

Implementation Guide for Trainers

WE ARE AT WORK TOO

Co-funded by the Erasmus+ Programme of the European Union

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1. OVERVIEW OF THE SCOPE, STATISTICS AND RESULTS OF THE RESEARCH STUDY

The surveys carried out as part of the Erasmus + project entitled "We are at work, too" is devoted to the professional, educational and family situation as well as the possibilities of young people with disabilities with aim to diagnose the most important problems and needs, indicate good practices and search for the new ones, satisfying solutions for both the potential employers and employees. Hence, three important social and professional groups in the seven partner countries were examined. These included the parents, teachers and employers from Poland Portugal, Romania, Slovenia, Turkey, Great Britain and Italy.



In this study the employers have been recognized as a particularly important group, who ultimately decide about the employment opportunities concerning the people with disabilities and are also familiar with the current market needs. The results of the questionnaires directed to teachers and finally the conclusions of the surveys aimed at parents will be discussed. Due to the same reason, the responses provided by the employers have been particularly thoroughly examined since they are the basis for finding the solutions which will allow the people with disabilities to become more professionally active and overcome the previously encountered difficulties in getting employment.

1.1 THE SURVEY AIMED AT THE EMPLOYERS

The survey conducted among the employers examined the readiness and the possibilities of certain companies and institutions to employ persons with disabilities, as well as collecting the suggestions put forward by the potential employers regarding further sensitizing of the society with reference to the issue of the professional work performed by the disabled persons.

Institutions are willing to pose as friendly towards the people with disabilities and ready to accept them for internships or apprenticeships, yet they are definitely less willing (or even reluctant) to employ such people.

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1.2 SURVEY AIMED AT THE TEACHERS

Teachers represent the social group that can most reliably and consciously support people with disabilities in developing knowledge, skills and competences that will allow them to get a job in the future. The questions asked concerned the level of students' fitness, the relationship between the teachers and the parents of the disabled people, the problems as well as the challenges encountered.

The respondents constituted a very diverse group. In all countries, it was the women that comprised the majority of teachers: (64% (Poland), 67% (UK), 71% (Turkey), 86% (Italy), 89% (Slovenia), 93% (Portugal), 95% (Romania). In Poland, people aged between 35 and 40 and 46 to 50 prevailed; in Portugal - people aged 31 to 40 and 41 to 50; in Romania, almost half of the respondents were between 41 and 50 years old, and less, although the dominant group were the people aged 31 to 40, as well. In Slovenia and Italy, people aged 20 to 30 and over 50 belonged to a minority, while the 31 to 40 and 41 to 50 age groups prevailed. Almost half of the teachers are between 20 and 30 years old, the smaller groups were 31 to 40 and 41 to 50, while people over 50 were a marginal group. Great Britain was represented by the people aged 50 to 65.

The schools in which the respondents work were located in large cities with Poland, Romania and Italy predominantly, as well as in small towns, where most responses came from the teachers from Portugal, Slovenia, Turkey and Great Britain. On the other hand, villages belonged to an overwhelming minority in every country.

The vast majority of the respondents in all countries have higher education (at the undergraduate or graduate level). Additionally, some of the respondents completed postgraduate studies, while others obtained different qualifications. The teachers who have completed doctoral studies and / or obtained a doctoral degree represent a definite minority.

1.3 SURVEY AIMED AT THE PARENTS

Parents constitute a special group: they are the first ones to affect the development of their children, because they have the strongest influence on the child with a disability from the moment of his/her birth until the moment when the child enters the sphere of the institutionalized education. The questions that parents were asked concerned the child's level of independence in particular daily activities and in terms of his/her functioning at school. On the other hand, the last few questions raised the issue of parents' relations and contacts with the teachers.

The age of the surveyed parents from different countries was as follows: in Poland, people aged 46 to 50 and over 50 were dominant; in Portugal, half of the respondents were between 36 and 45 years old. The age range from 36 to 45 was also indicated by Romania, Slovenia, Turkey and the United Kingdom as the dominant age category, while among the Italian respondents, the age category between 18 and 35 was the most often indicated.

