



SOUL FOOD Project
“SOUL FOOD” On-Line Learning Support Framework

Digital Learning Tutor
Courseware





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July 2026

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Executive Summary

This document comprises the **Project Result entitled “Handbook for Educators” of the “SOUL FOOD” Project**, and prescribes the deployment of a **“competence development courseware” for the role of an Educator (Tutor) facilitating online learning processes** and coupled with assessment “tools”, in order to **support the delivery of fit-to-purpose Culinary Arts Courses for migrants and especially women** (relatively “hard-to-reach” people). The “SOUL FOOD” Handbook for Educators is prepared in order to **support the migrant and refugee bodies and their workers to reach a sufficient competency level to effectively deliver tutoring for blended learning** of the migrants and especially of the migrant women. We aim at critically enhancing these professionals’ effectiveness to provide (learning) guidance, especially when engaged in migrant support services, *in terms of outreaching to and re-engaging in learning for those migrants, who are facing significant marginalization risks.*

Based upon our understanding about the tutoring job profiles and the tasks and relevant skills in the field, we have somehow identified the role of the **Tutor (Educator) for the migrants and refugees**, to facilitate learning especially *when following the “SOUL FOOD” Education Pathway*. The role of the Tutor is comprising a core set of tasks to deliver effective outreach and learning re-engagement for the hard-to-reach migrant women. The hereby **“Online Learning Courseware”** is being built **in order to efficiently prepare through on-the-job training the migrant and refugee workers, to guide the development and delivery of Culinary Arts training, coupled (enriched) with Civic Education and Digital Literacy elements**, while getting the afore-mentioned hard-to-reach groups engaged in constructive and empowering learning activities.

The migrant women and the migrants at large, considered to be less involved in social activities, are the end-beneficiaries of the SOUL FOOD Project. The women are marginalized, vulnerable and “at risk” members of the migrant and refugee population in the European countries, who are facing more problems and challenges than the other members of the same population and than the natives in the hosting societies. In this respect, there is a *clear need for innovative initiatives, involving and empowering the migrant societies and especially those migrant women, enabling them to build their resilience and equip them with vocational skills, together with life competences, in order to cope with a changing social context.* And such a need asks for action programs to *increase the availability of learning as well as personal and professional development opportunities* for the migrant women, by enhancing the *training programs with elements of civic education and of the so-named digital literacies*. Such an understanding governs our approach towards the identification of a suitable *competence development courseware (instructional design)* serving the scope of *prioritizing the enhancement of these people’ s lifelong learning competencies.*

At the same time, an important aspect of the innovation to be pursued to duly respond to the re-engagement needs of the migrant and refugee women in need of effective support, is related to the inertia characterizing the organizations active in offering work and services by supporting the hard-to-reach groups, including learning, accommodation and health services for the migrants. This refers to the emerging resistance to change – the “stuckness” – being identified when a person or a wider

social system is being enmeshed in a problem in persistent and repetitive ways, despite the desire to alter the situation.

In this context the practitioners, being other professionals or trainers working with migrants and or refugees have to be capable

- (1) to address the needs and aspirations of these people and
- (2) to provide them with learning opportunities, especially those hard-to-reach migrant women who are in need of safe, motivating and inclusive learning environments.

Within the *SOUL FOOD* Project, we are coming up with (i) a “*courseware framework*” with *quality benchmarks in terms of learning objectives for online learning sessions and learners’ participation, as being presented in this “Handbook for Educators”, together with “Tips of Recommendations”* (Annex I) and with the “*Digital Competence Framework*” for the Tutor for Migrants and Refugees (Annex II). We are also coming up with (ii) *prescriptions for an online environment for the work-place competence development of the migrant and refugee organization workers*, being presented in a complementary project result entitled “*Guidelines for Practitioners*”.

The project is building and validating an easily contextualized “**Online Learning (Competence Development) Courseware,**” i.e. a framework to build semi-structured, work-placed and flexible training courses, in order to support the diversified needs of the migrant workers to meet the migrants’ needs. This on-the-job training framework (courseware) serves the preparation of the (“*SOUL Food*”) ***Tutors to help the deployment of blended learning schemes, easily tailored to the varying needs of disadvantaged and disaffected learners, especially those of the migrant and refugee women.***

Aiming at the migrant workers’ professional development and at the innovation capacity building of the migrant and refugee service agencies, the “*Tutor Online Learning Courseware*” serves as the means for the development and delivery of tailored on-the-job learning experiences (and structured courses) with the deployment of the “*SOUL Food*” Education Pathway. The building and validation of the courseware is being based on a sound approach which deploys the design thinking methodology and the participatory action research (learning) practice.

Updated research, validated also through the field and desk research activities run in the project’ s pilot sites, highlights gaps in the current supply of the migrant and refugee re-engagement and inclusion services. Against such a background, outreaching practice together with enhanced tutoring could provide the migrant and refugee agencies and the relevant training and guidance bodies with solutions, to deliver upon the bridging of the hard-to-reach migrants with these providers and with their communities. The “*SOUL Food*” Project addresses the requirement for the migrant and refugee workers to develop the right competences and corresponding attitudes, which will ensure the delivery of those critical tasks which identify the role of the “*SOUL FOOD*” Tutor/Educator. On this basis, we consider that ***the competencies needed to deliver quality work in order to support the migrants and refugees, especially the migrant women should correspond to***

- (i) the ability to forge a close relationship between the worker and tutor and the migrant (refugee) and to engage in “active outreach” with migrants and refugees, in need of help and support,
- (ii) flexibility, accessibility and adaptability to these people’ s needs,
- (iii) ability to identify appropriate learning opportunities, support with goal setting and recognition of achievements of the migrants and the migrant (or refugee) women,

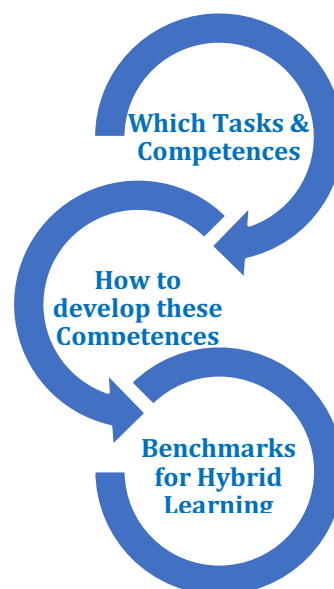
- (iv) ability to create safe, supportive environments that enable migrants to experience life and to participate with their peers within an enjoyable learning setting, allowing space and autonomy enough to drive their own development and at the same time to engage in partnerships and collaborate with other actors.

The ultimate task of the *SOUL FOOD Educator* has to do with convincing the marginalized migrant women that they can contribute to helping themselves and their communities, by joining fulfilling learning experiences and learning communities. And in order to reach a sufficient level of the competences necessary for the successful delivery of the online and blended learning experiences with the migrants, the migrant and refugee trainers would better be prepared through an on-the-job modular learning process, comprising learning activities and the relevant “assessment tools”. Within the *SOUL FOOD* Project, we have undertaken the effort to bridge the gap between the existing level of competencies of the practitioners in the field, when working with the migrants and refugees, and those required, by undertaking the following implementation steps.

- (i) The customization of the *recruiting* and the registration to access the online learning materials and modules, meeting the priorities at the project’s pilot sites;
- (ii) together with the deployment of the related accompanying *assessment tools*, and with
- (iii) the corresponding instructional design, as it is prescribed in this document within the *courseware development framework* (see also in the Annexes), facilitating the delivery of enhanced Culinary Arts courses.

With this approach and in successive participatory action research (PAR) loops, starting with the *migrant and refugee workers* and further engaging the *end beneficiaries (migrants and migrant women)*, the *SOUL FOOD* project team is being prototyping and driving the fit-to-purpose solutions in the implementation sites. In such a way, the project teams are developing and delivering the pilot *SOUL FOOD Culinary Arts and Cultural Exchange (modular) Training Courses* (the “*Digital Toolkit*”) – as in the following pattern –, by deploying an easily contextualized *courseware development framework*.

From Defining to Prototyping and Validating



The *SOUL FOOD* Project makes use of the state-of-the-art in instructional design, addressing those distanced from learning audiences, while making the most out of the state-of-play flexible learning models, comprising online asynchronous and synchronous and f2f sessions, together with collaborative learning processes.

Instructional design should be *learner-centered*, since the aim is to *turn learners into active participants*, with the trainers always being in the picture. Within a learner-centred approach instructors assume the *role of the facilitator, the “Tutor,” someone who guides learners in acquiring knowledge and applying newly acquired skills*. The outcome of the instructional design is *constantly refined through continuous assessment and improvement*, as the instructional design is a process and not an end-result. And it is a never-ending process, meaning that once a specific course design is adopted and the course is developed and delivered, an assessment to improve upon it follows immediately.

An instructional design model needs to be adopted in order to facilitate the prescription and then the guidance of the activities that comprise the learning processes, in other words in order to drive the structuring and running of the *pilot SOUL FOOD Courses (“Education Pathways”)*. The model allows to communicate the purpose and reason behind the “learning strategy” to be pursued, which the hereby *Online Learning Courseware* identifies with all the major components that have to be included in the *course(s)*. When coming up with the ***model to prescribe and guide the SOUL FOOD Education Pathway***, increased attention had been paid upon

- *identifying the learning outcomes*, the objectives to be achieved by joining the activities comprising the course – or even a course module –,
- *the prescription of activities, to be undertaken by the learners*, including the lecturing sessions or other eventually more collaborative and interactive class working sessions and the individual learner’s contribution and upon
- *the relevance of these activities (learning processes) to the context of learning, i.e. to the field where the knowledge and skills are going to be applied (Culinary Arts and Cultural Exchange and Civic Competencies)*.

The ***competences, to be developed by the “SOUL FOOD” Tutor in order to guide the learning of migrant women, are function-based***, with the following set of functions (tasks) comprising the job of the *Educator*:

- (I) ***Enhancing open access for the migrants and refugees, especially for the migrant women in institutions*** providing information to these people;
- (II) ***Building collaboratively with the migrant women their self-esteem and confidence***;
- (III) ***Building resilience, such as the ability to deal with the ups and downs of life in differing cultural environments*** and other life changes;
- (IV) ***Supporting migrant and refugee women to make informed choices and decisions***;
- (V) ***Encouraging & developing the migrant women’s personal and professional capacity, their digital literacies and their civic and social skills***, through group processes and learning;
- (VI) ***Evaluating individual and group expectations and needs and developing activities and training programs that address these needs***.

According to the basics about instructional design, we identify certain “principles” addressing the driving concerns of online learning support solutions, namely:

- ✓ The online training sessions and learning materials should preferably correspond to action-research or project-based learning, in collaborative learning schemes, being (preferably) preceded by
- ✓ (self-)assessment procedures (tests, etc.) of prior learning (measuring the existing level of acquisition of corresponding competences), and
- ✓ being followed by self- and peer- assessment as well as by accreditation procedures, for those migrants and refugees in need of such accreditation; and last but not least
- ✓ the online learning could be initiated and further adjoined by community inspired discussion threads being delivered by f2f seminars or by webinars (online seminars) and workshops.

In fact, the work-placed preparation of the Tutor should follow the **modular course (program) structure**, the same as in the case of the Education Pathway, with

- (1) a number of *modules* and with every *module* being identified by its reference to *learning outcomes* to be achieved, with the outcomes relating to pre-defined *cluster of Competencies*, specified by a set of measurable *learning objectives*; while for each and every *module* including
- (2) optional *prior learning assessment* parts,
- (3) introductory learning materials, usually in the form of videos to trigger the interest of the participants, together with other media files (animation with sound, etc.) and more traditional, yet inspiring and short, thematic presentations (using presentation files);
- (4) series of both group and individual reflection sessions with tutors’ support, via f2f and online workshops/seminars, especially for those modules addressing gaps in terms of digital literacies as well as civic information;
- (5) project sessions (of “action learning”), serving the development of the corresponding culinary arts competences, whereas participants (trainees) will work/study individually and in groups; and last but not least including
- (6) closing assessment rounds, sometimes with add-on accreditation procedures, for those occasions and participants in need of.

