather than reacting to it in the room.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up — an icebreaker opens each unit.
- Presentation / conceptualization — the timeline activity, repeated across all three units, is the main vehicle for introducing each set of services in sequence.
- Practice / concrete experience — teamwork lets learners apply the sequence to realistic tasks (best paired with a mock navigation of an actual service website or form).
- Evaluation — a formative quiz closes each unit.

Toolkit connections

- This module has the highest literacy and jargon load in the digital stream — apply the Language and Literacy Support Plan proactively (Section 6.5), with simplified or translated key-term glossaries prepared in advance.
- Thematic blending: this module connects naturally to citizenship (Module 8) and job search (Module 9) — consider sequencing them close together, per the three-pillar blending logic in Section 8.3.

9.8 Module 08 — Rights and Duties of Citizens

Sensitive, sometimes politically or emotionally loaded content — discrimination, institutions, advocacy. Re-establish the emotional-safety ground rules from Module 1 explicitly before this module, don't assume they carry over automatically.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up — an icebreaker opens each unit.
- Conceptualization — the timeline activity in Units 1–2 builds the historical and institutional framework.
- Reflective observation / concrete experience — the discussion groups and teamwork in Units 1–2 let learners connect institutions to their own situations.
- Active experimentation — Unit 3, “Rights in Practice, Advocacy, and Assessment,” is where learners apply rights-based reasoning to real scenarios.
- Evaluation — formative quizzes throughout.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Toolkit connections

- Trauma-informed and gender-sensitive facilitation (Sections 4.3–4.4) are essential here, particularly before Unit 3 — discussions of rights and discrimination can surface personal experiences.
- Assessment: pair the formal quiz with the strengths-based action-planning sequence (Section 7.3) so learners leave with a concrete next step for exercising a specific right, not only quiz knowledge.

9.9 Module 09 — Job Search Tools

This module's units are listed with less built-in activity detail than others — you carry more responsibility for designing the session structure yourself here, using the WIPPEA and Kolb tools from Section 6 directly.

Structure — WIPPEA and Kolb's cycle in this module

- Use WIPPEA to build out each unit: a short warm-up connecting to participants' work history, presentation of platforms/tools (Units 1–2), guided practice completing a real application step, and a closing application phase tied to next steps.
- Anchor Kolb's cycle in real tasks: concrete experience = completing part of an actual application or profile; reflection = discussing what felt hard or unclear; conceptualization = the national/cultural specificities content in Unit 3; experimentation = trying the networking and online-presence steps in Unit 4 independently.

Toolkit connections

- This is the natural home for the strengths-based action plan from Section 7.3 — turn recognized strengths directly into CV content or an application step, closing the loop between Module 4 (toolkit) and this module.
- Localization: use the Best Practices Repository's country case studies (Section 2.3) to ground Unit 3's national and cultural specificities in real local examples rather than generic advice.

9.10 Module 10 — Communication and Soft Skills

A strong closing module: its own activities already mirror Kolb's cycle almost exactly, making it the natural place to model reflective practice explicitly and to prepare learners for life after the pathway.

Structure — WIPPEA and Kolb's cycle in this module

- Warm-up / concrete experience — the “Misunderstood Message” icebreaker and the role-plays on communication styles are direct, embodied entry points.
- Reflective observation — “Comfort Zone Mapping” and the formative reflections after each unit make the reflective stage explicit rather than implicit.
- Conceptualization — the mini-lecture and scenario analyses in the problem-solving unit frame general principles from specific examples.
- Active experimentation — the mindfulness practice, the collaborative challenge (“Build the Tower”), the conflict-management role-play, and — most directly — the personal action plan.

Toolkit connections

- Use this module as the pathway's capstone: run the full strengths-to-action-plan sequence from Section 7.3 and make sure the personal action plan explicitly names what comes next — further training, community groups, or employment services (the follow-up planning guidance in Section 6.7).

- Group debrief apply the trust-building habits from Section 4.5 (care, transparency, coherence) one last time to close the pathway on a note of shared achievement, not just task completion.