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The vast majority of the respondents in all countries were women - mothers or babysitters. Most of them (in the case of Great Britain and Italy – the division was equal) were married people; the second largest category was represented by divorced persons, followed by the single ones. Widowers and widows as well as people staying in informal relationships were among the minorities.

The largest group of the surveyed parents are the residents of large cities, a smaller group came from small towns, and few people indicated the village as their place of residence.

As regards education, the results of the research were as follows: secondary education dominated among the respondents from Poland and Romania; secondary and higher education was the dominant one among Italian parents; higher education prevailed among parents from Slovenia and Great Britain, and primary education - in Portugal and Turkey.

1.4 SUMMARY OF THE SURVEY RESEARCH REPORT

In the extensive cooperation of the university with the educational community and employers, 94 surveys were collected among parents, 42 surveys among 80 employers and 100 surveys among teachers. The collected data concerns the information on 386 children of various ages with different disabilities, including 220 students from secondary schools.



Due to cooperation of parents in the survey process, the school situation and the social skills of the children were examined, as well as the cooperation of parents with the educational institutions. The surveyed parents presented their observations regarding the difficulties that the disabled persons face on the labour market.

Among other the following problems were mentioned:

- Social isolation as a consequence of lack of independence and the need to provide continuous assistance of other people, especially the family members of the disabled persons;
- Mental barriers in the immediate environment of the disabled people, resulting in their withdrawal from the social and professional activity;
- Problems related to keeping the obtained job, which is also connected with insufficient possibilities of improving professional qualifications. On the other hand, among the barriers on the part of the employer the parents listed:
- Negative perception of the people with disabilities by the representatives of many public institutions and entrepreneurs;

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- Lack of preparation of the employers operating on the open labour market to hire the people with disabilities;
- Stereotypes and prejudices of employers related to the perception of the disabled people as less productive, burdened with the risk of frequent sick leave, higher risk of accidents.

Other factors influencing the problems related to the situation of the people with disabilities in the labour market as mentioned by the parents:

- the existence of numerous functional barriers, including, above all, architectural, transport, technical and communication barriers that make it difficult for the people with disabilities to access most of the entities operating on the open labour market;
- difficulties in reaching schools and other educational institutions, especially in rural areas.

Parents also mentioned educational initiatives that could be implemented by the state and education:

- promoting the mobility of pupils, students and teachers;
- cooperation between schools and universities;
- greater emphasis on learning languages;
- recognition of academic titles, vocational training and specialist education, competences and qualifications throughout the European Union;
- development of open education and distance learning;
- actions addressed to young people, including Socrates, Leonardo da Vinci, Erasmus and similar programmes.

According to the teachers, the consequence of the greatest problems in achieving professional independence by the people with disabilities, as well as the factor shaping the possibility of professional and social activation and integration of these people, is a low level of social trust. It was emphasized, however, that people with disabilities are not always perceived negatively on the labour market, as they are characterized by certain advantages as employees. At this point, the teachers mentioned, among others: high motivation to work, flexibility in the performance of work, as well as reliability and accuracy. In addition, teachers point to the large compensation opportunities that employers receive for the employment of the analysed social category.

It was also important to note that there are too few information campaigns to encourage employers to hire the people with disabilities, and there is too little information in the social space about the benefits that can be obtained by institutions that cooperate with the people with impairments. This concerns potential financial sources supporting the employment of the people with disabilities – the

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sources were very diverse (for example: refinancing part of the employment costs or preparing a workplace, national programmes and projects and the ones co-financed by the EU funds).

The limitations of the possibilities of professional and social activation of the people with disabilities are confirmed by statistical data, which show that the economic activity rate of the disabled people aged 20 to 64 in Poland is much lower than in other European Union countries. The surveyed teachers are of the opinion that this tendency should be changed.

