ALCE

Appetite for Learning Comes with Eating

*Innovative approaches
for participation and inclusion
of migrant and senior women*

Training resource

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1. Introduction

'Innovative approaches for participation and inclusion of migrant and senior women – Training resource' is a pedagogical manual, one of the main outputs of the project ALCE - Appetite for Learning Comes with Eating, describing creative approaches and alternative settings to be used by adult educators and civil society organisations. The manual consists of a short description of the target groups, the project and partner organisations, the role of trainers, the fundamental notions, the modules and key-competences, and a proposal of assessment and validation of the learning outcomes.

The pedagogical manual was developed following a learning phase called the Active Learning Training Course (ALTC)[1] which was carried out in Austria, France, Italy, Lithuania and the United Kingdom based on the exchange of food traditions and natural curative methods, cultural events, and learning mobilities of young migrant women between 18 and 40 years old and native older women over 60 years old.

The manual results from testing of the training guidelines written by the ALCE trainers who led the delivery of the training course in their respective countries. The main objective of the training was to help both migrant and indigenous learners (particularly women from vulnerable social groups and marginal social contexts) to acquire key competences and skills through a non-formal learning process. It aimed to promote the inclusion of people from migrant backgrounds into the receiving society and older native people through intercultural and intergenerational dialogue, heritage transmission, perception of gender roles, creation of a culinary book and the organisation of a cultural event.

The European Union is built on the diversity of distinct cultural, religious and social traditions embodied in the cultures of its Member States. It is home to people of many different racial, ethnic, religious and national

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[1] Active Learning Training Course (ALTC) is referred to as the training course in the rest of the publication

backgrounds, and its economy and cultures have been enriched by the contributions of migrants from around the globe. The initial target learners were identified because the Europe 2020 Strategy[2] highlights the need for more effective integration of migrants into their receiving community to ensure a competitive and sustainable EU economy. The total number of third country nationals in the EU (thus excluding intra EU migrants) is estimated at 19.5 million people, representing 3.9% of the total population (497.5 million). This compares with approximately 20 million EU citizens who live in an EU Member State other than their own.[3] Women now constitute half the international migrant population, and in some countries, as much as 70 or 80 %.[4] Women migrants frequently end up in low-status, low-wage production and service jobs and often work in gender-segregated and unregulated sectors of the economy.

On the other hand, the ageing population in Europe is increasing and both national institutions and European organisations are designing strategies to keep elderly people active and avoid their social exclusion. By 2025 more than 20% of Europeans will be 65+. Older women are often victims of multiple discrimination and suffer from social exclusion and isolation more than elderly man. These factors were the main reason for the idea of ALCE, to bring together these 2 target groups to offer them opportunities for peer learning, exchange and socialisation.

During the ALCE project, young migrant and older native participants of the training course learned to work effectively and respectfully in a diverse team, exercise flexibility and willingness to make compromises in order to reach a common goal, and assumed shared responsibility for collaborative work while valuing individual contributions. A selection of recipes from each of the five learner groups was compiled to produce the ALCE recipe book "Around the World on a carpet of Flavours"[5] printed in English, German, Italian, Lithuanian and French.

[2] The Europe 2020 strategy http://ec.europa.eu/europe2020
[3] EU Migration and Asylum Thematic Programme
[4] United Nations Population Fund (2008) www.unfpa.org
[5] ALCE Recipe Book is available ALCE project website in 5 languages http://www.appetiteforlearning.eu/download/alce_book/alce_book_en.pdf

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As a result, young migrant and older native women increased their social and economic inclusion through motivated participation, acquired or improved their lifelong learning skills, and gained confidence to enter the education and work spheres.

This training resource is a tool for trainers facilitating non-formal learning processes. The original ALCE project brought together young migrant women and senior native women within a culinary related intercultural and intergenerational setting. It can also be used as a resource for local communities to improve knowledge of their culinary and cultural heritage and to develop intercultural and intergenerational activities. However, the ALCE methodology can be transferred across other educational contexts to support the inclusion of disadvantaged learners in society and their integration into the labour market. The manual can be used by Adult Educators and educational staff to stimulate the development of similar innovative and creative collaborative teaching and learning approaches.

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2. Project description

In the context of the ageing European population and massive feminine migration flows, native senior and migrant adult women suffer from multiple discrimination and absence of recognition and opportunities for improvement of their skills and knowledge. Both have a vital social role in maintaining traditions and are therefore an important source of knowledge that is poorly exploited. Based on this analysis, the direct targets of the project are groups of native senior women and migrant young women, trainers and educators working on intercultural and intergenerational dialogue promotion, local communities and adult education professionals.

The ALCE project objectives are to:

• break social isolation of certain target groups suffering of multiple discrimination,
• develop the intercultural and intergenerational dialogue between the two target groups,
• encourage adult learning through the recognition and validation of the competences (literacy, civic, entrepreneurial) acquired by the target groups.

During the project, a consortium of five members cooperated to improve the key competences of senior and migrant women, to enhance the transmission of women's knowledge on non-tangible heritage to European communities through the exchange of food traditional recipes and natural curative methods and to increase awareness among decision makers about the importance of the recognition of non-formal learning.

The main activities and results during the project lifetime were:
• An international Training of trainers based on peer learning to share knowledge about fundamental notions,
• The elaboration of the Guidelines for the Active Learning Training Course including background study and detailed instructions for the activities of the learning modules,

• 7 Learning Modules of the Active Learning Training Course implemented in partner's countries, targeting young migrant and senior native women and leaded by trainers following the Guidelines for training delivery,
• An European Active Learning Training Course,[6] 2 days programme for participants chosen as representatives from each national group on communication and organisation of cultural events involving diverse communities and putting in practice skills exchanged and developed during the ALTC,
• The creation of a common Recipe Book gathering women's knowledge,
• A Cultural Roadmap of events taking place in Austria, France, Italy, Lithuania and United Kingdom on culinary and curative traditions and fusion intercultural recipes lead by women involved in the training course and involving 250 community members,
• The learning Mobilities of 20 migrants & elderly women,
• A Final Dissemination Seminar involving adult education professionals and key stakeholders.

The methodology of the ALCE project is based on active learning of the targets themselves who are involved in several activities and take part of the creation and dissemination of all outcomes. This training resource will be a handy tool for adult education facilitators to use participatory learning in intercultural and intergenerational settings.

ALCE involved 100 women learners in 5 countries in a multicultural and multi age environment through series of non-formal learning activities. It provided a unique opportunity for these women and 5 adult trainers to increase their key competences and for the women to gain confidence to re-enter education, volunteering and work sphere.

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[6] European Active Learning Training Course is referred to as the European training course in the rest of the manual.

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The ALCE consortium is comprised of five partners.

CESIE is a European centre of studies and initiatives, established in 2001 in Sicily, Italy. CESIE contributes, through the active participation of people, civic society and institutions, towards the promotion of growth and development, always valuing diversity.

Merseyside Expanding Horizons Ltd (MEH), from the United Kingdom, is a voluntary and community sector organisation, which works in the field of social inclusion and is an influential support body.

Verein Multikulturell – Multicultural Association is a non-governmental organisation in Austria. VM aims to enhance the intercultural dialogue and education and to promote professional, social and cultural inclusion of migrants.

The French partner **Elan Interculturel** is a non-profit organisation, aiming at exploring diversity and making it a source of advantage. They support organisations and individuals in finding ways to benefit from cultural diversity, create a better understanding of how diversity affects lives.

Seniors Initiatives Centre (SIC), from Lithuania, is an association working with seniors and for seniors. The main goal is to encourage active citizenship of seniors by strengthening their self-confidence and promoting their personal fulfilment through informal learning activities focused on digital competences and skills.