We could adopt the same types of tests and other assessment tools, both for the prior learning and for the closing assessment (post learning evaluation) parts, thus assessing the relative progress in terms of the learning objectives for each participant. Relevant learning materials will have to become available per *module*, as reference content to facilitate the introductory f2f and online sessions (webinars), which the trainees are joining usually being assigned to groups, with the tutors providing guidance and facilitating the reflections, so that

- project-based, action research sessions, corresponding to relevant migrant/refugee “lifeworlds,” are being assigned to groups of learners, while at the same time
- each trainee’s tasks, in such action learning sessions, will be identified in a way that facilitates achieving the learning objectives (i.e. the competences to be developed).

In this respect and based on the state-of-play of professional development, we have considered that

- a reasonable period for anyone interested in reaching the minimum competency level to become a *Tutor for Migrants & Refugees* (especially for the more hard-to-



reach migrant women), should not be less than five (5, reaching the minimum Tutor's competency level) and not more than eight (8) weeks;

- *during which period, the migrant and refugee worker should be invited to allocate maximum some 4/6 hours per week, i.e. allocating total duration of minimum 30h to maximum 40h of training, for all sorts of engagement with the various sessions and the team and individual work required.*

In this frame, any *Migrant Training Tutor (Educator for the "SOUL FOOD" Course)* would be guided and be supported through on-the-job training for a period of maximum eight weeks, covering the functional competences corresponding to all the six core tasks (I-VI, see above). This period is considered sufficient in order for the would-be tutor to develop those qualifications which would make her/him competent enough to deliver successfully with the emerging job/role of the *Educator/Tutor in hybrid learning environments*. Such an arrangement seems suitable even in the case of those workers who may be interested in participating to such a type of on-the-job training while having only limited experience with online leaning.

It is useful to shed some more light on the **core components of the hereby prescribed guidance for competence development of the online learning Tutor**, in order to guide the latter to deploy fit-to-purpose design and development of contextualized courses and to offer reliable opportunities for suitable work-place training to migrants and refugees, especially to the migrant or refugee women. These components comprise the following:

- ***the functional competences corresponding to the core tasks of the Tutor, together with the rubrics scheme***, naming the corresponding learning outcomes and measuring their achievement - with reference in Part 3 and 4 of this document ("*Handbook for Educators*") -;
- the ***"principles" of instructional design, together with the critical pedagogical concerns that need to drive the quality of the training***, in order to trigger and facilitate the engagement of those migrants and especially the migrant women, being disconnected from learning;
- the ***recommendations for the adoption of the PAR approach for the contextualization of the pilot modular course of the SOUL FOOD Education Pathway, for the collaborative on-the-job training of the Tutors, in order to support, at the same time, the up-skilling of the migrants and refugees and even more effectively of the migrant women***, and
- a ***set of quality benchmarks to structure blended modular training (courses)***, flexible enough ***to support the work-placed guidance and training of the ("SOUL Food") Tutors***, with a number of online learning sessions in the migrant services sector.

Based on functional analysis of the job of the *Educator/Tutor* for the migrants and the migrant women, we have further worked on building an accompanying set of **Assessment Tools**. Which would enable those *migrant workers* to first get an understanding, through a self- and a peer-assessment process, of the relevance of the competences as well as their *individual sufficiency (competency) level as it regards each one of the afore-mentioned core tasks (and "functional" competences)*. The assessment results would identify *"strengths & weaknesses" in individual competences and regarding the capacity to deliver the tasks constituting the role (job) of the "SOUL Food" Educator/Tutor*. This is enabling the *identification of whichever competence gaps that can be addressed, through the fit-to-purpose on-the-job*

training courses, which can be developed using the hereby prescribed courseware framework.

We thus anticipate that the minimum capacity (competency) level to be reached by the “SOUL Food” Educator/Tutor in order to sufficiently deliver the corresponding set of tasks (for the “bridging with learning”), would be the one related to the acquisition of those functional competences referring to the first four core tasks (I-IV). And that this (minimum) competency level would be reached and then assessed through on-the-job, project-based learning, facilitated and enhanced by the use of the digital technologies - mirroring the relevant competency areas of the DigiComp3 Framework.

And further on, in order to measure the competency level of those migrant and refugee workers to become “SOUL Food” Tutors, we are employing the “rubrics” approach, with assessment tools that usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement and a scoring scheme. The rubrics approach can also provide the basis for self-evaluation and reflection, being aimed at consistent and fair assessment, fostering understanding and indicating a way to proceed with learning, in order to meet whichever gaps detected as well as those of the ultimate beneficiaries, the migrants and refugees and the migrant women. This integration of performance and feedback corresponds to the approach of ongoing or formative assessment.

An important question regards whether we can create valid and reliable analytic rubric items that provide information on learning outcomes in relation to the identified competency areas – i.e. whether we duly re-phrase verbs to express competencies to learning outcomes –, in order to accompany the so-named courseware development framework. This question can only be addressed through an insightful context analysis, starting with the needs of the ultimate beneficiaries of a certain programme action.

Attached hereby are

Annex I: Tips for Effective Tutoring in Online Learning Environments for Migrant Workers (an extended presentation for their deployment in the complementary document entitled “Guidelines for (“SOUL Food”) Practitioners”

Annex II: Tutor for Migrants – Digital Competence Framework (Enabling Digital Literacies)



Part 1 - Competence Development Courseware for “SOUL Food” Tutors: Migrant & Refugee Needs

The aim of this document is to come up with a “SOUL Food” Tutor’ s competence framework and based on it to provide with a *framework of quality (effectiveness) benchmarks for innovative, “learner-centered” courses for the “SOUL Food” Education Pathway*, sufficient to run online work-place (“in-service”) training, thus offering sustainable means for *professional development of migrant and refugee workers, piloting in the field of Multicultural Culinary Arts and Migrants’ Inclusion – especially for the more demanding case of the migrant women*.

The approach adopted in this project comprises “open” and community engaging processes with the involvement of the relevant stakeholders and the end-beneficiaries, the migrants, especially the women, which can facilitate the prescription of a (competence development) *courseware framework*, in other words a “model” *to base the building and the running (delivery) of training to migrants and refugees*. With certain degrees of freedom, flexible enough to be contextualized (“customized”) in order to fit varying circumstances and migrant inclusion profiles, when being deployed *in the field of the culinary arts and multicultural training legacy*, while meeting also *the needs of the migrants and refugees regarding the digital literacies and civic information*.

The scope of the “SOUL FOOD” Education Pathway is to effectively provide with competence enhancement, through work-place training in the field of the culinary arts and cooking, in order to eventually contribute to the migrants’ and refugees’, especially that of the women’ s employability and social inclusion in Europe.

The present document prescribes the identification and adoption of a *competence development Courseware*, coupled with assessment “tools” for the up-skilling of migrant workers to become (“SOUL Food”) Tutors, thus *facilitating the development and delivery of fit-to-purpose blended training courses*, suitable to support those migrants, especially the women, reaching a sufficient level of culinary arts skills, together with digital and civic competencies. In this respect, the Tutors engaged with the migrant support services will strengthen their competences for *the outreaching to and the re-engaging in learning those migrant women, who are facing significant marginalization risks*.

Following our analysis we have identified the role of the (*digital learning*) Tutor for the migrants and refugees, especially for the most demanding ones being the migrant women. The role of the “SOUL Food” Tutor comprises a core set of tasks to deliver effective outreach and learning re-engagement for the hard-to-reach migrants and refugees. And on this basis, we are hereby identifying the *competence development Courseware Framework* to guide the development and the delivery of courses, starting with the pilots of the “SOUL FOOD” Education Pathway, in order to deliver with *necessary up-skilling and with guidance the migrant and refugee workers to become capable enough to engage and guide the learning of the migrants and especially the migrant women in constructive and empowering learning activities*.

The rapidly changing economic and social conditions during the starting decades of the 21st century across the developed and the developing world, have transformed both the global and the regional/local labour markets and emanating to increased migration waves, mainly culminating in large numbers of migrants in the European

region. While the modern work environment is being characterized by flexibility and limited security – codenamed “flexicurity” – and increased risks of frictional unemployment, i.e. increased difficulties faced by those entering the labour market especially those coming from economies with relatively lower skilled jobs. Under the circumstances, migrants and refugees are among those population groups that are being affected more, with high levels of unemployment.

Work with the migrants and refugees, especially the migrant or refugee women in Europe is facing big challenges. By itself, the large increase in the influx of young migrants into the EU countries is fueling increased demand for services to support those who are presenting with complex, multi-dimensional problems. It has in fact been about a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their origin, cultural background and poverty or lack of basic competences and lifelong learning opportunities or even as a result of discrimination. Such conditions distance these groups from job, income and education and training opportunities as well as social networks and activities.

In this context, the migrants and refugees must learn to “navigate in their host societies” for themselves, while it seems that, despite the social intentions and political statements and the undertaken large-scale policies at national and European level in the last two to three decades, geographical origin and cultural background and gender as well heavily prescribe the career choices and aspirations, with migrants and refugees from communities with high levels of poverty, poor housing, high levels of deprivation, health issues and crime are more likely to become NEETs and long term unemployed in later life.

In this respect, there is an obvious need for innovative and sophisticated efforts, involving and empowering the migrants and refugees and especially the migrant women, enabling them to build their resilience and equip themselves with life competences and vocational skills in order to cope with steadily changing environments. To this end, fighting migrants’ exclusion asks for measures and programs in order to increase the availability of learning as well as personal and professional development opportunities by deploying the European second chance education legacy and fostering the role of the so-named “key competences”, in order to cover the migrants’ potential gaps in terms of these “transversal skills” and, in this way, empowering them as lifelong learners. This understanding needs to govern our approach towards the identification of a suitable *Competence Development Courseware* serving the scope to enhance those migrants’ and the migrant women’s lifelong competencies.

At the same time, an important aspect of the changes to be pursued in order to duly respond to the re-engagement needs of the migrants and refugees has to do with the inertia characterizing all the organizations, which are active in offering work and services for the public interest, including those for the support and re-engagement of these vulnerable groups, be they learning, accommodation and or health services, etc. The key problem is the emerging resistance to change – the “*stuckness*” –, which could be identified when a person or a wider social system is being enmeshed in a problem in persistent and repetitive ways, despite desire and effort to alter the situation.¹

“Stuckness” in learning and in the migrants’ and refugees’ organizations can be conceived as a vicious circle that is created by the initial stresses that migrant workers

¹ See Neumann, J.E., Kellner, K., Dawson-Shepherd, A. (1997), *Developing Organisational Consultancy*, Routledge.

have to deal with, while the strategies which are developed to manage these anxieties – reflected in a desire to preserve the status quo and resist change – seem to increase the subsequent anxieties and fears, generated in their turn by the pressure to change, and finally the stresses and anxieties, created by not changing in the face of these pressures.

That is why, the approach adopted by the “SOUL Food” Project echoes the understanding that enhancing the professional competences of all tutors working in the field of migrants’ and refugees’ learning, cannot be achieved without the active collaboration of other stakeholders as well, by *establishing collaborative action learning environments* while addressing real-life problems and by building solutions to form “*learning communities*” among migrants organizations, that facilitate sense-making between the different actors, including professionals, tutors, managers, governors and the migrants themselves.

As it has already been pointed to, the practitioners, being professionals or trainers and other migrant workers have to be capable

- (1) to address the needs and aspirations of the migrants and refugees, especially of those more exposed to the changing “lifeworlds”, and
- (2) to provide them with learning opportunities, especially those who are in need of safe, motivating and inclusive learning environments, like the migrant women;
- (3) to upgrade the effectiveness and innovation capacity of those actors (organizations, agencies and NGOs) working with the migrants and refugees, by building communities of migrant and refugee workers and educators (tutors);
- (4) to empower these migrants’ and refugees’ transversal skills and strengthening their equity in learning.

Therefore, migrant workers should be offered with *competence development pathways*, depending on their prior learning and experience, *and then demonstrate and evidence the competences acquired through the adaptation and development as well as testing of the tutoring means in the corresponding work-place learning environment*. Such an approach is being served by making course design tools available to the migrant workers, through such a *Courseware (quality) Framework*, as the one presented in this document. Thus, the “SOUL Food” *Tutor Competence Development Courseware Framework* aims at benchmarking the learning tools and resources, deploying blended learning methods and embedding problem-oriented and project-based (experiential learning) activities.