As it has been mentioned, the surveyed companies were reluctant to provide their data, which may have resulted from the fact that such surveys are rather anonymous. During the research, it was also noticed that disability in the workplace is a taboo subject - hence the blockade against showing a company that admittedly accepts the disabled people for internships and apprenticeships, but is very reluctant to employ the same people. The employers, justifying the avoidance of employing people with disabilities, indicated, among others, the following arguments:

- The specificity of the company which excludes employing this group of people;
- Lack of applications for work of the disabled persons themselves;
- Low rotation of positions in a given enterprises.

Among the factors hindering the employment of the people with disabilities, the companies surveyed also indicated the three most frequently recurring factors:

- Inadequate qualifications of the disabled people;
- Lower productivity of the people with disabilities as workers;
- Frequent absence of the disabled employees.

According to the surveyed employers themselves, workplaces are well adapted to employing the persons with disability certificates. So, the problem is not about:

- The excessive rights of the people with disabilities (participation in the rehabilitation camps, which takes place within the framework of dismissal from work while maintaining remuneration);
- Lack of acceptance of the disabled persons by other employees as expressed towards the disabled workers;
- Inadequate infrastructure and the architectural barriers.

On the basis of the above information, it can be concluded that employers feel prepared to work with people with disabilities, but the latter themselves are not looking for employment. The state does not help in social campaigns and informing entrepreneurs about the possibilities of applying for discounts, allowances and subsidies. The surveyed employers referred to various forms of activities aimed at

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deepening and consolidating the knowledge about the people with disabilities on the labour market, including:

- distribution of the information leaflets;
- instructional and informative videos;
- organization of festivals, picnics integrating the environment of both the fit and the disabled persons, the potential employees and the prospective employers;
- creation of advisory offices for the employers wishing to hire the people with disabilities;
- maintaining constant contact with local and national Labour Offices – establishing an organization supporting entrepreneurs who employ the disabled people;
- business-science cooperation with industry and higher schools educating people with disabilities, joint building of career paths for the people with the disabilities and the production, service and agricultural companies;
- social events integrating both environments.

The differences in the educational and upbringing system of schools and care facilities as well as in the process of education and apprenticeship of the people with the disabilities indicated the strengths and weaknesses of each of the surveyed countries, and at the same time allowed the identification of good practices which the respondents can learn from each other.

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2. COMPARISON WITH SIMILAR RESEARCHES ABOUT DISABLED PEOPLE'S EMPLOYMENT

The research study that was implemented during the project "We are at work, too" was compared with similar research papers that tackled the issues of people with disabilities and employment. We prepared a comparison of different research papers that focused on employment of people with disabilities and presented their conclusions. We used studies from different countries as USA, Europe, Malaysia, Australia and Nordic countries that where researching the topic of employment of people with disabilities. They focused on the views of people with disabilities and their obstacles. Included is also the view of employers and what they perceive as obstacles to more inclusion of people with disabilities in the workforce. In one study there are listed the experiences of employers who employ people with disabilities and their experiences. Two research papers mostly focused on preparing people for employment (mostly youth). Below are listed the studies and their outcomes/conclusions:



DISABILITY AND EMPLOYMENT – OVERVIEW AND HIGHLIGHTS

Katharina Vornholt, Patrizia Villotti, Beate Muschalla, Jana Bauer, Adrienne Colella, Fred Zijlstra, Gemma Van Ruitenbeek, Sjir Uitdewilligen & Marc Corbière (2018) , European Journal of Work and Organizational Psychology, 27:1, 40-55

This paper outlines the state of affairs of research on disability and employment. They focus on one particular group of people with disabilities, that is to say people with mental disabilities. Key issues, including the complexity of defining disability, the legal situation in Europe and North America concerning disability at work, and barriers and enablers to employment, are discussed. For each of the topics they showed important findings in the existing literature and indicated where more in-depth research is needed. They also finalize with a concrete research agenda on disability and employment and provide recommendations for practice.