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3. Training course and facilitators

The role and responsibilities of the trainer is key to ensuring an effective delivery of all phases of the training and ensuring the course objectives and learning outcomes for participants are met.
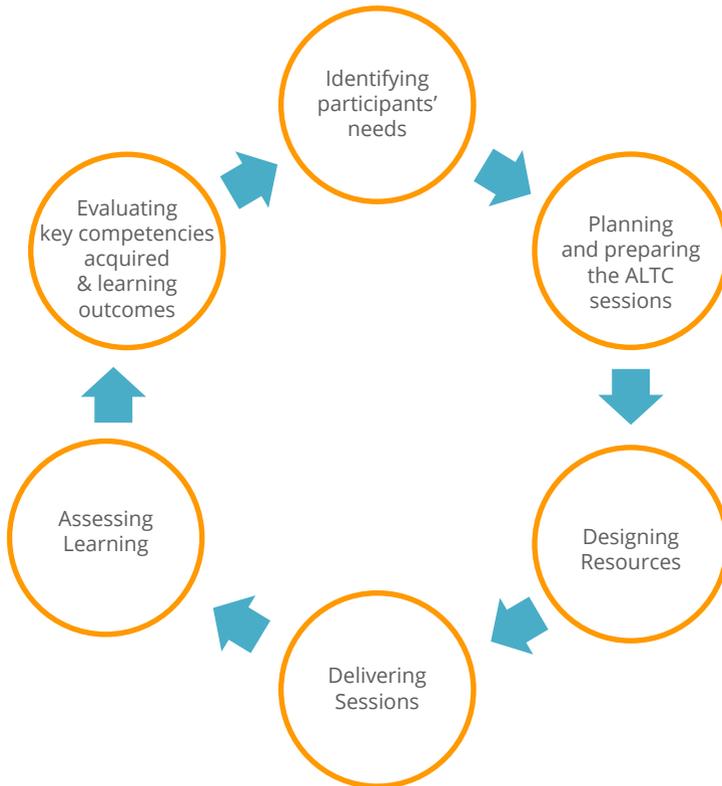

Figure1
The 6 phases of the ALCE Training Cycle

Phase 1. Identifying Participants' Needs

The trainer should ensure that learners' needs are reviewed and identified before enrolling the learners onto the course. Initial assessments with learners and their referral organisations through a process of one-to-one interviews and meetings can help to reveal the learners pre knowledge, skills and attitudes. The assessment benefits the trainer, helps the learners to identify their own learning goals and motivation to participate in the course. The trainer will take in consideration the specific needs of the target group in the framework of EU Lifelong Learning programme.[7]

Phase 2. Planning And Preparing The Training Sessions

The trainer will ensure the venue and facilities are accessible and adequate for the group of learners. The working space required for each module should be considered in the planning of activities (cooking, events, use of ICT). The trainer will create detailed session plans to provide a framework to support the delivery of each session and module, ensure effective timing of the activities within each session and ensure the learning outcomes are met.

Phase 3. Designing Learning Resources

The trainer is responsible for designing training that meets the needs of the learners and ensure that resources and learning materials are inclusive, accessible and user friendly. Examples of activities that have proven effective for the target group are available in Chapter 6.

Phase 4. Delivering Sessions

The non-formal learning process[8] proposed, requires the trainer to be knowledgeable and have background in non-formal education. The trainer should incorporate different non-formal learning activities that will meet the aims and objectives of the course and ensure active participation of learners.

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[7] http://eacea.ec.europa.eu/llp/grundtvig/grundtvig_en.php
[8] Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (2012/C 398/01)

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The trainer has to perform different roles, such as:

• Coordinator: Coordination involves planning, setting ground rules, assuring effective group working, time management and record keeping.

• Motivator: Motivation involves inspiring learners, generating enthusiasm, stimulating them to express ideas and listen actively.

• Advisor: Advising involves effective cooperation to facilitate the transfer of knowledge.

• Mediator: Mediation involves conflict management, sensitivity and patience as well as awareness of the impact of cultural background on communication style, values, attitudes and beliefs.

• Assessor: Assessing involves knowledge and usage of recognised assessment methods, practices and strategies.

Phase 5. Assessing Learning

The trainer will provide timely, sensitive and relevant feedback to learners about their individual and group progress and can challenge ideas in a manner that stimulates creative thinking and problem solving. The trainer will use a variety of methods to assess the learning outcomes in each module, such as assessment interviews with closed and open ended questions, individual reflection and group discussions using objects and theme related images (for more details Chapter 3).

Phase 6. Evaluating Key Competences Acquired And Learning Outcomes

The trainer will evaluate the achievements of the training as a whole and the achievements of each learner throughout the course. The trainer will evaluate the key competences gained by the learners using the techniques described in detail in Chapter 5: Learning assessment and overall evaluation.

10 tips for trainers

1. Understanding the difference between facilitator and trainer

The role of facilitator and trainer do share some similar characteristics and the ALCE trainer encompasses many different responsibilities and each one requires a different skills set. It is important to always refer to what is the main objective within the delivery of the training, to not only provide activities but to also adapt them regarding to the group of learners and ultimately to train learners in acquiring key competences skills and knowledge that will support their integration into society and the labour market.

2. Not getting too attached to the group of learners

The target group of migrant and senior women are identified as vulnerable and coming from the most marginalised communities. With this in mind, the women may be experiencing other issues outside of the ALCE project. It is important during the delivery of the training to make a connection with the women and to develop trust – a good relationship between teacher and learner is important for learning and development. However, you should instil boundaries to avoid situations in which you could become their 'counsellor' or 'mentor'. You should refer your learners onto other relevant agencies that can provide the support you will not have the capacity to do within the training course.

3. Creating group dynamics

This is one of the most important factors in the beginning of the project. As the participants don't know each other and often are for the first time in a situation where come into contact with different cultures and backgrounds, therefore it is essential that they feel as part of the group. Help participants to bond with each other by providing open discussions and activities which will help them to know each other better, team work activities and by starting each session with a group building game.

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4. Giving space to everyone but keeping the situation under control

In the beginning of the training course it is important to discuss some general rules and wishes for how the women will act with each other and what their ideas are if something is not working well (e.g. if someone is talking do not interrupt, respect everyone, do not judge). Ground rules would be created by the whole group at the start of the training. It is important to revisit these rules and update them during the whole process. Use a timer to control presentation time to support keeping the situation under control.

5. Generating good discussion with the learners

It is important to give everyone in the group the opportunity to say something during the discussions. Encourage shy ones and be strict with those who like to dominate. Encourage interaction through the group exercises and activities. Ensure you include ice breakers and group building games to bring the group closer together and to help generate good discussion afterwards.

6. Keeping learners engaged during each session

An overview of the whole programme can help to brace oneself for the whole training which is important, because the participants know what they can expect. It is important to show learners from the start the advantages of participating in each session and the whole programme: improvement of skills, gaining new competences, enjoying interesting activities, bonding with new people etc. Each session should highlight the learning achievements and reinforce what they have achieved in each module.

7. The learners are different and everyone learns differently

Not everyone learns the same way so it is important to mix your activities to incorporate different learning styles within the group, a mix of different learning methods is a crucial factor during the training. Be flexible in your training delivery and regardless of your

training preference, don't rely on one type of approach otherwise you risk your sessions being non-inclusive and disengaging to the learner. Effective trainers are flexible in their teaching and can motivate their learners. The more styles you include, the better the learning experience will be for your learners.

8. Sustaining the value of non-formal education when participants come from a social context very focused on formal education

It is important to highlight the competences from non-formal education that they have gained during the training and ensure they have an understanding of what they gained and that it happened in a non-formal way. Also explain to learners that: the competences you gain in non-formal education are recognised by the EU. Non-formal education is fun and easy way to develop competences important for professional and future life.

9. Meeting country specific requirements

It is important to learn and analyse your country requirements before you start to deliver the training. Consider the content of each session and think about the legal requirements and codes of practices regarding cooking, public events, health and safety, access needs, working with vulnerable adults that exist in your country. How will this impact and influence your training? Are there any additional training, materials, support that you should provide?