The *Courseware Framework* is embedding quality benchmarks in terms of learning objectives, learning sessions and learners’ participation and the implementation of an *online environment for the work-place training of migrant workers*. The project has built and validated the present “SOUL Food” *Tutor Competence Development Courseware* in order to *support the diversification of offers in terms of up-skilling to the migrant workers* so that they, in their turn, become capable to *deploy blended learning schemes tailored to equally varying needs of the migrant women*.

In this respect, the *competence development courseware* presented in this “*Handbook for Educators*” comes to *serve the means for on-the-job guidance of the Migrant and Refugee Workers to develop and deliver tailored learning experiences, via the “SOUL Food” Education Pathway to migrant women and to the migrants and refugees at large*. The *building and validation* of this framework is being based on a

sound approach which *deploys the design thinking methodology and the participatory action research/learning practice*, as in the following sections.

This *Handbook for Educators* prescribes a *course development framework* and provides with a road-map for the *deployment of such a framework at the local (community) level by migrant and refugee workers*, in order that the latter could meet the afore-mentioned challenges of the increasingly demanding target groups of the migrants and especially of the migrant women.

This document consists mainly of four Parts. *Part 1* serves as the introduction by fostering the scope of the “*Handbook for Educators*” and the *Competence Development Courseware Framework*, with its aims and the accompanying deployment “tools”. The second part – *Part 2* - is presenting critical elements for *building effective learning engaging experiences (courses) for the hard-to-reach migrants and refugees*, by deploying the design thinking approach, coupled with a rather atopic description of the migrant and refugee population’ s needs.

And then, the next part – *Part 3* - presents the steps and quality benchmarks of the “*SOUL Food*” *Competence Development Courseware*, in order that the “*SOUL Food*” *Educators (Tutors)* develop and deliver fit-to-purpose work-place up-skilling for the migrant and refugee workers. The *Courseware* comprises a set of design and implementation benchmarks, which would meet the *quality principles for course development and delivery, including*

- (i) *user-centred design*,
- (ii) *activity-led implementation*, and
- (iii) *project orientation and creativity and collaborative learning*.

In the closing part – *Part 4* -, we provide with solutions for the application context of the *competence development courseware*, coupled with the corresponding *Assessment Tools*. With the *Courseware Framework* then providing a valid basis for the delivery of the “*SOUL Food*” *Education Pathway*, in each pilot site, deploying the framework’ s quality benchmarks.

The present *Competence Development Courseware* to serve the in-service guidance of the migrant and refugee workers can prove to be a means for the migrant and refugee support services to make a serious leap forward to effective re-engagement of hard-to-reach migrants and refugees, especially of migrant women, by successfully mending their gap with learning as a personal and professional development activity. The framework is not set on stone, but should serve as a *dynamic framework to be validated in the SOUL Food Project’s pilot sites and that will keep on evolving while mainstreaming the corresponding approach for the effective outreaching of the migrants and the migrant women and of the refugees as well*.

Part 2 – Up-skilling in Learning Communities: Outreaching Migrants on the margins

Updated analysis, validated also through the field and desk research activities that had been run in this project's pilot sites, related to the migrants' and the refugees' civic and democratic profiles, highlight gaps in the current supply of these people's re-engagement and inclusion services. Against such a background, outreaching and enhanced tutoring could provide with solutions those agencies and other training and guidance bodies, to deliver upon the bridging of these hard-to-reach people with their communities, thus seen as an effective way of preventing and reducing the marginalization risks that they are facing.

At the same time, studies have shown – see at "Integration policies and migrants' labour market outcomes: a local perspective based on different regional configurations in the EU" (Comparative Migration Studies, Springer 2023) – that social integration of the migrants and the refugees is directly relevant to community-level variation, with urban and more populated regions being better equipped to integrate newcomers, since urban areas with large total populations have higher administrative capacity and more structured civil society and prosperous communities. While, areas with large existing migrant populations may be better prepared to support new arrivals, but they often lack those well-prepared migrant workers, who would add value to the social capital of these communities and, conversely, the social capital of these deprived communities would – in the worst scenario – be further reduced.

In parallel, fit-to-purpose tutoring may help the unemployed migrants to integrate into the labour market and would also lead to their direct involvement in community development and social integration.

Such a well-focused tutoring service seems promising amid prevailing documentation of the limited impact of the usual large-scale, mainly "one-size-fits-all" training programs in the EU regions (funded by the Structural and other social integration Funds), in terms of the benefits they offer to the hard-to-reach migrants and refugees and especially to those of them considered more vulnerable as the migrant and refugee women, who are, at the margins of their communities, risking to soon be considered long-term unemployed and socially marginalized. Thus, the migrant and refugee services and other agencies in the field, including adult learning and second chance education providers especially in the frontier European regions, are presently faced with rising demand and often diminishing resources. These actors are being left with two options, either (i) to increase the effectiveness of their services and or (ii) to encourage civil society to fill the gaps in terms of the service provision by the "mainstream" supply from public bodies, mainly by getting more migrant workers to become competent tutors ("educators").

All these require that migrant and refugee workers would better develop the right competences and corresponding attitudes, which will ensure the delivery of those critical tasks which identify the job of the "Tutor". From available research results and the analysis run within this project, it seems that the competencies needed to deliver quality work in order to support these people on the margins (more specifically the migrant women) should correspond to

- (v) the ability to forge a close relationship between the worker and tutor and the migrant (refugee) and to engage in "active outreach" with migrants and refugees, in need of help and support,

- (vi) flexibility, accessibility and adaptability to these people' s needs,
- (vii) ability to identify appropriate learning opportunities, support with goal setting and recognition of achievements of the migrants and the migrant (or refugee) women,
- (viii) ability to create safe, supportive environments that enable migrants to experience life and to participate with their peers within an enjoyable learning setting, allowing space and autonomy enough to drive their own development and at the same time to engage in partnerships and collaborate with other actors.

Still, the development of such a set of professional competences of those working with the migrants and refugees and especially with the migrant women remains difficult. Whilst government support is available for training, the majority of migrant workers and other (would-be) adult educators and trainers seem to develop their skills through a combination of in-house training, which is provided by on-the-job learning in their organisations as well as with the application of their previous learning and experience – most of it in the context of prior informal learning. While, the accredited trainers and adult educators more specifically have usually received rather “traditional” pre-service training, in most cases in order to work in the formal school and after-school initial VET system. Yet, even in these cases, these educators have neither been prepared by updated competence and skills development programs nor been familiarized with the means for outreaching and enhanced tutoring in order to sufficiently deliver the demanding tasks of the job of the *Tutor* of the migrants and the migrant women.

This is the scope of the present “**Handbook for Educators**” to address the main concern of the “*SOUL Food*” *Tutor* which is to catalyze the relationship between those disconnected migrants with the learning and inclusion agencies. By acting as a bridge between the hard-to-reach migrants and refugees and the public and civil society bodies, from which they feel alienated. The ultimate task of the “*SOUL Food*” *Tutor* has to do with *convincing the marginalized migrants and migrant women that they can contribute to helping themselves and their communities, by joining fulfilling learning experiences and learning communities*, while in most cases taking an active role in their community’s social, cultural and civic life.

And on this basis, we hereby identify a (model) framework of (representation of) competencies, which helps the identification of varying competency profiles of those engaged professionals working with the migrants and refugees, and, further on, the development of fit-for-purpose courses for these workers’ suitable up-skilling.

We are addressing the migrant workers and other professionals working with the migrants and refugees, i.e. our target group comprising those *whom main tasks have to do with “teaching” and “guidance to learning” for others, coupled with encouragement, advice and counseling, necessary especially with the migrant and refugee women*. While often the migrant and refugee workers’ prior learning and professional development is usually provided through state driven training (trainers and teacher trainers), in most cases they are being poorly prepared for the job (tasks), which we want to make them interested in, to perform accordingly. We need to raise the awareness of these professionals about a job that seems difficult, stressful and sometimes not well regarded.

Those becoming “*SOUL Food*” *Educators (Tutors)* need, as a critical first step, to understand that they are supposed to work with migrants and refugees, who do not fit into the mainstream training systems, because they have different needs – coming from disaffection, diverged “lifeworlds” -, but with all of them sharing a *common*

almost attitudinal characteristic being distanced from learning. These are in most cases people who have stressful life experiences and they should be offered a second chance to learning and life standards, opening a door for them to an independent, satisfying life, eventually becoming active members of their societies.

Thus, in order that the migrant and refugee workers get well prepared to deliver successfully upon the “SOUL Food” Tutor’s tasks they need to sufficiently understand the indispensable, causality links between the *learning* and the *lived experiences* of the migrants and refugees. And thus, they need to understand the significance of developing their competencies to deploy *innovative, inquiry-based learning for the re-engagement* of those hard-to-reach people.

In this way, those becoming “SOUL Food” Tutors need to get engaged from the phase of “*understanding the problem*” towards the “*action*” step, developing such a common perception of the challenge ahead. This is the reason why the *Design Thinking* approach would serve our methodological priorities within the “SOUL Food” Project, by deploying a *participatory action research practice* in this stepwise move towards reaching the targeted outputs. Design thinking is a non-linear, iterative process that project teams deploy in order to understand the “users” (intermediate and end beneficiaries), in this case both the migrant and refugee workers and the migrants and refugees and the migrant women being the ultimate beneficiaries. Through a stepwise approach, by challenging the prevailing assumptions, by further *redefining whichever problems and creating innovative solutions (outputs)*, to prototype and test. In this way they are reaching the anticipated outcomes through first adopting a *contextualized competence framework* and then by developing *corresponding contextualized courses* – delivering upon the “SOUL Food” Education Pathway - as being presented in the remaining parts of this document.

In order to reach the sufficient level of the competences necessary to successfully deliver the tasks of the specified job of the “SOUL Food” Tutor, the migrant workers need to deploy a *modular learning procedure*, comprising learning activities and the relevant assessment tools. With the *Handbook for Educators* we have undertaken the effort to bridge the gap between the existing competencies of the practitioners in the field of working with the migrants and refugees and the more hard-to-reach migrant women and those competencies required by the circumstances (as presented earlier), by adopting a suitable methodological framework and employing the relevant implementation steps, which include the following.

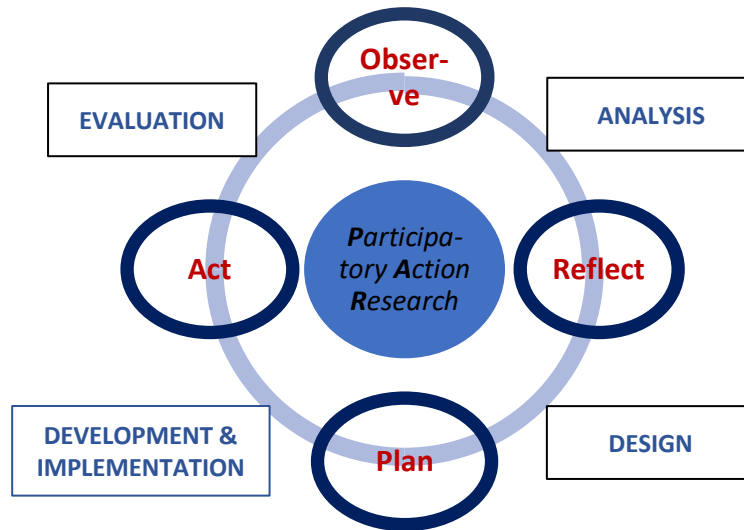
- (i) The customization of the set of the *Competences* to meet especially the needs of the migrant women, starting with the project pilot sites;
- (ii) the deployment of the related *accompanying assessment tools*, and
- (iii) the corresponding instructional design, the one prescribed in this document, in order to build fit-to-purpose learning activities for the up-skilling of the migrant workers.

By following the approach as in Part 3 of this document, the implementation steps will be undertaken by the relevant stakeholders at local level in the pilot sites of the project, for the validation of the *competences prescribed* as well as for the building of the appropriate *course(s) of the “SOUL Food” Education Pathway*. To this end, the Project is deploying a “*participatory action research*” (PAR) approach, which is being delivered through loops of *observation, reflection and planning* and then *acting*, by providing the solutions to the problems as in the *Figure* below. The cycle of the processes starts with the *Analysis*, then proceeds with the *Design*, to be followed by the *Development & Implementation* (delivery of the course) and is closing the loop - while starting the next one - with the *Evaluation*.