The paper presents strategies to overcome negative attitudes, stigmatization, and discrimination. They state that it is necessary to develop a framework for disability that

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allows for generalization and examine how people understand disability. Furthermore, organizational members need to be educated about disability and its consequences for a person in a work environment. Broadening this conclusion to the societal level, a generally enhanced awareness of people with disabilities as a substantial part of the workforce in organizations might counteract psychological barriers also within work teams. Political stakeholders can contribute to this process by underpinning the urgency of workplace integration in times of an ageing workforce and skill shortages so that prospective employers recognize the profit they can gain. This process can be supported by the publication of best practice examples and the allocation of supportive structures (Niehaus & Bauer, 2013). Furthermore, meta-analyses of the psychiatric disability literature on stigma change have demonstrated that contact is even superior to other approaches, such as education. It can be argued that exposure is the cure of stigma (Corbière, 2014).

Research on disability and employment has a long history and much is already known about the dynamics between both topics. However, there are also areas that especially work- and organizational psychologists can and have to push forward in order to support the workplace inclusion of people with disabilities. We not only need a new understanding of disability, but we also need to take new perspectives to make a contribution to the field. Three particular areas stand out, which are accommodation, the ageing workforce, and the impact on human welfare (Colella & Bruyère, 2011).

That more needs to be known especially about the situation of people with mental disorders and the impact of the disorder on functionality and work capacity. Therefore, it is necessary to understand the dynamics between mental health and work and the impact of various institutions, systems and policies (Organisation for Economic Co-operation and Development, 2012).

Policy can and must respond more efficiently to the demands of the labour market inclusion of people with mental disorders. We need workplaces with tolerances for persons with mental disorders or other chronic health problems, since working conditions have changed and capacity disorders and sick leave due to mental disorders increased. To countermand this dysfunctional development, we need organizations and workplaces that embrace diversity especially in terms of employees' capacities (Zijlstra et al., 2017).

Research is highly relevant in times of societal transformations and want to bring out that it has already achieved much. It is up to us to stay active, curious and keen to make further progress in those many future research questions that remain. We want to encourage researchers to explore this topic more deeply and share knowledge with a broad community of researchers and practitioners, thereby moving this area of research forward within the next years.

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YOUTH WORKERS WITH DISABILITIES: THE VIEWS OF EMPLOYERS IN MALAYSIA

Anizam Mohamed Yusof, Manisah Mohd Ali & Amla Mohd Salleh (2015)
Procedia - Social and Behavioral Sciences, Volume 204, 2015, Pages 105-113

This paper presents the views of employers who hire youth workers with disabilities from vocational secondary schools leavers in Malaysia. Semi structured interviews that lasted for one and a half hours were conducted with three employers from service industries. Keywords or phrases were extracted, clustered, and interpreted into themes. The analysed data were confirmed with the participants to ensure trustworthiness and reliability. The findings showed that the employers did recognize youth with disabilities as workers. The views of employers against workers were focused on the strengths and weaknesses in terms of personality and employee skills. The strengths of youth workers with disabilities in personality are hardworking, responsible, compliant, honest, and social ability. However, youth workers with disabilities have low self-confident, and are very sensitive, and easily influenced by negative elements. The employers realized that the youth workers with disabilities did master the basic work skills that fulfilled the employers' needs. Nevertheless, they needed monitoring while working and repeated learning process if new training was given to them. The findings reported here were based on a pilot study of a larger research project. This study provided a conceptual framework of the findings. This pioneer study is expected to provide significant contribution in employment implications to youth with disabilities, and to reduce negative perceptions among employers in Malaysia.

This study provided the true picture of the view of employers against youth workers with disabilities based on their own experiences. It also revealed the strength of the youth workers with disabilities, and they have their own weaknesses as human beings too. This study also stressed on the true information about people with disabilities should reach to the community, public, and the employers. The findings retrieved from this study have implications on the employment of disabled youth, and generally, for people with disabilities. The employment opportunities provided to youth with disabilities can maximize their potential. The weaknesses of youth with disabilities should not be used as an excuse for not providing jobs, but the employer has to play a role to improve the compatibility between the employer and the disabled workers. Knowledge and understanding of people with disabilities should be disclosed to the public so that they too can get the right information. Tolerance and willing to accept are the needs to create compatibility between the employer and the workers. If the employers eliminate the negative perceptions, it can increase the employment of people with disabilities and lead to better working relationships and productivity.