10. Keeping learners motivated

The trainer has to show the bigger picture of the advantages learners gain during this programme. Involve all participants in the preparations and give them an idea of what exactly happened during the activities that they could not participate in. They will understand that those participants who were able to participate are representing the whole group. The Trainer has to explain to learners who have not been involved: If they miss some of the sessions or have not been selected for specific activities abroad, they will still gain those competences by participating in other session/activities.

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1. Fundamental notions

The ALCE project addressed 6 correlated notions (see Figure 2). Each partner organisation lead the analysis and development of a fundamental notion and transferred knowledge and experience in particular notion to the group of trainers from the 5 partner countries responsible for managing the delivery of the training course at national level.
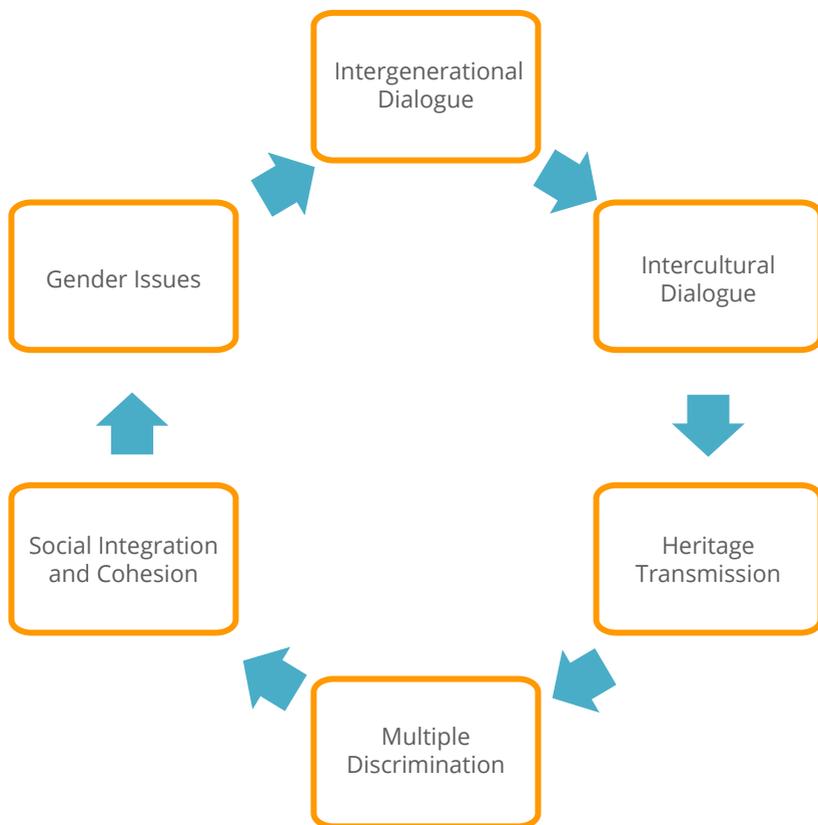

Figure 2
Fundamental notions

The Training of trainers supported:
- Peer learning amongst the target group of trainers on the 6 fundamental notions.
- The trainers to share expertise and good practices so to develop activities and approaches.
- Each fundamental notion to be successfully covered within the training modules (see Chapter 6: Practical activities).

How does the ALCE training course address the fundamental notions?

Intergenerational Dialogue

For centuries, intergenerational learning has been the informal vehicle within families for systematic transfer of knowledge, skills, competences, norms and values. Intergenerational dialogue happens when we talk and listen to people whose generation, experiences, perspectives and references are different to our own. Dialogue cultivates learning and broadens perspective.[9]

Newman[10] notes the emergence of the new extra-familial paradigm in the last quarter of the 20th century and the need for creating opportunities in which intergenerational learning, meaningful relationships and social and emotional growth could occur between non-biologically connected children, youth and older adults.

For intergenerational dialogue to flow more readily there must be programmes and policies that aim at moving in concerted direction towards an age-integrated society where intergenerational interaction is natural across the domains of family, community and the workplace.[11]

[9] Schiller, M. et al. (2009)
[10] Newman 2008
[11] Thang, L. (2011)

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Link to the ALCE Project themes

For a constructive dialogue between generations there must be a certain context and activity. The ALCE project presents a culinary context and activities related to exploring, transferring and testing traditional food recipes and natural curative remedies. The activities involve two adjacent generations: migrant women aged 18-40 and senior native women aged over 60.

ALCE involved participants from two distinct age groups with the aim of promoting exchange not only between cultures but also between individuals who do not usually move in the same circles or have contact with other generations outside of their own families. During the training, participants studied and presented their own culture through recipes and curative methods passed from generation to generation. As a result, learners became more aware of their own cultural heritage that linked them to older generations and of other generations presented to them. Moreover, the participants' experience of cooking their own recipes with other women and creating fusion dishes was the crucial moment in which learners from different cultures and ages integrated and worked together.

Intercultural Dialogue

ICD - InterCultural Dialogue - is considered here as 'an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception'.[12] According to UNESCO,[13] a global culture of human rights requires competence in holding intercultural dialogues.

[12] Council of Europe White Paper on Intercultural Dialogue (2008)
http://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp
[13] United Nations Educational, Scientific and Cultural Organisation http://en.unesco.org

Link to the ALCE Project themes

The ALCE project was developed on observations of significant demographic changes in Europe and especially in partner countries. Each country is rich in different cultures and different national responses to issues concerning immigration, equality and diversity and the integration of different communities. The target group of young migrant women and senior native women are identified as belonging to different communities possessing diverse cultural backgrounds, traditions and values. Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination are issues which might be experienced by the participants attending the ALCE project. The training course played an important part in fostering dialogue between different cultures and supported women experiencing social exclusion and isolation to develop a sense of community and belonging in a multicultural society.

ICD is strongly addressed by the training course in the following ways:
• The training course involves modules focused on culinary traditions and natural curative remedies that promote ICD between learners. It ensures ICD is developed through creative processes and non-formal
learning converting challenges and differences into new forms of expression.
• Activities which encourage the sharing of values and fosters the exchange of viewpoints between individuals belonging to different cultures and backgrounds. This goes beyond mere tolerance of the other's culture and customs in order to enhance creative processes.
• Tangible outcomes such as the roadmap of cultural events and creation of the recipe book foster intercultural dialogue amongst a diverse group of women and the wider EU community.
• Results from the training course will encourage new ideas and methods to support intercultural communication and development of key competences and skills to promote ICD in lifelong learning.

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Heritage Transmission

According to UNESCO, 'Cultural heritage […] includes traditions or living expressions inherited from our ancestors and passed on to our descendants'. Furthermore, the importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next.[14]

Link to the ALCE Project themes

The ALCE project promotes intangible heritage transmission in the form of culinary traditions and curative remedies, taking into account three dimensions: space, time and relationships. At a time when gastronomic traditions are increasingly being neglected in favour of convenience foods and leading to a number of public health problems and loss of social interaction, the objective here is to rediscover food through conviviality, cooking and rites and rituals. 'Women are central to the maintenance and vitality of cultural heritage and diversity worldwide. Their roles in relation to intangible heritage are of particular significance.'[15]

While taking inspiration from oral tradition, ALCE adds an intercultural dimension, enabling knowledge transmission between learners who would not normally interact together. This will be done through the following methods:

• Non-formal activities and exercises involving cooking and demonstrations of curative remedies allow learners to demonstrate methods and techniques enabling transmission of heritage through objects belonging to learners' cultures.
• Pairing learners from different age groups sharing knowledge based on their personal experiences and generating knowledge-sharing dynamics.
• Analysing difficulties in transmitting knowledge to other communities and generations.

[14] UNESCO, Intangible heritage; http://www.unesco.org/culture/ich/index.php?lg=en&pg=00002
[15] UNESCO, Synthesis Report – Activities in the Domain of Women and Intangible Heritage (2001)
http://www.unesco.org/culture/ich/doc/src/00160-EN.pdf

• Developing grassroots strategies for sharing information with other communities and generations.
• Reviewing current strategies for knowledge transmission and suggesting improvements and ideas for new activities.