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PAR loop engaging both intermediate (trainers) & end users (migrant workers) in providing solutions (by deploying & running the “SOUL Food Education Pathway”).



Such a *user-experience (“UX”) design* is crucial to address relatively rapid changes in users’ settings, in our case for both the migrant and refugee workers as well as for the adult educators at large (especially those engaged with the migrant and refugee services) and, last but not least, especially for the hard-to-reach migrant women. Under the circumstances *design thinking* is facilitating the necessary “thinking out of the box”, which seems necessary for building innovative *courseware development frameworks* and the *courses* themselves. The aim is that, at first the “SOUL Food” project team in the pilot sites and, in later stages, the *interested stakeholders* to “think out of the box” when faced with hard-to-conceive insights and apply a set of hands-on methods, in order to identify innovative answers and thus *prototype* and *pilot* (“test” and *validate*) the *project outputs*.

By deploying human-centered design, the message is sent that the people who face such intractable problems, like poverty, unemployment and social marginalization are the ones who hold the key to the solution. This approach can offer to the professionals in the field of fighting marginalization especially of the migrants and refugees, the opportunity to understand the people that they are looking to serve - the hard-to-reach migrant women in the case of the “SOUL Food” Project-, by creating innovative solutions rooted in these people’s actual needs.

With this approach and in successive *PAR* loops, with step-wise enlarging groups, starting with the *professionals (migrant workers and adult educators)*, while later joined by the *end beneficiaries (migrant women)*, each “SOUL Food” project team in the pilot sites, in Milano and Torino, in Vienna, Malmö, Zaragoza and Athens, *collaboratively identifies and eventually prototypes* the fit-to-purpose solutions, by *deploying the modular (training) competence development upon the “SOUL Food” Education Pathway*. Thus, we are prototyping and validating at the same time a concrete sustainability framework in order to serve the further use and up-take of the *SOUL Food* outputs after the end of the funding (project) period.

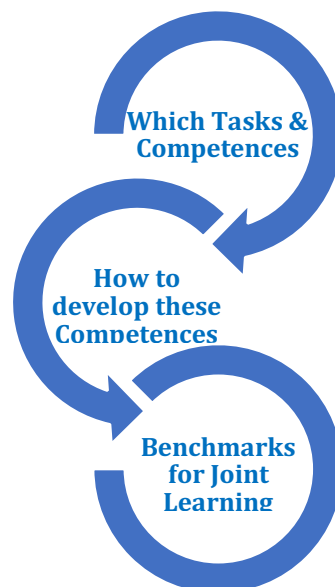


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Part 3 - Building the “SOUL Food” Tutor Competence Development Courseware: prioritising migrant women’s needs

The field activities coordinated locally by the responsible partners at the pilot sites, will be deploying the *design thinking* (& *PAR*) approach, as in the following graph, in order to validate the *courseware framework*, by developing and delivering the pilot *courses of the “SOUL Food Education Pathway”*. In this respect, the groups of stakeholders including the “direct users”, i.e. those working with the migrants and refugees and the migrant women, being joined in following rounds by the groups of the ultimate beneficiaries of the “SOUL Food” Project (the migrant women and migrants at large), should be carrying out *PAR* activities in the field of culinary arts, coming up with their “stories” via means of self and group reflection.

From Defining to Prototyping and Validating



In order to come up with an innovative “*courseware framework*”, addressing the needs for competence development of the migrant and refugee workers to deliver upon the tasks of the “SOUL Food” Tutor (specific “job/role”), we have started by adopting a robust *competence development approach*, deploying the competency-enhancing cycle of the (hybrid) role of the “SOUL Food” Tutor, encompassing emotional and organizational intelligence aspects, that are accompanying the function-specific competences, which need – according to the well-established training theory and practice – to be developed through task-oriented (action) learning.

The *courseware framework* enables the *key actors*, i.e. the *migrant and refugee workers*, to acquire the competences they need to work with the migrants and the migrant and refugee women. It provides with the basis in order to run training and action learning courses, so that the migrant and refugee workers prepare themselves as “SOUL Food” Tutors. It does so by creating the space for the competencies acquired by the Tutors to then be applied when working with the migrant and refugee women, while “co-producing” ideas and experiments for civic actions, aimed at improving their constituencies and their communities. The usability and scalability of

the “SOUL Food” Courseware Framework will therefore be tested in *collaborative action research experiments* involving the *migrant workers and the migrant women and other migrants and refugees*, depending on the circumstances at local level, while *aiming at providing solutions to real problems that they face in their communities*.

To this end, in the present *Handbook for Educators* of the “SOUL Food” Project we are making use of the state-of-the-art in terms of instructional design, addressing those distanced from learning audiences, while making also the most out of the developments with state-of-play flexible learning models, comprising online asynchronous as well as real-time and f2f sessions, and collaborative, project-based learning processes.

The quality of the *instructional design* is often assessed towards three aspects, *effectiveness*, *efficiency* and *cost*. Effectiveness has to do with how well the instruction enables learners to achieve stated goals or anticipated (learning) outcomes, *efficiency* deals with the energy and time invested to complete the instruction, while *cost* covers all expenses incurred for its design and delivery. All these imply that good design can be defined not only by being creative and stylish, but when also considering human engagement in the learning activities. The *five principles* below prove critical for the delivery of high-quality instructional design.

- a) Instructional design must begin with an end in mind, which when applied in the field of migrant and refugee inclusion and the re-engagement of hard-to-reach migrant women, this suggests that the course design has to achieve something specific — a defined goal. Thus, one could start with the question about what is to be achieved, e.g. what sort of learning outcomes will the course – the one following the “SOUL Food” Education Pathway - serve and what should learners, i.e. the migrant women, know, understand and apply in real-life settings. Beginning with an end in mind allows to design the instructional material efficiently, without waste of time and energy.
- b) Instructional design must also be learner-centered, since the aim, after all, is to *turn participants into active learners*, with the instructors (or trainers) always being in the picture. Within the *learner-centered approach* the latter are assuming the *role of a facilitator or someone to guide the learners in acquiring knowledge and applying newly acquired skills*. Relevant questions, which need context-specific answers, could be:
 - ✓ how will the migrant women learn?
 - ✓ what will they learn or what type of skills will they acquire?
 - ✓ how can be effectively determined whether the learners are in fact learning and applying their lessons?
 - ✓ under what conditions, are such demanding audiences learning? (especially when they are joining the course as part of their assigned roles at work)
- c) The outcome of the instructional design is constantly refined through continuous assessment and improvement, as the instructional design is a process and not an end-result. It is a never-ending process, meaning that once a specific course design is adopted and the course is developed and delivered, an assessment to improve upon it follows immediately. It should be perceived as a piece of software, which starts out with a set of features, while later bugs or some flaws are detected that need fixing. The course design and the accompanying materials may reach the state of near-perfection, never going to be perfect so the design process will never be finished, always looking for areas for improvement.

- d) *Instructional design follows a well-defined system (methodology)* and it does not happen by chance. Professionals in the emerging online learning field follow different models, some more systematic than others and some open-ended. Many of them may be grounded on certain principles and theories. Yet, regardless of their differences, they all follow a robust methodology and, in this respect, a robust approach must be in place, one that covers the following logical sequence, starting with the analysis, design, development, application or implementation, and the assessment.
- e) Finally, *instructional design* needs to consider the big picture, by being holistic and carefully considering the ever smaller aspect, without compromising the whole. This holistic view considers the whole as something more important than the sum of its parts, because all those parts, though seemingly separate, are closely interrelated. Doing so, successful instructional design solves the problem of compartmentalization, fragmentation and the transfer paradox — all of which are commonly found in existing education systems.

We consider important for the practitioners, the migrant and refugee workers with a rather limited background in education and pedagogical work, to *talk about the basics* and refer to the prevailing understanding, which the state-of-the-art pedagogical models of our times are being constructed upon, in an elliptical and comprehensive way. These models and solutions make effective use of the digital technologies, by deploying engaging online learning sessions and collaborative environments, especially when someone starts to get upon the online learning courses (experiences). Understanding the established instructional-design practice from the beginning is crucial to further the skills development in the field of tutoring hard-to-reach audiences, like the migrant and refugee women.

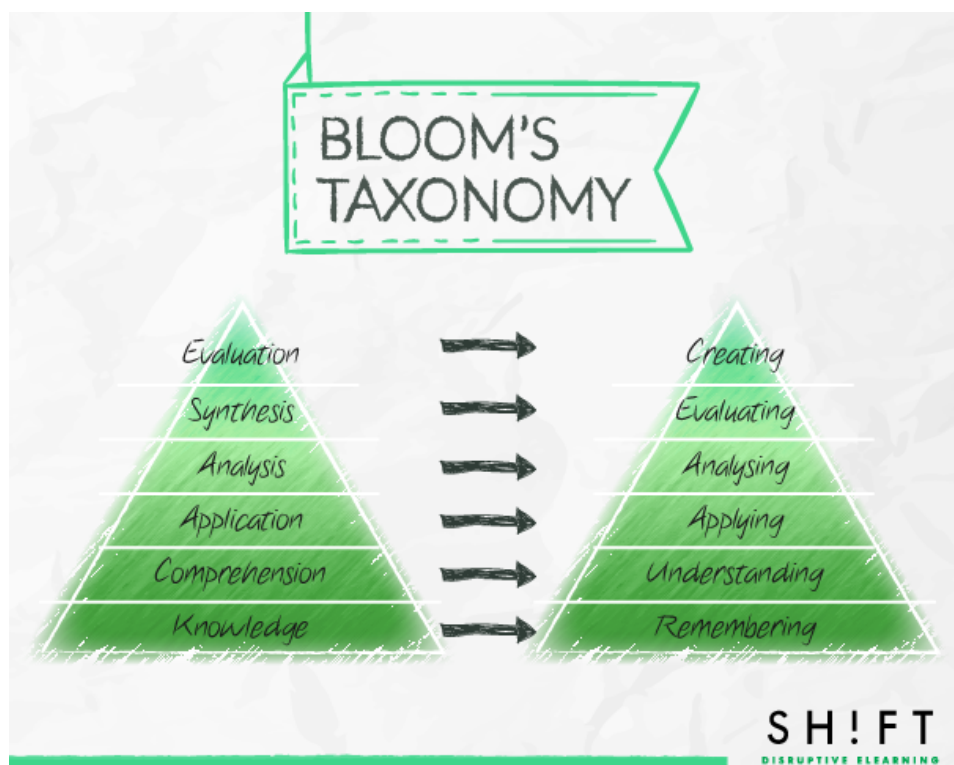
In this respect we hereby refer to the widely adopted models that course designers use to structure and plan on-the-job training and support up- and re-skilling, especially when addressing the needs of flexible and work-place learning by developing blended learning courses. The decision on the fit-to-purpose model to use must always depend on which works best for *the context where it is intended to, namely the target group to be addressed, i.e. the migrants and the migrant women at the locality as well as the course leaders and tutors and the agency providing the tutoring.*

An instructional design model needs to be adopted and pursued, in line with the aforementioned *principles*, in order to prescribe and then guide the activities comprising the learning processes. The model allows to communicate the purpose and reason behind the “learning strategy” to be pursued, which the hereby *courseware framework* identifies with all the components that have to be included in the *course of the Education Pathway*. In the following we present the driving models to prescribe and guide learning processes and, in that sense, increased attention should be paid upon

- *identifying the learning outcomes*, the objectives to be achieved by joining the activities comprising the course (Culinary Arts) – or a course module –,
- *the prescription of activities, to be undertaken by the learners (“students”),* including the lecturing sessions or other more collaborative and interactive working sessions, the individual learner’s contribution and upon
- *the relevance of these activities (learning processes) to the context of learning, i.e. to the field where the knowledge and skills are going to be applied, the culinary arts.*

We start by referring to the fundamental research and analysis work, after the WWII, in the field of education and learning, especially when the latter had then started to take place more and more outside the formal education institutions' walls, outside the schools, colleges and universities, when responding to the increasing needs of acquiring skills and developing competencies by individuals in their work and everyday life in their lifelong perspective. In 1956, *Benjamin Bloom* created a *classification system of "measurable verbs"* to describe and organize the different levels of cognitive learning (see B. Bloom "*The Taxonomy of Educational Objectives: The Classification of Educational Goals*," Vol.1). While, later on, in 2001, the "*Six Dimensions*" were modified by Anderson and Krathwohl and are known as the "*Revised Taxonomy*" (contextualized in their article on "*Two-Dimensional Taxonomy Applied to Task Creation and Learning Assessment*, in *ICTIR Conference 2019 Proceedings*").