10. Step-by-Step: Planning and Delivering a SOUL Food Pathway

This section brings together the guidance from Sections 3–9 into a single practical sequence you can follow from first contact with a group through to the end of a cycle.

1. Get oriented. Review Module 0 and this document; understand the project's mission and what worked in the pilots (Section 3).
2. Assess group needs. Gather information on language backgrounds, digital literacy, prior education, scheduling constraints, and individual learning goals (Sections 3.2 and 4).
3. Select and sequence modules. Choose from the ten pathway modules based on group needs and available time; consider blending the three pillars within each cycle (Section 8).
4. Design or adapt lesson plans. Structure each session with the WIPPEA model, plan activities around Kolb's Experiential Learning Cycle, and complete a Language and Literacy Support Plan for the group (Section 6).
5. Check the module-specific guidance. Before delivering any of the ten modules, read its entry in Section 9 for the exact WIPPEA/Kolb mapping and the toolkit techniques that matter most for that content.
6. Prepare materials. Gather kitchen tools, visual aids, translated or simplified handouts, and digital-tool access in advance (Sections 3.2 and 8.1).
7. Deliver with flexibility. Facilitate inclusively, trauma-informed and gender-sensitively; use multilingual support where needed; adjust pacing and activities in real time (Sections 4 and 5).
8. Assess inclusively and facilitate reflection. Blend formal and non-formal assessment, use accessible self-assessment tools, and guide learners toward recognizing strengths and setting action plans (Section 7).
9. Reflect, adapt, and document. After each session and at the end of the cycle, gather feedback, analyze what worked, adjust your approach, and plan follow-up support so learning continues beyond the pathway (Sections 5.5 and 6.7).

11. Practical Tips and Quick-Reference Checklist

11.1 Tips for trainers

- Treat food as both skill and medium. Use kitchens to teach safety, timing, and teamwork — and identity, trust, and belonging.
- Interleave digital touchpoints in every culinary session (timing with phone clocks, capturing process photos, reading labels online) to normalize technology use gradually.
- Keep evaluation light but continuous — observe, quiz, reflect. Use checklists during practical activities and invite journals or short voice notes for self-assessment.
- Localize everything — adapt tools, ingredients, and services to the host city; ensure multilingual facilitation; respect dietary rules and cultural rhythms.
- Plan multilingual support deliberately, before the session, rather than improvising it in the room.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- Normalize mistakes, in cooking and in every other activity — “we can taste and adjust.”

11.2 Before-session checklist

- Group needs assessed: languages, literacy levels, digital access, scheduling constraints.
- Module(s) selected and sequenced; Level of Complexity checked against group profile.
- Session structured (WIPPEA phases or equivalent); timing planned with buffer.
- Language and Literacy Support Plan completed for the session.
- Materials prepared: kitchen tools, visual aids, translated/simplified handouts, digital access.
- Assessment and reflection tools chosen and adapted for accessibility.
- Follow-up or next-step information ready to share with learners.

11.3 After-session checklist

- Feedback gathered from learners (formal or informal).
- Session outcomes and any adaptations documented.
- What worked / what didn't discuss with co-facilitators, if any.
- Adjustments planned for the next session.
- Progress and milestones acknowledged with the group.

12. Where to Find More

This document is a companion to, not a replacement for, the full SOUL Food resources. For the complete content, always consult:

- The five Digital Toolkit for Practitioners e-learning modules (0–4) for the full facilitation training, including flashcards, scenarios, and interactive exercises referenced throughout this document.
- The Modular Educational Pathway handbook (Modules 1–10) for the complete lesson content, activities, and additional resources for each module.
- The Best Practices Repository and comparative analysis report (WP2), available through the S-nodi Library and the project website, for case studies and further inspiration.

Trainers delivering the pathway are encouraged to complete the trainer satisfaction questionnaire after each cycle, feedback from the field is what keeps these guidelines, and the pathway itself, improving.

c:

<https://www.soulfoodproject.eu>

<https://edu.s-nodi.org>

Contact for more:

https://www.instagram.com/soulfood_euproject/