Multiple Discrimination

Multiple discrimination recognises the various forms of discrimination that one individual can be subjected to. Most of us don't belong to one community but several, and this diversity, while being a source of strength, can also make a person a target for prejudice. A black disabled woman may be discriminated against on the grounds of gender, race and disability. The concept of multiple discrimination not currently recognised in EU law, although EU directives do take into account that the six recognised forms of discrimination (gender, race and ethnic origin, religion and belief, disability, age and sexual orientation) can intersect.[16] This mismatch between law and reality of human experience means that while all individuals are potentially vulnerable to multiple discrimination current legislation simplifies identity-related issues. An effort to recognise and address multiple discrimination would be a step towards better protection of its victims and a more accurate representation of contemporary discrimination.

Link to the ALCE Project themes

ALCE is aimed at women from two different age groups and several cultural backgrounds and therefore potentially vulnerable to experience multiple discrimination. The learning process within the training course allows them to reflect on the notion of inclusion, to break their own stereotypes and to identify people as individuals rather than only representative of communities.

Participants developed strategies for dealing with various forms of discrimination and act against multiple discrimination, while confronting their own stereotypes.

[16] European Commission, Tackling Multiple Discrimination Practices, Policies and Laws Report (2007)

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Social Integration and Cohesion

The definition given by the UN department of Economic and Social Affairs: "...social integration can be seen as a dynamic and principled process where all members participate in dialogue to achieve and maintain peaceful social relations. Social integration does not mean coerced assimilation or forced integration."[17]

Due to the combination of social integration and cohesion, there has been an intense public and policy debate in recent years about the links existing between ethnic diversity, community cohesion, social capital and immigration. An obdurate opinion is that growing immigration flows and ethnic diversity might endanger the social cohesion of a society.[18] However, the contrary is also thinkable, that is the fact that cultural diversity can always leads to a strong and dynamic society if mutual respect and understanding is given.

Link to the ALCE Project themes

The activities which foster a biographic approach aimed to increase mutual understanding through identification of the biographies and cultural specificities of each learner. The challenge proposed by ALCE, to bring together participants from five different EU countries, two different ages, promoted both social integration and social cohesion. The group dynamic here played a fundamental role to successfully perform this fundamental notion. In some countries, for learners it was the first occasion to talk and collaborate with migrant women or from the other side to communicate with native women and discuss cultural differences and traditional recipes.

Gender Issues

Gender issues are a crucial theme for all societies in the explanation of social roles and relational process within every community, as they set many of the rules for social interaction. One of the important topics

[17] http://www.un.org/esa/socdev/sib/peacedialogue/soc_integration.htm
[18] Hope Cheong, Pauline Et Al., Immigration, Social Cohesion and Social Capital: A Critical Review, Critical Social Policy February 2007 Vol. 27 no.1 24-49

frequently mentioned in connection to gender issues is gender equality. Although EU member states are increasingly exposed to the impact of EU regulations in the fields of gender equality and anti-discrimination, obstacles to real equality still remain. According to the European Commission report on Gender mainstreaming active inclusion policies,[19] proper gender policies are still largely underdeveloped. The report also mentions that while older people in European countries have in general a significantly lower education level than younger age groups, older women are more often affected disproportionately by educational deficits than older men. Isabelle Carles, researcher from the Study Group on Gender and Migration at the University of Brussels,[20] points out that all women should have access to education and further vocational training to acquire new skills and build on already existing capacities so that they are not restricted to low paid jobs. The diplomas and qualifications, training and professional experience of skilled and highly skilled women have to be recognised in order to ensure the participation of immigrant women in the labour market. Knowledge and awareness about social rights is one important precondition of social inclusion.

Link to the ALCE Project themes

The ALCE project responds to the need of tackling gender discrimination through a learning process that helps women to become aware of their skills. The choice of exchanging culinary traditions and cooking encouraged the women to look at their role of mother and wife in a different way from the traditional one; cooking is not only a duty that is often addressed to women, but a concrete skill in itself and a mean for entrepreneurship.

[19] European Commission, Synthesis Report - Gender mainstreaming active inclusion policies (2010)
[20] www.migrationeducation.org/44.0.html

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The trainers involved the women in a process of raising awareness about the role they have in their environment (family, local communities, work, etc.) and the potential they have.

11. Training modules and key competences

"One can sit in the classroom and learn nothing, or be outside the classroom and learn a great deal".[21]

The training course responds strongly to notions of adult education in the field of non-formal learning and strengthens the importance and relevance of key competences acquired through non-formal learning processes. Through a learner-orientated process, learners are guided towards awareness and acquisition of specific competences. The assessment and recognition of those competences are integrated within the training delivery (see chapter 5: Learning assessment and overall evaluation).

The training was divided into 7 modules each with a specific theme and activities based on non-formal methods addressing one or more of the 8 key competences recognised by European Commission:[22]

1. Communication in mother tongue
2. Communication in foreign languages
3. Mathematical competences
4. Digital competences
5. Learning to learn
6. Social and Civic competences
7. Sense of initiative and entrepreneurship
8. Cultural Expression

The modules of the training course enabled the acquisition of basic vocational skills in the field of event management, catering and food hygiene as well as internal and external communications. The holistic approach of key competences acquisition lead to a strong impact on

[21] Adult Education Trends and Issues in Europe (2006)
[22] European Reference Framework for Key Competences for Lifelong Learning (2004)

participating learners, thus improving their well-being and re/integration into society and the labour market.

The duration given for each session is a guideline based on the experiences of the ALCE trainers. These sessions can be adapted to suit the training needs of the learners and additional time can be given to each session.

Module 1: Community Mapping and Intercultural Dialogue

This module is the occasion for participants from migrant and native communities to begin interacting and discovering their respective cultures. Through exchange and discussion on the themes of culinary traditions and natural remedies, participants will be required to analyse their community knowledge through the local space and the various communities that inhabit it, looking at stereotypes and preconceived ideas and seeking to challenge them. Main activities for this session are:

- -

1. Community mapping - Allows the learner to enhance and transfer their own knowledge. A 'community map' is co-created by members of a community or group that creates a comprehensive picture of a space as seen by those who inhabit it. The map shows what learners are interested in or concerned about, built from their local knowledge, for example: the different markets where they buy food or the religious places they attend.

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2. Intercultural learning - It has on one hand a theoretical and academic approach, and on the other hand more practical applications such as learning to live, negotiation and working with people from different cultural backgrounds. Participants also got to know each other through team building activities focused on bringing out the richness of the different cultures within the group.

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Key Competences Acquired: The main competences addressed are Interpersonal and Civic Competence and Cultural expression. The participants learnt how to interact respecting each other's culture, how to observe their own culture in a new way and identifying

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themselves as members of the same community. This module is mainly focused on group-bonding through activities based on intercultural understanding.The participants had the chance to develop reciprocal knowledge about each other's habits and ways of living in the same city, develop awareness of different local realities. Moreover, the migrant women had the opportunity to express themselves in the local language, developing the Competence Communication in Foreign language, while the native women will be able to express themselves and to be understood in their own language (Communication in Mother Tongue) by the others participants. These four key competences can be considered crosscutting since they involved the participants during all the Modules.

Duration: 2 to 3 hour session

Module 2: Learning on culinary traditions and natural curative methods

The second module focuses on culinary traditions and natural curative methods (also known as indigenous, traditional or folk medicine), practices and traditions often associated with a particular culture and characteristic style of cooking and food preparation. Typically handed from generation to generation within various communities, they are frequently named after the region they come from and are influenced by climate, local ingredients, trade relations and religious food laws.

The module explores practices usually transmitted orally within a given culture and ensures an environment with adequate space and cooking facility for the exchange of recipes and natural curative remedies. Importantly activities also include the discovery of new recipes through the creation of fusion dishes integrating the mixed cultures represented within the group of learners. During the pilot training course, the ALCE trainers each delivered at least 3 sessions of Module 2. During the sessions, participants presented

characteristics of their culinary traditions (history, eating habits, cooking utensils, ingredients, cooking techniques). They also presented their own natural curative remedies (ingredients used, the ailments, remedies it cures and the cultural history it refers to). A series of sessions for Module 2 worked very well for the groups as it ensured that there was adequate time for each learner to fully participate in this module. The women worked in different groups in each session to present their own recipes and curative remedies and create fusion recipes.