The graphic below presents the original and the revised *Taxonomy* (right), where there is a new category (level of learning objectives) at the top ("*Creating*"), three categories were renamed and all categories are expressed as verbs instead of nouns. The taxonomy pushes the learners past the lower steps of learning (of knowledge and remembering) into the domain of deeper understanding, reflection, and application of knowledge to develop a learner's individual process of solving problems. It is a great way for establishing learning objectives that engage learners with the content and ingraining new knowledge and concepts.



In the meantime, in 1962, *Robert M. Gagné* proposed a framework comprising of a series of "*instructional events/steps*" (or "*levels of instruction/learning*") based on the behaviorist approach to learning (see at Gagné' s "*Conditions of Learning*", ed. 1962). These "events" follow a systematic instructional design process, creating a flexible model where events can be adapted to cater to different learning situations. Gagné' s theory stipulates that there are several types and levels of learning and that

each of these types and levels requires instruction that is tailored to meet the needs of the learner. While Gagne' s learning blueprint can cover all aspects of learning, the focus of the proposed methodology is on the retention of intellectual skills. The theoretical approach has been applied to the design of instruction in all fields, starting in its original formulation for the military training settings. It has, in fact, been one of the most used instructional design models as it provides a sound structure for developing effective learning. The *nine* “levels” (or “events”) are presented in the following graph and commented further below.

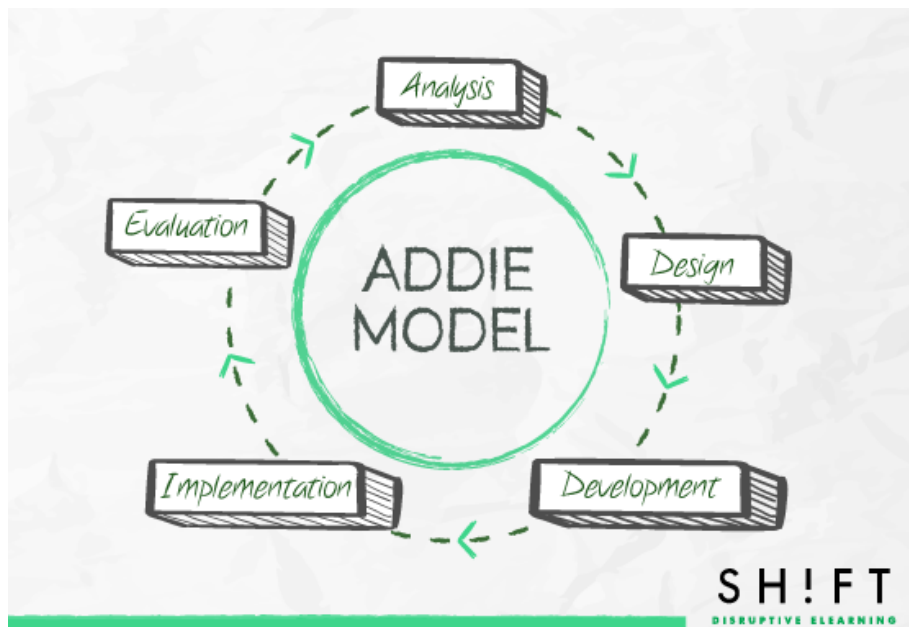


This starts with

- (i) *gaining the attention* of the learners — with stimuli that catch and engage their brain (novel ideas or thought-provoking questions, etc.) -, followed by
- (ii) *informing the learners about the objectives* — establishing the expected outcomes and criteria for measuring learning achievement -, then
- (iii) *stimulating recall of prior learning* — leveraging existing knowledge before introducing new knowledge and build upon it -,
- (iv) *presenting the “content,”* by delivering it in easily consumable chunks of (learning) materials (modular),

- (v) *providing learner guidance*, with examples, case studies and other instructional support to supplement the “content” – and learning materials –,
- (vi) *eliciting performance*, by engaging the learners with different activities that recall, utilize and evaluate knowledge,
- (vii) *providing feedback*, with reinforcing knowledge with immediate feedback (informative, remedial, corrective, etc.),
- (viii) *assessing performance*, by testing their knowledge with established (and transparent) criteria, and
- (ix) *enhancing retention and transferring to the context*, by using content retention strategies (concept maps, rephrasing, summarizing, job aids, etc.).

As we have seen, the instructional design can be traced back to as early as the 1950s, while more recently, in 1975, the *ADDIE methodology* was originally introduced for the U.S. Army (Centre for Educational Technology, Florida State University). The *ADDIE methodology*, built on the legacy of instructional design, has been a rather mature framework in developing educational and training programs (courses). “ADDIE” stands for *Analyze, Design, Develop, Implement, and Evaluate* – as in following graph –, which connotes to the “PAR loop” in previous Part 2. This sequence, however, does not impose a strict linear progression through the steps, with the educators, instructional designers and training developers finding this approach very useful because it provides with stages clearly defined, thus facilitating the implementation of effective training modules. That is why the *ADDIE Model* has found wide acceptance and use till recently and can prove to be a solid basis for the “SOUL Food” courseware framework.



Since *ADDIE* was one of the pioneering and widely adopted instructional design models, there is much debate and discussion about its effectiveness and appropriateness for meeting the current needs of learners. However, most designers still use *ADDIE* as a stable tool for building flexible (blended) learning courses. Relevant questions to better profile the would-be learners, those hard-to-reach migrant women and the migrants and refugees at large, could be found at this link <https://www.shiftelearning.com/blog/>. They may prove useful for a practitioner in

her/his effort to structure a *course* – or *course module* – or even update an existing one, as in the case of the “SOUL Food” Education Pathway.

The afore-mentioned reference to the basics of instructional design, especially in circumstances when the training courses need to address varying learning needs, serves the updating on the steps to deploy the user/learner-centred design and to come up with shared experiences in collaborative learning environments. This proves even more demanding, especially when such training programs falling in the areas of non-formal and informal education are addressing audiences, who have already distanced themselves from learning, after having left or dropped out of formal education – either of school or initial VET -, which is the case with many members of the migrant and refugee populations and with the migrant women. This is when *the identification of the learning outcomes, usually named in the form of (measurable) “verbs”* proves to be a critical step of the instructional design loop.

Within the “SOUL Food” Project we have identified an evolutionary *competence framework for the Tutor*, which constitutes the first step of the instructional design methodology, in the core of the *PAR loop* and of the *courseware framework*. The *competence framework of the “SOUL Food” Tutor* is function-based, with the following set of *functions (I-VI)* – i.e. *clusters of tasks - comprising the job (role) of the Tutor*, which are related to competencies (skills) for each cluster of tasks as follows.

- I. ***Enhancing open access for the migrants and refugees, especially for the migrant women in institutions, providing information for civic and social inclusion matters, including “life-worlds” analysis***, with (i) actively looking for ways to help migrants and refugees develop their capacities to reflect upon and get engaged (*Service Orientation*), (ii) knowledge of principles and issues relevant to human rights and emphasis on those of marginalised groups (*Human Rights*), and (iii) being aware of others' reactions and understanding why they react as they do within a given context (*Social Perceptiveness*)
- II. ***Building collaboratively with the migrant women their self-esteem***, with (i) giving full attention to what other people are saying and expect (*Active/Group Listening*), (ii) being able to develop intra-group and inter-group networks with the community and other local groups (*Networking*), and (iii) forming groups and adopting group methods, techniques and dynamics, used in different settings and with various groups and individuals, especially concerning methods of coming up with social intervention tactics and working in community settings (*Group methods and dynamics*)
- III. ***Building resilience, such as the ability to deal with the ups and downs of life in differing cultural environments and life changes***, with (i) being aware of others' reactions and understanding why they react as they do within a given context (*Social Perceptiveness*), (ii) considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the group members (*Judgement and Decision Making*), and (iii) using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems and solve disorienting dilemmas (*Critical Thinking*)
- IV. ***Supporting migrant and refugee women to make informed choices and decisions***, with (i) actively looking for ways to help develop their capacities to intervene (*Service Orientation*), (ii) knowledge of human behaviour and performance; individual differences in ability, personality, and interests; learning

and motivation; research methods (*Psychology*), (iii) considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the group members (*Judgement and Decision Making*), and (iv) identifying complex problems and reviewing related information to develop and evaluate options and implement solutions (*Complex Problem Solving*)

- V. ***Encouraging & developing the migrant women's personal and professional capacity, their digital literacies and their civic and social skills***, with (i) forming groups and adopting group methods, techniques and dynamics, used in different settings and with various groups and individuals, especially concerning methods of coming up with social intervention tactics and working in community settings (*Group methods and dynamics*), (ii) knowledge of principles and various methods for configuring learning environments, including the use of arts, music etc. (*Education and Training*), (iii) being able to develop intra-group and inter-group networks with the local community and other local groups (*Networking*), (iv) familiarization with technology and basic knowledge (*Technological Skills*), and (v) employ various approaches, learning styles, and channels to develop group learning and intervention strategies (*Apply group learning strategies and methods*)
- VI. ***Evaluating individual and group expectations and needs and developing activities and training programs***, with (i) giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times (*Active/Group Listening*), (ii) being able to work with groups, understand roles and dynamics and develop collaborative relationships (*Group development*), (iii) employ various approaches, learning styles, and channels to develop group learning and intervention strategies (*Apply group-learning strategies and methods*), and (iv) being able to design, develop and apply programme of social intervention according to the local context and the broader perspectives (*Social intervention*)

We have thus structured a *competence framework* which is

- (i) identifying the role of the “SOUL Food” Tutor and the relevant (*functional*) competences,
- (ii) providing a set of relationships between the (*core-functional*) competences and other job-specific ones, as being identified by the good practice in the field and, eventually,
- (iii) this framework could be accompanied by corresponding performance benchmarks, anchored to competency levels using the digital communication and collaboration means (*DigiComp3.0*) – which constitute the prevailing communication and expression means of those hard-to-reach migrant women.

Such a *competence framework* constitutes a concrete and sufficient basis to build our *Courseware (Training) Framework for preparing “SOUL Food” Tutors* and, at the same time, a methodological scheme robust enough to be easily customized, occasionally meeting the country and regional/local as well as the migration context specificities. We are hereby consolidating the common understanding, reached among the partners of the “SOUL Food” Project, to address the need for the development of specific competences by the migrant and refugee workers, in order that they become capable to deliver the role of the *Tutor* and thus to offer those services necessary for the hard-to-reach migrant women, usually through migration and refugee centers.

In this context, we hereby adopt a set of recommendations for the relevant stakeholders, mainly the migrant and refugee agencies, in order that they build and deliver effective up-skilling (training) to those assigned with or interested in undertaking the job of the “SOUL Food” Tutor. Such recommendations need to serve as guidelines for the (instructional) design and the development of the courses, by deploying the “SOUL Food” Education Pathway, which have to be flexible, blended learning and action-based experiences, including relevant activities to the learners (trainees) - migrant workers and migrant women in their turn – to get gradually engaged into competence-building processes.

We have also foreseen to come up with certain recommendations to be deployed by all participating partners, thus contributing to the building of the “SOUL Food” pilots. The recommendations address the specific aspects and the steps for the delivery of the *course modules* of the “SOUL Food” Education Pathway addressing also the available options for further contextualization. The latter could consider both the structure of the pilot courses and the processes embedded as well as the accompanying learning materials, including reference readings and tests and assessment tools to measure learning achievement. More specifically these recommendations include

- common *design principles and relevant “good practice”*, both at the level of the whole *course (Education Pathway)* and of its parts, the *modules*,
- the quality standards regarding the structure, the types of activities embedded in the modules and the learning format, i.e. self-learning, supported self-learning or tutoring and other procedures for guided learning, and
- the tools for prior-learning assessment as well as for self- and peer- and external assessment of the learning achievements (and potential accreditation).