Key Competences Acquired: Learners worked in groups and gave relevance to the personal reasons why they chose the recipes and curative remedies. In working together to create different dishes they gained knowledge about each other's culinary traditions whilst discovering new recipes. They also transferred their own cooking knowledge and skills to others. This knowledge is relevant to the development of Interpersonal and Intercultural competence (belonging to Social and Civic Competences), for example, understanding different ways to prepare food. Participants developed skills such as presenting their work in front of others, thus promoting self-esteem. The trainer gave support to the learners in presenting their recipes, ingredients and cooking utensils through a range of different media and learning styles, for example, pictures, video, music and life stories. In this case they achieved Digital Competences.

Duration: 4 to 6 hour session

Module 3: Knowledge Transmission

Knowledge is recognised in today's economy as a valuable intangible asset. Knowledge transmission is considered to be the activity in which knowledge (e.g. skills, information and expertise) is shared among friends, acquaintances, and members of a family, community or organisation. It often consists in oral transmission that happens in informal contexts. This module responds to the need of

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the ALCE project for safeguarding culinary traditions and curative methods and the heritage of native and migrant communities. Activities foster group discussion, problem solving and creative thinking. Module 3 stimulated learners to share their knowledge about traditional cooking, natural remedies and personal stories related to family, childhood events and other important stories. In this way they had opportunity to share, listen and discuss about intangible heritage and learn about other cultures and traditions.

Key Competences Acquired: The main key competence addressed during this module is Learning to Learn, as participants analysed their difficulties in transmitting their own cultural knowledge to other communities and generations. The group worked together to develop grassroots strategies for exchanging cultural knowledge. For example, for some participants, an identified difficulty related to knowledge transmission was language barriers. During this session, the trainer supported the group to consider this challenge and to find concrete solutions to overcome it. Participants used their creativity and own resources to find solutions and to improve their work, showing initiative, group work and problem-solving. In this case they developed Entrepreneurship Competence.

Duration: 2 to 3 hour session

Module 4: Ideation of the Book

Participants from each partner country actively contribute to the ideation and creation of a book collecting recipes and natural cures. The book includes the recipes and curative remedies that have been presented by the women during Module 2 'Learning on culinary traditions & natural curative methods'. Learners are required to contribute as much as possible in the collection of recipes and curative remedies, in the design and research related to the book and during this creative process will exchange with other project participants on the subject.

Key Competences Acquired: In order to create the ALCE Recipe Book on culinary traditions and natural curative methods at European Level, participants received basic training in Digital Competences so as to be able to exchange ideas regarding the European Book, its layout, graphics and structure. For example, some women lead on collecting and typing the recipes for inclusion in the book, and others were responsible for selecting pictures for the book. Importantly, the group with the trainers support worked together to define how they wanted to be described in the book. Each learner provided a personal story related to the recipes and natural curative remedies they had presented. During Module 4 they developed Cultural Expression Competences through an increased awareness and appreciation of the importance of the creative expression of ideas, experiences and personal stories culminated into the recipe book product. In this phase, the learners developed creativity and internal and external communication skills.

Duration: 2 to 3 hour session

Module 5 and 6: How to create a cultural event

Participants are trained on how to create a cultural event. They used the competences acquired during the previous modules in order to plan, exchange ideas, distribute roles and responsibilities, calculate costs and coordinate an event promoting culinary traditions. Module 5 supported the group to start working on creating the event. Afterwards some of the learners attended the European training course in another country where they met women from the other partner countries also planning the cultural event. Together, the international group shared ideas on how to deliver the events across the partner countries called the Roadmap of cultural events and improved their knowledge with learners from the other groups. For Module 6, participants gathered again in their own countries to continue preparing for the event, enriched by the new inputs from the European training course.

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Key Competences Acquired: Module 5 and 6 required maximum effort and commitment by the whole group who above all developed Entrepreneurship Competence. They supported the overall organisation of the event, planned the venue, provided support in the creation of event materials e.g. event flyer and invitations, and actively contributed to the promotion of the event at local level. They developed strong Mathematical Competences because recipes were presented during the events to a large number of people, therefore the woman worked together to plan the budget and the quantities of the ingredients and materials needed for successful delivery of the recipes and curative remedies. The learners also required other specific key competences like Digital and Learning to learn. Other skills acquired included presentation skills, leadership capacity, event management, internal and external communication and creativity.

Duration: 4 to 6 hour session

Module 7: Evaluation of the work done and roadmap of events

In order to evaluate the personal impact of the training course and the learning outcomes of participants, Module 7 is dedicated to review, analyse and assess the overall training course and its modules (see chapter 5: Learning assessment and overall evaluation). The final module brings learners together to participate in a range of different evaluation activities. Module 7 activities include:

Group Activities:
• **The Hot Chair Method –** uses chairs to discuss the training, one is a positive chair to discuss the good points of the training and one is a negative chair to discuss parts of the training liked the least and the challenges. This activity encouraged participants to

[23] For self-assessment grid developed for ALCE project see Annex 2 available at
www.appetiteforlearning.eu

be reflective, open minded and honest about the training course in front of each other.

• **Image Association –** images are connected to different topics of the training course and are used within the evaluation process to encourage discussion, sharing of memories and experiences both positive and less positive. Participants chose images that are connected with their own experience and shared with the rest of the group why they had chosen the images and how they felt connected to the particular images.

- -

Individual Activity:
• Self -assessment grid[23] completed as part of self-reflection of their own learning outcomes,
• One to one interview assessments between the trainer and learner is carried out after completion of self-assessment grid. It is recommended to give at least 30 minutes for each interview.

Within this process, participants received support from the trainer for explanation of the terminology used to describe the different competences discussed and evaluated. A final certificate was delivered to the participants at the end of the learning process. The certificate included a description of the modules, activities, methodology, competences acquired and a description of the learning mobilities in which participants took part in.[24]

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Key Competences Acquired: The evaluation period provided a moment for the participants to analyse and self-reflect about the skills and key competences that they had acquired during the training course or that they wanted to improve after the project ends. The main competences addressed in this phase are Entrepreneurship and Learning to Learn Competences. Entrepreneurship Competence was further developed as a result of the women's motivation to pursue and persist in learning. They reflected on the possibility to

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[24] Certificate template Annex 3 is available at www.appetiteforlearning.eu

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start new activities and new volunteering, training and employment opportunities as a result of the skills gained during the training course. Learning to Learn Competence was further developed in Module 7 as it allowed participants to evaluate their own work, to become more aware of the process they went through and to identify areas for improvement and set goals for personal development. Another competence developed is Communication in the Mother Tongue. During this session, the women gave critical and constructive feedback of their experiences and other's experience. They shared their achievements during the training course not only within a group setting but individually during self-assessments and one-to-one interviews with the trainer.

Duration: 2 to 4 hours session. For individual interviews additional time is needed.

III. The Benefits for trainers

The ALCE project offered trainers the opportunity to improve their skills, knowledge and experience acquisition in the themes and fundamental notions addressed by ALCE and non-formal education. Key benefits noted are:

Increased employability through the knowledge of innovative educational processes for adult learners particularly from migrant and senior social groups in the field of intercultural dialogue and intergenerational dialogue.

• Provided a useful tool for trainers in the use of the manual to support the delivery of any intercultural training and for potential trainers in similar activities.
• Gave the chance for trainers to learn from each other through sharing reciprocally knowledge and experiences.
• Contributed to other possible future projects and to help other adult educators obtain information relating to the themes of the ALCE project.