The *modular course structure* should be constituted by

- (1) a number² of *Modules*, with every *Module* being identified by its reference to *learning outcomes* to be achieved, with these outcomes relating to pre-defined *cluster of competencies*, specified by a set of measurable *learning objectives*; with each and every *Module* including
- (2) optional *prior learning assessment* sessions,
- (3) *introductory learning materials*, usually in the form of videos to trigger the interest of the participants, potentially together with other media files (animation with sound, etc.) and more traditional, yet inspiring and short, thematic presentations (presentation files);
- (4) series of both group and individual reflection sessions³ with tutors’ support, via f2f and online workshops/seminars;
- (5) project sessions (of “action learning”), serving the development of the corresponding competences, whereas participants would work/study individually and in groups (team work); and by
- (6) closing assessment rounds, even with add-on accreditation procedures, for those participants in need of.

For the delivery of the “SOUL Food” Education Pathway course, the responsible actors could adopt the same types of tests and other assessment tools, both for the prior learning and for the closing assessment (post learning evaluation) sessions, thus

² To be identified per (pilot) *Course*.

³ These sessions correspond to the most customizable part of the *Course/Module*, leaving to the local community providers to define their relevance and adopt such sessions – to the extent considered necessary.

assessing the relative progress in terms of the learning objectives for each participant. As in the case of the *Education Pathway*, relevant learning materials are made available per module in varying media types and formats, in order to facilitate the introductory sessions. Further on, when the trainees are joining and then assigned into groups, the tutors provide guidance and facilitate reflection sessions, arranging for f2f workshops/seminars and webinars, so that

- project-based, action research sessions, corresponding to relevant migrant women “lifeworlds” are being assigned to groups of learners, while
- the trainees’ tasks in these action learning sessions will be identified in such a way to facilitate achieving the learning objectives (i.e. the competences to be developed).

We hereby prescribe also certain pedagogical and organizational aspects in the case when the stakeholders (migration & refugee centers) are interested in delivering *competence development courses* for their “SOUL Food” Tutors. These aspects serve as quality benchmarks for the *Tutors’ courseware* as well as a homogeneous approach to the up-skilling opportunities for the “SOUL Food” Tutors across Europe, i.e. for those migrant and refugee workers interested to enhance their capacity to deliver in the frame of supporting and more specifically training actions addressing the migrants and refugees. In this respect and based on the state-of-play with professional development and existing good practice in the field, we have considered that

- a reasonable period for anyone interested in becoming “SOUL Food” Tutor, allocating part-time effort and limited time for her/his capacity building, should *not be less than one (1) and not more than two (2) months (we consider that the minimum “SOUL Food” Tutor competency level corresponds to a minimum course duration of 4-5 weeks)*;
- during which period, the *migrant worker is invited to allocate maximum some six to eight (6-8) hours per week for any sort of training session and with the peers and for the corresponding individualized work required.*

The “SOUL Food” Tutor preparation program would better not exceed the *duration of eight (8) weeks, covering all the six core (functional) Competences (see above)*, with this period considered to be sufficient to develop those qualifications which would make the migrant and refugee workers competent enough to deliver successfully upon the role of the Tutor. Such a duration would also serve as time benchmark even for those practitioners who may be asked to provide tutoring for the *Education Pathway Training Course* while having only a minimum prior learning and corresponding tutoring experience. Further pedagogical (instructional design) aspects include the following provisions:

- Each one of the Tutor’s preparation “(Course) Units” should address *one or two clusters (groups) of tasks corresponding to one or two core (functional) competences*, while
- the minimum - sufficient to deliver upon the tasks of the job – *competence preparation level should address the set of the first (I to IV, see above) of the total (six) core competences of the “SOUL Food” Tutor.*
- Such a Course would indicatively be consisted of a minimum number of *4 to a maximum of 6 modules*, addressing the total number of *six functional competences* – each one consisted of a number of “skills” (with corresponding “tasks”).
- Finally, the duration of *one course module - sufficient for the practitioner to develop one of the core competences* -, should not exceed the *period of 2 weeks*

(maximum of 10-16 hours of self-study and collaborative work), including also the time that the *participant will have to allocate (some 2 hours per week)* to any sort of engagement with the real-time sessions and other forms of participation required, including any prior and summative learning assessment.

The afore-mentioned instructional design (*courseware framework*) of a *training course for the “SOUL Food” Tutor* allows also those *participants joining a structured up-skilling experience to allocate time for action learning activities enhancing their emotional intelligence capacity and their digital competences as well.*

As it has been mentioned earlier each *module* would better be accompanied by a *number of reading (reference) materials, while including thematic discussion and elaboration threads, tests with both closed and open questions as well as with prototype projects (action research activities), thus triggering the innovation potential of those migrant and refugee workers.* We also recommend that, whichever additional supporting materials used or even produced out of the trainees’ activities and the related documents, would better in most of the cases be stored and documented in such a way in order to ensure re-usability of learning resources and their potential mainstreaming in the *course’s library of materials* – starting with the *pilot courses in the frame of the funded project.*

Finally, in the case when such *courses, i.e. structured learning experiences,* are adopted by the migrant and refugee bodies to meet the needs of their capacity building, they should be delivered through work-placed and flexible learning means, comprising blended and collaborative learning environments, coupled with online sessions.

In this respect the *“SOUL Food” Tutor Course* should be complemented by a set of quality criteria related to the pedagogical delivery of the *course modules.* Such criteria arise from an analysis of existing good practice of online learning in the European context, and correspond to the following.

- (1) The *learning objectives* must be clearly formulated and communicated in advance;
- (2) *learning materials* are understandable and clearly structured;
- (3) the *target group is consistently addressed* - in the text, images and language as well as in the knowledge that is assumed -;
- (4) *online learning content* is combined with additional learning materials to download for deepening and application, so that users are repeatedly asked to reflect what they have learned, in self-assessment exercises;
- (5) *animated graphics* are created serving the explanation of a complex subject (e.g. a “model” or “prototype”), often with explanatory dubbed text;
- (6) *important passages* are repeated in note form as text - for example through overlays as a clear summary of the most important elements to be recalled -;
- (7) wherever possible, *facts are presented* and not just explained verbally; and
- (8) the *moderator (tutor) or invited expert, seen in the training video,* pays attention to “direct eye contact” between him and the user - proven way for the latter to feel personally addressed;

It is useful to shed light on the *core components of the hereby prescribed “SOUL Food” Tutor training course,* facilitating the fit-to-purpose design and development of *contextualized courses* in order to offer reliable opportunities for suitable work-place training for migrant workers. So that they could reach sufficient competence levels to duly perform the tasks of the *Tutors,* thus contributing to capacity building to address

hard-to-reach migrants and refugees and especially migrant women. These components comprise

- *the (core) functional competences, together with the matrix in Part 4 for naming the learning outcomes – corresponding to these competences – measuring their achievement,*
 - *the so-named “principles” of instructional design, together with the critical pedagogical concerns that need to drive the corresponding quality of the courses, in order to trigger and facilitate the engagement of the migrant women disconnected from learning, and*
 - *the recommendations for the adoption of the PAR approach for the collaborative learning experiences to support up-skilling of the migrant and refugee workers, while guiding the delivery of the modular courses of the “SOUL Food” Education Pathway to address the migrant women and the migrants and refugees at large, who most probably have been distanced themselves from learning.*
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Part 4 - Deploying Assessment Tools for the “SOUL Food” Education Pathway

The concept of “*Competence*” was at first identified in the field of psychology, in order to refer to the individuals’ ability to respond to certain demands placed on them by their environment. In vocational training and in education at large competencies⁴ are being used as the identifiers – related to learning objectives (outcomes) - for measuring learning achievements and, consequently, for the design of appropriate learning activities and processes (courses), including the identification of appropriate learning materials and creating of resources and eventually for the curricula. That bares the potential to eliminate the gap identified, between competencies needed and those available. *Competence development* can be approached as a “life-cycle”, which aims at the continuous enhancement and development of an individual’s competencies. The main steps of this lifecycle can be identified as follows:

- (a) The building of a “*competence model*”, through the identification of required activities and task roles and the relevant competences (what the beneficiary, the migrant woman needs to be able to do);
- (b) the assessment of existing competencies and the gap between the existing and the competences required for (the delivery of) a specific job or task – e.g the job of “cooking assistant”; and
- (c) the design and development of competence development programs (*courses*) or units of programs (*course modules*), in order to effectively reduce these gaps and track the continuous performance monitoring and assessment and to measure any improvement.

We remind here that the “SOUL Food” Education Pathway (Course) combines three dimensions or “*competency areas*” as follows.

- At its core is the “*Culinary Arts*” domain, based on the *need for the development of the cooking capacity*, which is further enhanced by the
- “*Digital Competences*” domain, based on the “*DigComp3*” Framework, which could also be deployed to advance tutoring per se.
- A “*civic competences*” specific domain is also part of the course, which comprises those skills that support the social integration and the institutional awareness of the migrant and refugee women.

Based on the *competence framework* with the *functional competences*, presented earlier in this document, for the role/job of the “SOUL Food” Tutor, we have further worked on building an accompanying set of *Assessment Tools*, which would enable those would-be *Tutors* to get, at first, an understanding, through a self- and a peer-assessment process, of the relevance of the competences, as well as to judge upon their *individual sufficiency (capability) level to deliver upon the tasks of the tutoring* they are undertaking. The assessment results will *identify “strengths & weaknesses” in individual competences* as well as regarding *the capacity to deliver the tasks constituting the role (job) of the “SOUL Food” Tutor*. Thus, enabling the identification of whichever competence gaps of the would-be “SOUL Food” Tutors that could be

⁴ The words *competence* and *competency* (plural *competencies*) are sometimes interchangeably used to refer to the same term describing capacity, ability of performing an activity (delivering a task), with the *competence* more often referring to the measure of the sufficiency of such a performance while the *competency* to the performance per se.

addressed through the fit-to-purpose (training the trainers) courses, to be developed in the follow-up phases of the “SOUL Food” Project (see the “sustainability aspect”).

We thus anticipate that the *minimum capability (competency) level to be reached by the “SOUL Food” Tutor, in order to sufficiently deliver the corresponding (“bridging the migrant women with learning”) set of tasks*, would be the one related to the acquisition of the first four *core competences*, as presented in Part 2. And that this (minimum) competency level would be reached and then assessed through project-based learning, facilitated and enhanced by the use of the digital technologies - mirroring the relevant competency areas of the DigiComp3 Framework.

In order to *measure the competency level* of those migrant and refugee workers to become “SOUL Food” Tutors we are employing the “*rubrics*” approach, with *assessment tools* which usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement and a scoring scheme. A *scoring rubric* is an attempt to communicate expectations of quality regarding the performance of a task and, in many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows both, those who make the assessment and those who receive it to judge upon the criteria, which can be complex and subjective. Rubrics can also provide a basis for self-evaluation and reflection, being aimed at consistent and “fair” assessment, fostering understanding and indicating a way to proceed with learning, in order to meet whichever gaps detected. This integration of performance and feedback corresponds to the approach of ongoing or formative assessment.

In this part of the document, which describes the guidance to the “educators” and to the bodies at large that offer support and training to the migrants and refugees, together with the procedure to build continuous professional development, on-the-job training courses in the migrant inclusion sector, we have revisited the set of *universal analytic rubrics*, that would assess the capability level of the “SOUL Food” Tutors to deliver the tasks, especially those corresponding to the *functional competences* of the demanding “hybrid” job. The analytic rubrics would provide information about the strengths and weaknesses to deliver in each one of the competency areas. The work to further elaborate the following indicative rubrics is including the selection and definition of *key areas for assessment*; and the review of *possessing (capability level) criteria and the measurable skills for each area*. Any follow-up phase should consist in the implementation of the following “*rubrics scheme*” and in the *stakeholders’ (& experts’) consultation to potentially revise and validate the rubrics’ components*, thus contextualising the scheme.

In general, we have defined *three competency levels for each one of the (functional) skills and the corresponding core competences*, from the (I) to the (VI). We have also foreseen that the work necessary for the elaboration (“customization”) of the “*rubrics scheme*,” would be part of the *contextualisation* of the hereby *courseware framework*.

Competency level	MINIMUM	MIDDLE	MAXIMUM
Competence No/Task			
I. Enhancing open access for the migrants and refugees, especially for the migrant women in institutions, providing information for civic and social inclusion matters, including “lifeworlds” analysis			



Ia. Service Orientation: <i>looking for ways to help migrants & migrant women develop their capacities</i>	Provides neither individual nor small group counselling to meet marginalized people's needs, within the scope of the social integration	Provides minimal individual or small group counselling to meet needs, within the scope of the social integration	Provides sufficient individual or small group counselling to meet the needs, within the scope of the social integration
Ib. Human Rights: <i>knowledge of principles and issues relevant to human rights</i>	Mediocre knowledge of human rights & inability to transmit the spirit	Good knowledge of human rights, just reference them.	Very good knowledge of human rights, transmitting their importance and the spirit of their claim.
Ic. Social Perceptiveness Empathy	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them
II. Building collaboratively with the migrant women their self-esteem			
Ila. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker/head, turned away, seems tired and sometimes bored	Look alert most of the time, facing the speaker most of the time	Facing/making eye contact with speaker, sitting straight at the speaker
<i>Summarize what the speaker is saying</i>	Does not provide a paraphrase or paraphrases inaccurately more than 50% of the message.	Paraphrases accurately, but adds extraneous information	Paraphrases accurately and succinctly accurately identifies and empathizes emotion of speaker.
<i>Ask Questions</i>	Asks inappropriate questions; asks too many questions	Asks questions, but some are unnecessary or irrelevant	Asks relevant and appropriate questions.
IIb. Networking	Is not self-confident to develop intra group and intergroup networks, with the professional community and other groups	Being capable to develop intra group and intergroup networks with the professional community and other stakeholders, without networking activities	Being capable to develop intra group and intergroup networks with the professional community and other stakeholders and implement networking activities.
IIc. Group methods and dynamics <i>Foster bonds between team members</i>	The <i>Tutor</i> merely maintains peaceful and peer-friendly participation of members in the discussions	The <i>Tutor</i> maintains peaceful and peer-friendly participation of members in the discussions	The <i>Tutor</i> fosters a sense of trust among team members and help team members realize the dynamics of teamwork
<i>Develop group-based social intervention</i>	The <i>Tutor</i> is not a social mediator and does not have knowledge of ways of social contribution	The <i>Tutor</i> is a social mediator and presents chances of social contribution	The <i>Tutor</i> is an active social mediator and encourages the desire for social contribution
III. Building resilience, such as the ability to deal with the ups and downs of life in differing cultural environments and other life changes			
IIIa. Social Perceptiveness Empathy	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them
IIIb. Judgment and Decision Making <i>Preparation and use of relevant information</i>	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty,	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness, information need is clearly defined and is related to assignment,



		inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration.	course or personal interests. Evidence of search, selection, and source evaluation skills.
Consideration of alternatives and decision-making	Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. The <i>Tutor</i> adopts single idea(s)/decision(s) with little question.	Begins to relate alternative views to qualify analysis. The <i>Tutor</i> presents rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly.	The <i>Tutor</i> addresses additional diverse perspectives drawn from outside information to qualify analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. The <i>Tutor</i> integrates own and others' ideas through a complex process of judgment and justification.
IIIc. Critical Thinking Evaluates assumptions	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.
Evaluates implications, conclusions and consequences	Fails to identify implications, conclusions, and consequences of the issue, (OR) the key relationships between the other elements of the problem, such as context, assumptions, or data and evidence.	Suggests some implications, conclusions, and consequences, but without clear reference to context, assumptions, data, and evidence.	Identifies and briefly discusses implications, conclusions, and consequences considering most but not all the relevant assumptions, contexts, data, and evidence.
IV. Supporting migrant and refugee women to make informed choices and decisions			
IVa. Service Orientation Looking for ways to help migrants and refugees develop their capacities	Provides neither individual nor small group counselling to meet migrants' & migrant women's needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services as needed.	Provides minimal individual or small group counselling to meet migrants' & migrant women's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counselling to meet migrants' & migrant women's needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
IVb. Psychology Demonstrates skills in understanding marginalized people's feelings and way of thinking (empathy)	The <i>Tutor</i> understands and is able to interpret only the feelings and experiences shared by migrants and refugees.	The <i>Tutor</i> has inductive thinking and does not only understand the feelings and experiences shared by migrants and refugees.	The <i>Tutor</i> has a high empathy and deeply analyses the feelings and experiences shared by migrants and refugees.
Establishes goals for enhancing migrants' & refugees' self-	Goals for empowering are rudimentary and partially suitable for group needs.	Goals for empowering are clear and appropriate for group needs.	Goals for the empowering program are highly appropriate for group needs.



esteem and confidence			
Planning interventions to empower migrants' and refugees' self-esteem	Plans for migrants and refugees are partially suitable for them or are sporadically aligned with identified needs.	Plans for migrants and refugees are suitable for them and are aligned with identified needs.	Comprehensive plans for migrants and refugees, finding ways to creatively meet their needs
IVc. Judgment and Decision Making Preparation and use of relevant information	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments. Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration.	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests. Evidence of search, selection, and source evaluation skills.
Consideration of alternatives and decision-making	Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. Adopts single idea(s)/decision(s) with little question.	Begins to relate alternative views to qualify analysis. Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly. Is able to come up with a decision but may dismiss alternative views too hastily.	Addresses additional diverse perspectives drawn from outside information to qualify analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification.
IVd. Complex Problem Solving Identifying problem and main objective	Does not attempt to or fails to identify and summarize the problem accurately.	Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over.	Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues.
Developing a Plan to solve the Problem	Develops a marginal plan and does not follow it to conclusion.	Develops an adequate plan and follows it to conclusion.	Develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.
Implement Solution	Implements the solution in a manner that does not directly address the problem statement.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.
V. Encouraging & developing the migrant women's personal and professional capacity, their digital literacies and their civic and social skills			
Va. Group methods and dynamics Foster bonds between team members	The <i>Tutor</i> merely maintains peaceful and peer-friendly participation of members in the discussions.	The <i>Tutor</i> maintains peaceful and peer-friendly participation of members in the discussions, strengthening the members' bonds.	The <i>Tutor</i> fosters a sense of trust among team members and helps team members realize the dynamics of teamwork.



Develop group-based social intervention	The <i>Tutor</i> is not a social mediator and does not have knowledge of ways of social contribution.	The <i>Tutor</i> is a social mediator and presents chances of social contribution.	The <i>Tutor</i> is an active social mediator and encourages the desire for social contribution.
Vb. Education and Training	Basic Knowledge of principles and various methods for the development of an inclusive learning environment.	Good knowledge of principles and various methods for the development of an inclusive learning environment.	Implementation of educational methods for the development of learning environment including the use of arts, music etc.
Vc. Networking	Is not self-confident to develop intra group and intergroup networks with the community and other stakeholders.	Being capable to develop intra group and intergroup networks with the community and other stakeholders without networking activities.	Being capable to develop intra group and intergroup networks with the community and other stakeholders and implement networking activities.
Vd. Technological Skills <i>Internet Use, use of social media, teleworking applications</i>	The <i>Tutor</i> demonstrates competency in basic Web search engine skills (explores Internet resources, conducts a detailed search for information on the assigned topic, and downloads necessary files).	Although the <i>Tutor</i> performs basic Web search engine tasks overall, he/she needs to improve in one or more skills areas.	The <i>Tutor</i> exhibits limited Web search engine skills, and requires remediation to perform basic tasks.
Use of e-mail & messaging and LLMs' apps	The <i>Tutor</i> demonstrates competency in basic e-mail skills (sends/receives written communications and transmits information via e-mail attachment).	Although the <i>Tutor</i> performs basic e-mail tasks overall, he/she needs to improve in one or more skills areas.	The <i>Tutor</i> exhibits limited e-mail skills, an requires remediation to perform basic tasks.
Ve. Apply Group Learning strategies & methods	Fails to or inadequately manages to identify activities for project-based and collaborative learning experiences.	Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools.	Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools.
VI. Evaluating individual and group expectations and needs and developing activities and education programs that address these needs			
Vla. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker, turned away, seems tired and sometimes bored.	Look alert most of the time, facing the speaker most of the time.	Facing/making eye contact with speaker, sitting straight at the speaker.
Summarize what the speaker is saying	Doesn't provide a paraphrase or paraphrases inaccurately more than 50% of the message, analyzes or evaluates the speaker and even gives (his/her own) advice.	Paraphrases accurately, but adds extraneous information.	Paraphrases accurately and succinctly accurately identifies and empathizes emotion of speaker.
Ask Questions	Asks inappropriate questions; asks too many questions; doesn't ask questions	Asks questions, but some are unnecessary or irrelevant.	Asks relevant and appropriate questions.

	when they would be appropriate.		
Vlb. Group development	Requires significant assistance in leading and empowering group members in collaborative solutions resulting in group satisfaction.	Is hesitant but able to lead and empower group members in collaborative solution resulting in group satisfaction.	Leads and empowers group members towards collaborative solutions which maximize members' commitment to and satisfaction.
Vlc. Apply Group Learning strategies & methods	Fails to or inadequately manages to identify activities for project-based and collaborative learning experiences.	Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools.	Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools.
Vld. Social intervention	Being able to design programme of social intervention according to the local context (tutorism, arts etc.)	Being able to design, develop programme of social intervention according to the local context (tutorism, arts etc.)	Being able to design, develop and apply programme of social intervention according to the local context (tutorism, arts etc.)

The members of the stakeholders, starting with the pilot sites, be they migrant and refugee workers as well as trainers at large who anticipate working with migrants and especially with migrant women, when joining the experience-based, on-the-job learning courses, would better deploy some sort of prior assessment of the *Emotional Intelligence* competence level, by making use of the self-assessment tools that should be accompanying the “*SOUL Food*” *Education Pathway* courses to be developed in the frame of the project. In order to have a solid understanding of their capacity levels and, on this basis, to get engaged into “fit-to-purpose” and relevant activities, in the frame of the *courses*, regarding both the *outreaching to the migrants and the migrant women* and their *bridging with learning* and should be elaborating relevant solutions, in such a way to enhance the competences of the “*SOUL Food*” *Tutor* accordingly. The self-assessment tools for the *EI* would be used at least three times in the “training cycle” of the interested professionals, before their registering to relevant up-skilling activities, during each individual’s participation to them and after the completion of these activities.

At the same time, and for those migrant and refugee workers having reached a minimum competency level, being members of an “institution” or “organization”, they would also deploy some sort of *Organization Innovation capacity team-assessment tools*, providing a solid basis to assess the potential impact of the specific individual in a specific, i.e. the migrant and refugee organizational context.

Annex I: *Tips for effective Tutoring in Online Learning Environments for Migrant Workers*

*To be deployed for the delivery of the **SOUL FOOD Education Pathway***

1. Establish Clear Communication

- *Set Expectations:* At the beginning, clarify how and when you will communicate (email, chat, video calls), expected response times, and session schedules.
- *Clarify Instructions:* Make sure explanations are clear, avoiding jargon or overly complex language.
- *Active Listening:* Pay attention to students' messages and confirm their understanding by asking them to summarize key points.
- *Encourage Questions:* Create a non-judgmental space where students feel comfortable asking anything.

2. Create an Engaging Environment

- *Use Multimedia:* Incorporate videos, infographics and animations that cater to visual and auditory learners.
- *Chunk Content:* Divide lessons into smaller, focused segments to prevent cognitive overload.
- *Interactive Elements:* Include polls, quizzes or short activities to keep students mentally engaged.
- *Relate to Real Life:* Use examples that connect the material to everyday experiences or the student's personal interests to make content meaningful.

3. Build Rapport and Trust

- *Empathy:* Acknowledge challenges students face; show understanding and patience.
- *Personal Connections:* Learn about the students' goals, interests and obstacles to tailor support.
- *Positive Feedback:* Highlight successes and progress to boost motivation.
- *Consistency:* Be reliable and punctual to build confidence in your support.