Experiences noted by the ALCE trainers

What an intense experience... cooking, group work, learning, trips, recipes, organising the event and a lot of talk! ALCE women taught me how essential it is to let people from different cultures just be together and share, to realise that actually there is not so much difference here and there in this world. ALCE affected my professional life. I improved my flexibility and capacity of solving urgent situations, developed a more learner oriented approach and the capacity to deal with such a diverse group. I also developed a big interest in the topics of transmission of intangible heritage and active citizenship.

Soad Ibrahim, Italy

Being a trainer in the ALCE project has been a wonderful experience for me and the project has supported my professional development as a trainer working in non-formal education. I have learnt many valuable transferable skills and have become more knowledgeable of methodologies to support the education and integration of women through food. Whilst challenging at times, the whole process of the training course has made a significant impact on my own ability to work more effectively with the target group of migrant and senior women addressing different situations and problem solving. I have also been able to impart my own knowledge and skills within the ALCE fundamental notions through peer learning and exchange of good practices with other trainers.

Rosina Ndukwe, United Kingdom

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In the last few years I did a lot of different trainings with different groups, but for the first time in my work I experienced how easy it is to improve competences with non-formal learning in a group with different nationalities and ages simply with cooking.

It was great to see how fast all the barriers can disappear with a daily activity such as cooking, and to recognise how the women grew fast as a group and felt very comfortable in a mixed group while sharing their favourite recipes, stories and memories from their home countries.

The trainings in the ALCE project were a great experience for me, and a personal gain in many ways. I learned that one of the easiest ways to get in contact with other people is to cook together. Even for people who don't know each other or have communication difficulties due to limited language skills. Through this project I learned to use new ways of creative methodologies in the work with the target group.

Kristina Breščanović, Austria

Discover, share, create. Discover customs in every encounter, flavours, roots and traditions of each of the participants of more than eleven origins. Share what we love the most about our culture, what we were pleased with while being with our loved ones, most of them far away, but the sharing was like reliving them while revaluing the watchful eyes in the faces of all the other participants.

Create from the ingredients and flavours that made us dream in our childhood or while we were laughing with our families. Creating by mixing so many stories, tastes and experiences. Creating a new taste with new textures and new flavours. Creating from diversity. Creating from our own singularities. Finally creating something unique. And this is not the end: organising to continue sharing with the help of an event, a book... which also enables others to discover, share and create.

Cécile Stola, France

ALCE enhanced my modest experience in non-formal adult education. Actually, I learned together with the target group. The training was interesting and exciting. We gained a lot of knowledge while organising the local event and participating in the road map event in Liverpool.

ALCE improved my ability to communicate. It also helped with my organisational and negotiation skills. This project taught me how to be more patient and flexible. I've learned to listen to various opinions and make the most suitable solution for everyone. Facilitation of the training course helped me to understand that knowledge transmission can be easy and fun. I will be able to use the gained skills and experiences in my further professional life, working in spheres of active participation, citizenship, heritage transmission, intergenerational and intercultural non-formal education.

Rūta Malaškevičienė, Lithuania

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4. Practical activities

1. Intergenerational Dialogue Activity

Title	Show and Tell
Pedagogical Objective	Allow learners to observe intercultural aspects of cooking and natural cures and to perceive their own traditions in a global perspective.
Time needed	1.5 hours
Suitable number of Participants	10 - 12 persons
Materials needed	An element related to curative or culinary traditions, chosen by learners, computer, projector, flipchart and pens
Instructions	1. Learners will create small groups based on one common element to their respective culinary or curative traditions (an object or implement, a spice or herb, a raw ingredient). 2. They will prepare a presentation of this element, explaining its use in their respective cultures, its history, any emotional attachment they may have to it (family memories for example). The groups will be as mixed as possible (native + migrant women). Learners will be encouraged to use ICT in their presentations.

2. Intercultural Dialogue Activity

Title	Community Mapping
Pedagogical Objective	Provide participants with a moment of reflexion about their community and how they relate to it, allowing them at the same time to observe the ways in which others interact with the same physical space.
Time needed	1 hours
Suitable number of Participants	10 - 15 persons
Materials needed	flipchart, coloured pens, cards, post its
Instructions	1. First half hour: Ask each participant to draw her own city map pointing specific places: • Where you live • Where you buy food • Where you buy other material for you house • Where you work (if you work) • The school you bring your children (if you have) • Religious places you attend (if you attend) • Places where you gather for your social life (ex. friends' houses) 2. Second half hour: give time to each participant to present their own map. Make a debriefing about the different perceptions of the same city.

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3. Heritage Transmission Activity

Title	Inter-culinary bazaar
Pedagogical Objective	Allow learners to develop their knowledge sharing skills in a non-formal environment.
Time needed	Minimum 3 hours, plan more time for a bigger group
Suitable number	15 persons
Materials needed	Ingredients, cutlery and cooking implements, tables and chairs
Instructions	The event will be open to the public and aim to involve the local community. The learners will prepare the inter-culinary bazaar by deciding on which dish they would most like to present, based on criteria such as its importance to their local community or an emotional link they may have with it. If necessary they will prepare the food in advance, but if the cooking is simple or needs limited equipment it can be done in front of the public. 1. First they will present their dish to the audience and briefly explain its history, ingredients and cooking method. Each community will have a table and guests will be able to go round tasting the food. 2. They will be invited to consume it in the traditional way and to reflect upon the role of the food in communities. 3. After the presentations, members of the public will be asked to intervene and to talk about the importance of food or one particular dish in their home community. 4. Learners and public will also talk about the relationship between family and food.

4. Multiple Discrimination Activity

Title	Stereotypes
Pedagogical Objective	Realise the impact of stereotypes on both the one who is labelled and one who labels.
Time needed	45 minutes
Suitable number of Participants	10 - 15 persons
Materials needed	Sticky labels big enough to carry the role name, chairs formed in a circle, flipchart
Instructions	Write stereotype describing words on the labels 1. The trainer informs the participants that they will be engaged in role playing. Each participant will be given a role indicated by label affixed on the participant's back. The participant does not know their role. Possible labels: vegetarian, food (diet) conscious, fast food eater, fancy diner, technically-minded, old-fashioned, cost-conscious (saver), a big spender, unintelligent, professor, factory-worker, housewife, spinster, widow, lesbian, single mother, person with disabilities, person with conviction history etc. 2. The trainer sticks a label on the participant's back so that they do not see the role given to them. 3. Each participant will now stand up and move around the room as though in a social gathering where they are expected to engage in small talk with each. 4. Each participant will treat the others based on their labels.

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Instructions	5. After talking with one another in the allotted time (30 minutes), participants go back in the plenum, sitting in the formation of the big circle for debriefing. 6. The Trainer tells the participants in the plenary session that the role play is over and asks the following questions: a) Could you guess the role given to you? b) How did you feel being treated the way you were treated? c) Was it easy to treat others based on the labels they carry? d) Was the stereotype on others' labels confirmed? e) Did you start to act the way you were labelled? f) Did participants with related labels cluster together? 7. The facilitator writes down the feelings of participants.

5. Social Integration and Cohesion Activity

Title	Whose Shopping Bag?
Pedagogical Objective	This exercise allows learners to transmit knowledge about their various cultural backgrounds, find common ground and reflect upon stereotypes.
Time needed	Minimum 2 hours
Suitable number of Participants	10 - 15 persons
Materials needed	Ingredients, cutlery and cooking implements, tables and chairs
Instructions	Learners are divided into groups of up to five people. In a shopping bag or basket there are different food items or cooking implements belonging to different culinary traditions, such as spices, a tagine, tinned or dried goods etc. Learners are asked to reflect upon who the bag could belong to, where the person is from, where he or she acquired the goods (creating a link with the Intercultural Dialogue activity - community mapping exercise), what he or she was intending to prepare. The groups then present their findings to the rest of the learners and exchange feedback. The facilitator/trainer creates a visual diagram showing where the various stories overlap and where they differ. Questions to be asked: • Did learners associate the items with the same cultural background? • What reactions did they have to the items (surprise, disgust, interest)? • What did they learn from each other about the different items?

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6. Gender Issues Activity

Title	Understanding Gender
References	La casa delencuentro, Buenos Aires, Argentina www.lacasadelencuentro.org
Pedagogical Objective	Sensitise women to gender issues, raise awareness on gender based stereotypes and their influence on our lives.
Time needed	30 minutes
Suitable number of Participants	10 - 15 persons
Materials needed	Sheets of paper, pens and markers
Instructions	Participants are divided into small groups of three people. 1. Participants are asked to draw three columns on the paper. In the first column they write all characteristics of men that they can remember, which can be either physical (e.g. strong, tall, short hair, etc.) or connected to personality (e.g. rational, confident, etc.). 2. Next they do the same thing for women (in the right column). The middle column stays empty. 3. They are encouraged to brainstorm in groups and come up with as many possible characteristics of each sex/gender as possible. 4. In the following step they assess all the characteristics that they wrote down, they should think of each characteristic and ask themselves if it could also be the characteristic of the opposite sex (e.g. if in the column with men characteristic there is a trait 'strong', they should ask themselves 'Could also women be strong'?

Instructions	If the answer to that question is 'yes', they cross the word out, if the answer is 'no' and the characteristic only holds true for men (e.g. 'bald'), they should put it in the middle column). 5. In the end they look at the middle column and see what characteristics are there. Usually there are only characteristics that are strictly connected to the physical aspects of the gender (e.g. period for women). 6. This is followed by a common discussion in which participants are encouraged to reflect about roles and characteristics that are socially assigned to them and the possibilities of changing the perception of those roles and stereotyping.

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5. Learning assessment and overall evaluation

1. Assessment and recognition process

The knowledge, skills and competences the women had acquired and were able to demonstrate after completion of training course were assessed in Module 7.

The assessment methods tested were:
- semi-structured interviews
- group debate
- hot seat method

The assessment interviews[25] and group debate were conducted on the basis of the Self-assessment Grid developed in order to evaluate knowledge, skills and competence of the participants. The assessment phase was also a learning process. The women filled in the Grid independently before (or during) the interview and were guided by the trainer, who helped them to understand the terminology of the different competences listed in the Grid. The trainer's guidance was also helpful as part of self-reflection of their learning outcomes. Leading questions given by the trainer helped the learners to identify and appreciate the knowledge, skills and wider competences they had gained, updated or renewed during the learning and cooking workshops, creation of traditional and fusion recipes, ideation of the recipe book, organising local events and participating in international learning mobilities.

The primary aim of the assessment interview was to help participants explore the extent of their skills and competences. The main challenge of this stage of the self-evaluation process was to facilitate participants' initial insights into their competence by reflecting upon their own skills. The learners could contribute greatly to the process of making their skills more explicit or visible.

[25] For assessment interviews and trainers' guidance see the Annex 1 - Guide for Interviews available at ALCE website www.appetiteforlearning.eu

The Grid was designed to evaluate key competences, other skills and qualifications corresponding to Level 3 of the European Qualifications Framework for Lifelong Learning (EQF).[26]

The key competences that were rated on a scale of 1 to 5 were:
- Communication in mother tongue/foreign language
- Mathematical competences
- Digital competences
- Learning to learn
- Interpersonal and civic competences
- Cultural expression
- Entrepreneurship

Other skills evaluated by the learners with the help of the trainers using the same rating scale were:
- Awareness of different local realities
- Presentation skills
- Knowledge of culinary traditions and natural remedies
- Creativity
- Sense of Initiative
- Problem solving
- Group work
- Management of events
- Internal and external communication
- Self-reflection

[26] The European Qualifications Framework for lifelong learning (EQF) provides a common reference framework which assists in comparing the national qualifications systems, frameworks and their levels. It serves as a translation device to make qualifications more readable and understandable across different countries and systems in Europe, and thus promote lifelong and life-wide learning, and the mobility of European citizens whether for studying or working abroad. http://ec.europa.eu/eqf/home_en.htm

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The methodology of interviews allowed the understanding of the level of satisfaction with the project and appreciation of skills, competences and qualifications gained during the training course. The Figure 3 illustrates the overall satisfaction of the learners from all involved countries in the 3 dimensions studied. High percentage scores across countries show that participants enjoyed being a part of the training course and that they became more self-aware of their own learning process.

For learners in **Austria**, the most relevant key competences were interpersonal and civic competences and also the communication in mother tongue/foreign language. After the training course the women felt more comfortable in making presentations in front of a group.

The assessment interviews in **Italy** showed positive engagement and strong emotional involvement of the women in the project. The training was appreciated as an important occasion for socialising with people from different cultural backgrounds and ages. The group also had a strong sense of group identity which enhanced self-esteem, developed group work skills, and improved social inclusion and intercultural dialogue.

The results of the assessment interviews in **France** showed high levels of satisfaction in gaining especially interpersonal skills. As a consequence of sharing cultural knowledge and increased networking, the women strengthened their self-esteem and raised their motivation to start new educational experiences.

In **Lithuania**, the analysis of the self-evaluation grids showed high scores (4 and 5) in most of the fields. Like in Italy and France, some women scored low in mathematical and digital competences. To prove their skills the trainer asked questions about recalculation of recipe ingredients for organisation of local event, exchanging e-mails, uploading photos on Facebook. Sending self-assessment grids by e-mail before the evaluation session saved time for the interviews and was another opportunity to practice digital skills.
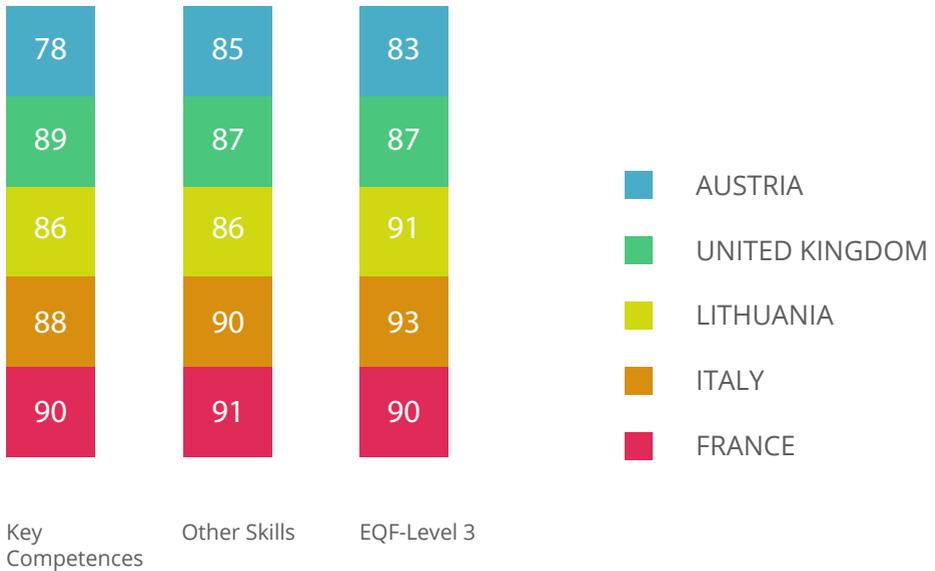
78	85	83	AUSTRIA
89	87	87	UNITED KINGDOM
86	86	91	LITHUANIA
88	90	93	ITALY
90	91	90	FRANCE

Key Competences   Other Skills   EQF-Level 3

Figure 3
Learners' overall satisfaction

It is interesting to note some group dynamics in some countries: young women helped older women to use digital tools.

In the United Kingdom over time the women grew in confidence and were able to present themselves and their culture more confidently within the group, particularly those women, whose English language was limited or had never had to present themselves to others before. They took ownership of their recipes/remedies and cultural event and worked well as a team.

The project has encouraged and inspired many of the women to participate in other non-formal learning activities and pursue volunteering opportunities at non-profit organisations.

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11. Evaluation method

The hot seat method was used to evaluate the overall satisfaction of the learners within the training course. Two chairs were placed in the front of the room; one was called a 'Red chair' and the other a 'Blue chair' (other colours can be used). The 'Red chair' represents good points of the training, and the 'Blue chair' represents the negative or challenging ones.