4. Use Structured Planning

- *Session Goals:* Define clear objectives for each session (module) to keep it focused.
- *Review and Reinforce:* Start with a quick recap of previous lessons to consolidate memory.
- *Stepwise Approach:* Break larger tasks into smaller, manageable steps.
- *Post-Session Summary:* End with a recap of key ideas and set homework or practice tasks.

5. Encourage Active Participation

- *Ask Open-Ended Questions:* Promote critical thinking by encouraging explanations rather than yes/no answers.
- *Discussion and Reflection:* Invite students to share their thoughts and reasoning behind answers.
- *Hands-On Practice:* Assign exercises that require applying new knowledge.
- *Peer Interaction:* If possible, involve group work or discussions with other learners.

6. Monitor Progress and Adapt

- *Regular Check-Ins:* Use informal questions or quizzes to gauge understanding during sessions.
- *Feedback Loops:* Ask the student how they feel about the pace and content difficulty.
- *Adapt Methods:* If something isn't working, try different teaching approaches (visual aids, storytelling).
- *Track Progress:* Keep records or notes on the students' development to adjust future plans accordingly.

7. Utilize Technology Effectively

- *Platform Familiarity:* Know how to use video conferencing, chat, file sharing and interactive tools well.
- *Ensure Accessibility:* Make sure students can easily access all resources and troubleshoot common technical problems.
- *Visual Tools:* Use screen sharing or digital whiteboards for live demonstrations.
- *Backup Plans:* Prepare alternatives in case of technical glitches, such as phone calls or recorded videos.

8. Maintain Professionalism

- *Time Management:* Start and finish sessions punctually, respecting everyone's schedule.
- *Distraction-Free Environment:* Work in a quiet place with a professional background and dress appropriately.
- *Confidentiality:* Respect student privacy and handle sensitive information carefully.
- *Boundaries:* Maintain a professional relationship, being friendly but clear about your role as a tutor.

Annex II: Tutor for Migrants – Digital Competence Framework (Enabling Digital Literacies)

In the following tables we prescribe the consolidated *Digital Competence Framework for the Migrant Workers to undertake the role of the Tutor/Educator to facilitate the enabling Digital Literacies in the frame of hybrid learning and in order to meet the needs of the Migrants and Refugees – and especially that of the Migrant Women*. The set of digital competencies, as being presented in these tables below – within three main families of tasks - can guide the identification of corresponding competency building activities for the “*Courseware Development Framework*”, which the *migrant and refugee workers’ up-skilling* can abide to for their empowering, when delivering hybrid learning sessions asking for the engagement of the hard-to-reach migrants and migrant women and for civic engagement of these people facing risks of marginalization.

The **Competence Development Courseware (Training Framework) for preparing the “SOUL FOOD” Educators/Tutors** (in the present document) serves at the same time as a methodological scheme robust enough to be easily customized, occasionally meeting the country and regional/local context specificities.

The **SOUL FOOD Tutor**: Digital Competence Framework Enabling Digital Competences

Competence Area	I. Networking and Mediation
Competence title	I.1 Organisational communication
Competence description	To use digital technologies to enhance organisational communication with migrants, community representatives, stakeholders and other third parties
Knowledge examples	Know how to elect the most appropriate channel, format and style for a given communication purpose, audience and context.
Skills examples	Make use of digital technologies for communication e.g. with young people, stakeholders, community groups
Attitude examples	Willing to reflect on and discuss how digital technologies are used effectively for organizational communication
Activities	1. Use digital tools to carry out community mapping & lifeworld analysis 2. Use digital technologies to enhance organizational communication with migrants & migrant women, community, stakeholders and others
Learning objectives	1. To learn use of methodologies and technologies (digital and otherwise) to improve organizational communication with migrants, community representatives, stakeholders and others 2. To acquire ability to work with different groups of stakeholders in communities to establish relationships and collaborative work 3. To acquire ability to use information management skills to map community structures,

	stakeholder groups and life world of migrants and refugees, especially migrant women 4. To be able to apply the principle of "multiple belongings" and support migrant women to work productively with and between different identities 5. To acquire ability to apply identity perceptions and practice to work with different community groups
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Competence Area	I. Networking and Mediation
Competence title	I.2 Professional collaboration
Competence description	To use digital technologies to engage in collaboration with other migrant and refugee workers and volunteers, sharing and exchanging knowledge and experience and collaboratively innovating migrant work practices.
Knowledge examples	Knowledge of relevant technology platforms and tools for sharing
Skills examples	Applies tools like social media to share information
Attitude examples	Willing to improve on and expand practice through use of digital tools

Competence Area	I. Networking and Mediation
Competence title	I.3 Reflective practice
Competence description	To individually and collaboratively reflect on, critically assess and actively develop migrant/refugee worker' s digital work competence and practice.
Knowledge examples	Knows which professional development websites to go to get new ideas
Skills examples	Able to use on-line forums to catch up on latest developments
Attitude examples	Willing to experiment with new migrant work practices through digital technologies

Competence Area	I. Networking and Mediation
Competence title	I.4 Digital personal development
Competence description	To use digital sources and resources for continuous professional development
Knowledge examples	Knows how to use the internet to improve or update skills
Skills examples	Can participate in online courses, webinars or consult digital training materials and video tutorials
Attitude examples	Enthusiastic about improving digital competences

Competence Area	II. Organizing and Managing Resources
Competence title	II.1 Selecting digital resources
Competence description	To identify, assess and select digital resources for migrant & refugee work. To consider the specific objective, context, engagement approach and user group, when selecting digital resources and planning their use.
Knowledge examples	Awareness of online platforms which provide resources.

Skills examples	Evaluates the reliability of online digital resources and checks their suitability for target group and the specific learning/development objective
Attitude examples	Strategic and reflective approach to digital resources
Activities	1. Use digital technologies to facilitate instructional design & 2. Organize digital resources with metadata & 3. Ensures re-usability of learning resources
Learning objectives	1. To learn to use digital technologies to foster & enhance collaboration with migrants and refugees 2. To learn to manage, protect & share digital resources (incl. privacy & intellectual rights) 3. To learn the use of digital technologies to support migrants' & refugees' self-regulated learning & development

Competence Area	II. Organizing and Managing Resources
Competence title	II.2 Creating and modifying digital resources
Competence description	To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or co-create new digital resources for migrants' and refugees' learning.
Knowledge examples	Knows how to make modifications to digital resources to fit them to migrants' learning development projects, e.g. editing or deleting parts, adapting the general settings.
Skills examples	Integrates a range of interactive elements and games into self-created instructional resources
Attitude examples	Creative attitude to using digital resources

Competence Area	II. Organizing and Managing Resources
Competence title	II.3 Managing, protecting and sharing digital resources
Competence description	To organize digital content and make it available to migrants and other stakeholders. To effectively protect sensitive digital content.
Knowledge examples	Knows how to respect and correctly apply privacy and copyright rules
Skills examples	Share content on virtual learning environments or by uploading, linking or embedding it e.g. on a website or social media account
Attitude examples	Respect for privacy

Competence Area	II. Organizing and Managing Resources
Competence title	II.4 Using digital tools to carry out community mapping and lifeworld analysis
Competence description	Applying knowledge about digital tools and content to carry out community mapping and analysis of data from lifeworld analysis
Knowledge examples	Knows which online tools can be used for cultural analysis
Skills examples	Can use content analysis programmes to analyse data from focus groups
Attitude examples	Open to innovative techniques in digital data analysis

Competence Area	III. Program and Content Creation
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Competence title	III.1 Guidance
Competence description	To use digital technologies and services to enhance the interaction with migrants and refugees, individually and collectively.
Knowledge examples	Knows how to use digital technologies to offer timely and targeted guidance and assistance
Skills examples	Can use digital technologies, e.g. e-mail or chatting apps, to respond to migrants' questions or doubts
Attitude examples	Willing to experiment with and develop new forms and formats for offering guidance and support
Activities	1.To use digital technologies to foster & enhance collaboration with migrants and refugees
Learning objectives	1. To learn to create & modify digital resources 2. To learn how to create/edit digital content (ex. videos) for effective social inclusion/social communication/community reporting 3. To learn the potential of digital content creation for empowerment (eg. community reporting)

Competence Area	III. Program and Content Creation
Competence title	III.2 Collaborative development
Competence description	To use digital technologies to foster and enhance collaboration with migrants and refugees.
Knowledge examples	Knows how to enable migrants to use digital technologies as part of collaborative assignments, as means for enhancing communication and collaboration and for collaborative knowledge creation.
Skills examples	Designs and implements collaborative activities, in which digital technologies are used by migrants and or refugees for their collaborative knowledge generation, e.g. for sourcing, exchanging, presenting information
Attitude examples	Willing to work with migrants as equal co-producers of knowledge

Competence Area	III. Program and Content Creation
Competence title	III.3 Self-regulated development support
Competence description	To use digital technologies to support migrants' self-regulated learning and development
Knowledge examples	Knows how to use digital technologies (e.g. instant messaging apps) to allow migrants to record and showcase their work
Skills examples	Can support migrants & refugees to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions
Attitude examples	Takes a patient and supportive approach in working with migrants & refugees

Competence Area	III. Program and Content Creation
Competence title	III.4 Digital Content Creation for development

Competence description	Create solutions to problems that are related to content creation and edition in different formats in complex development projects when working with migrants' & refugees' communities
Knowledge examples	Knows how to identify ways to create and edit content in different formats
Skills examples	Can use tools like Canvas and Instagram to create content
Attitude examples	Expressive attitude to different content creation tools

Competence Area	IV. Empowering Migrants and Refugees (Migrant & Refugee Women)
Competence title	IV.1 Accessibility and inclusion
Competence description	To ensure accessibility to learning and development resources and activities, for all migrants and refugees, including those with more demanding needs as in the case of migrant women
Knowledge examples	Understands migrants' digital expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies
Skills examples	Able to consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and seeks to provide alternative or compensatory tools or approaches
Attitude examples	Sensitive to different needs and capabilities of migrants and especially of migrant women
Activities	- Understanding fake news (sources etc.) & clickbait strategies - Language style in ads - Open-source apps & ads - Understanding privacy of digital content - Understanding permanency of digital content published on social media - Identify & solve a technical problem - Transfer technological knowledge creatively to new situations (case study: WhatsApp groups)
Learning objectives	1. To understand fake news, clickbait strategies & language in social media, 2. To understand privacy of digital content, 3. To understand responsible use of social media, 4. To understand relationship between digital tools & social inclusion of migrants and refugees and especially of migrant women.

Competence Area	IV. Empowering Migrants and Refugees (Migrant & Refugee Women)
Competence title	IV.2 Actively engaging migrants and migrant women
Competence description	To use digital technologies to foster migrants' and migrant women' s active and creative engagement with a subject matter.
Knowledge examples	Knows how to use digital technologies within pedagogic strategies that foster migrants' and refugees' transversal skills, deep thinking and creative expression
Skills examples	Uses a range of digital technologies to create a relevant, rich and effective digital learning environment, e.g. by addressing different sensory channels, learning styles and strategies



Attitude examples	Openness to new, real-world contexts, which involve migrants and migrant women themselves in hands-on activities.
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Competence Area	IV. Empowering Migrants and Refugees (Migrant & Refugee Women)
Competence title	IV.3 Information and media literacy
Competence description	To incorporate development activities which require the migrants and refugees to articulate information needs and find information and resources
Knowledge examples	Knows how to find information and resources in digital environments; to organize, process, analyze and interpret information
Skills examples	Guides migrants and refugees how to find information, how to assess its reliability, how to compare and combine information from different sources
Attitude examples	Methodological attitude to information seeking

Competence Area	IV. Empowering Migrants and Refugees (Migrant & Refugee Women)
Competence title	IV.4 Understanding and guiding migrants' and migrant women' s on-line lives
Competence description	To understand and keep up to date with the online behaviours of migrants and of migrant women' s and to support them in maximizing the benefits of digital technologies in their lives
Knowledge examples	Knows which social media currently used widely and under what circumstances
Skills examples	Guides migrants and refugees and migrant women in respecting behavioural norms, appropriately selecting communication strategies and channels and being aware of cultural and social diversity in digital environments
Attitude examples	Willingness to explore new online trends and behaviours.