Every participant had to sit first on the 'Red chair' and then on the 'Blue chair'. When sitting on the red chair the participant had to say positive aspects of the training, while sitting on the blue one – the negative, challenging or the least liked aspects. After a detailed analysis of participants' responses across the partner countries, seven categories were identified to summarise the assessment:

1. Time
2. Group dynamics
3. Skills development
4. Cooking / Tasting
5. Travel
6. Course organisation
7. Intercultural / Intergenerational experience

Positive Results

The Red chair– positive results across the partner countries showed that the training objectives and expectations were met. From the learners' responses we see that Group dynamics and Intergenerational / Intercultural exchange were the most important dimensions. Participants in all countries highlighted the good group atmosphere, the pleasure of working with others and seeing the results of their efforts, the new friendships, the feeling of belongingness and also of being accepted.

In the category of Skills development, many women appreciated the opportunity to speak foreign languages and they improved ability to overcome language barriers. Other skills mentioned were communication, problem solving, listening, organising, and planning.
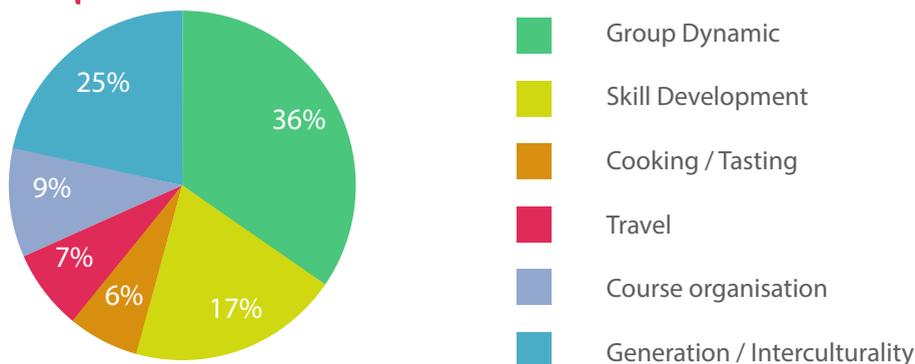
Figure 4
Learners' overall satisfaction

Participants loved the sharing of experience through cooking, learning from the others, discovering new flavours, tasting unknown food and creating fusion recipes. They were also pleased with people liking the food they had prepared.

Negative Results
According to the Blue chair – negative results time category appeared only in the statements on the 'blue chair'. In each country participants expressed their wish to participate in the training course for a longer period and to have more cooking sessions. The negative points in group dynamics were the drop out of some participants during the training, language barriers and the small variety of different nationalities (only in Lithuania).
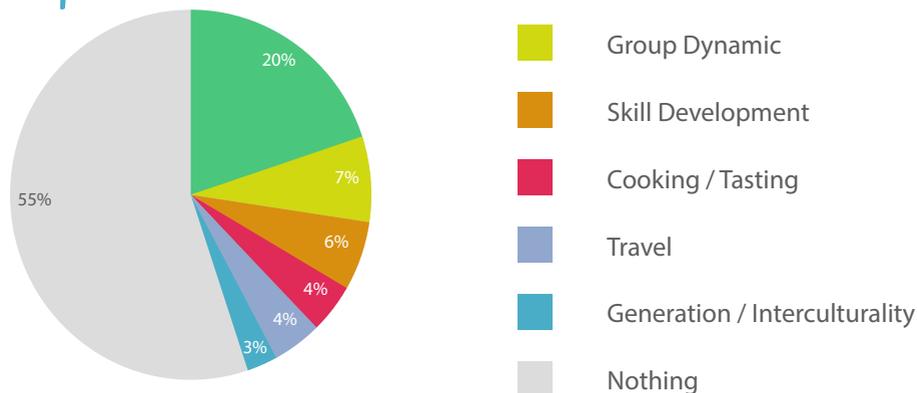
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Time
Group Dynamic
Skill Development
Cooking / Tasting
Travel
Generation / Interculturality
Nothing

Figure 5
Negative results

III. Recognition of learners' knowledge, skills and competences

In the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning.

• Learning outcomes are defined as statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence;

• Knowledge is defined as the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study.

• Skills are defined as the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);

• Competence is defined as the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of

responsibility and autonomy.

EQF is a meta-framework aimed to increase the transparency and compare qualifications systems at national and sector levels, thus facilitating the transfer and recognition of the qualifications of individual citizens, promoting their mobility and lifelong learning. The EQF describes levels of qualifications in terms of learning outcomes. Level 3 was chosen as the benchmark level to evaluate the learning outcomes achieved in the training course.

The learning outcomes relevant to qualifications at level 3 are defined in EQF by the following set of descriptors related to knowledge (theoretical and/or practical), skills (cognitive and practical) and competences (responsibility and autonomy):

- knowledge of facts, principles, processes and general concepts, in a field of work or study;
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information;
- ability to take responsibility for completion of tasks in work or study and ability to adapt own behaviour to circumstances in solving problems.

The achievement of the learning outcomes described in this chapter was recognised by issuing certificates[27] to the participants. The certificate contains a short description of ALCE project, description and modules of the training, a list of competences and skills rated by the trainer and the statement that the learner had achieved the learning outcomes corresponding to EQF Level 3. The certificate is dated and signed by the trainer and project coordinator in the relevant country.

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[27] Certificate template used in ALCE project, Annex 3, is available at ALCE website www.appetiteforlearning.eu

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6. Conclusions and acknowledgements

Innovative approaches for participation and inclusion of migrant and senior women is the product of a Grundtvig Multilateral[28] project *ALCE - Appetite for Learning Comes with Eating* developed under the Lifelong Learning Programme.

This training resource was developed by the trainers, who delivered the pilot training course, for non-formal adult education facilitators delivering intercultural and intergenerational programmes. This Manual describes creative approaches that were successfully pilot tested and are recommended for adult educators and civil society organisations providing alternative settings to support learning for inclusion and participation. The setting for the training course was culinary stories and activities that are at the heart of many women in the world. They were supplemented by other activities aimed to develop key competences and skills, such as awareness of different realities, communication, cultural expression, learning to learn, entrepreneurship, creativity, problem solving, management of events and group work.

Participatory learning strategies presented will help to create sociable, interesting, informative and empowering learning environments. The authors attempted to produce a common and homogeneous framework of non-formal learning that would give adults (particularly women from vulnerable social groups and marginal social contexts) alternative opportunities to access learning, as well as promote their integration into mainstream education and society.

The fundamental notions and modules described are geared to create intercultural and intergenerational dialogue between young migrant and older native women, and to encourage adult learning through recognition and validation of the learning outcomes. Useful tips are provided for course facilitators on how to overcome common challenges and concerns during the delivery of the training course.

[28] http://eacea.ec.europa.eu/llp/grundtvig/grundtvig_en.php

The teaching, learning and evaluation techniques described in in this manual can be adapted to different contexts in order to answer the local needs of the training.

ALCE has enabled 100 migrant and native senior women to re-enter into the educational sphere and led to better interaction, solidarity and well-being. It created the opportunity for 5 Adult educators to improve their competences in the educational field and to learn, exchange and develop innovative methodologies for work with multicultural and multigenerational groups.

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The ALCE Consortium promotes recognition of learning outcomes in non-formal learning processes thus provides further information on the use of the assessment procedures used in ALCE project. For further information contact maja.brkusanin@cesie.org

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8. Annexes

Following annexes are available at ALCE project website
www.appetiteforlearning.eu

Annex 1 Guide for interviews
http://www.appetiteforlearning.eu/download/annexes/annex_1_en.pdf

Annex 2 Evaluation grid
http://www.appetiteforlearning.eu/download/annexes/annex_2_en.pdf

Annex 3 Certificate template
http://www.appetiteforlearning.eu/download/annexes/annex_3_en.pdf

Annex 4 Further reading
http://www.appetiteforlearning.eu/download/annexes/annex_4_en.pdf

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