In summary, the issue of youth employment with disabilities can be overcome by increasing the knowledge and awareness among employers and the community. They are

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capable to be good workers, provided that they received support from their employers. Open minded employers who accept that employees have their own strength and weaknesses encourage more job opportunities for more disabled employees. The employer will then continue with kind of attitude to support youth with disabilities in their work. In conclusion, youth with disabilities can be good workers with sufficient support from the employers and the community.

THE EMPLOYER EXPERIENCE: HIRING YOUNG PEOPLE WITH INTELLECTUAL DISABILITY

Peter Kellock (2020)

This paper reports focuses on the experience of employers who offer work opportunities to young people with intellectual disabilities. The paper considers three aspects of the employer experience:

a) The literature identifying effective practice that encourages employers to offer work opportunities

b) The factors that affect the decision of employers on whether to provide work for these young people; and

c) How to best meet the needs of employers in order to increase the number of job opportunities available for young people with intellectual disabilities.

The paper concludes with a set of recommendations / links to effective practice or reports. The report particularly draws on the experiences of Australian employers, as reported through two national studies undertaken by the Australian Human Resources Institute in 2011, and Kandar Public consulting on behalf of DSS in 2017. The Kandar study involved surveys, focus groups and interviews with over 1,200 employers, while the AHRI study of employers was based on 650 employer responses. It also draws on ARTD Ticket to Work stakeholder report and from studies overseas.

Australian young people with disability are particularly at risk of being caught in the trap of welfare dependency, and it's crucial that they receive the support required to participate in the workforce as early as possible to drive effective long-term employment outcomes, and maximise the benefits of improved standards of living and social inclusion that come with employment.

During the study, there were developed recommendation that can be used to improvement the situation of people with disabilities in regards to employment:

1. *MAKE MORE PROACTIVE USE OF WORK TRIALS AND PLACEMENTS, PARTICULARLY WORK EXPERIENCE AND AFTER SCHOOL WORK ALLOWING EMPLOYERS TO TRIAL EMPLOYEES WITH A*

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DISABILITY WITHOUT ONGOING OBLIGATIONS. There are a large number of employers who are well disposed to the idea of employing people with an intellectual disability. However, such employers need encouragement to consider and take on (more) people with an intellectual disability.

2. *TARGETED EMPLOYER ENGAGEMENT STRATEGIES*. It would be useful to have a simple tool or mechanism to determine where on the motivation scale an employer sits. Employers could indicate on a scale from 'resistant' to 'committed' to employ a person with intellectual disability. Clear strategies would then be required on how to move employer along the scale. A huge potential opportunity is to explore ways to identifying and target the 25% of employers that are 'supportive' of employing people with disability, yet need active support to get them 'across the line'. A combination of social and business factors would need to be used to motivate employers into action. The findings show a large difference in motivation and techniques to target large to small business. It would be useful to determine the different approaches required so that messaging and support is appropriately targeted.

3. *EXPLORE HOW TO FACILITATE ACCESS TO EMPLOYER 'MENTORS' WHO CAN OFFER PRACTICAL ADVICE ON A CUSTOMISED EMPLOYMENT APPROACH***.** Employment specialists, rehabilitation professionals, and information providers need to spend time visiting and getting to know employers. In most cases, the presence or absence of disability is not the primary concern when employers are making hiring decisions. Rather, the chief concern is matching a person to a specific employer's needs. Demand-led approaches work best when employers and employment service providers work in partnership, often over long periods of time. Partnerships enable information collecting interviews which are easy and effective ways to show interest in potential employers, as well as to identify potential workforce needs. Job developers need to have the capacity to help identify more efficient ways of undertaking work tasks, while providing employment for a job seeker with disability. A focus on stimulating demand and then presenting applicants as a hiring solution to a business need enhances credibility, demonstrates interest in the enterprise, and increases the respect employers have for intermediaries as 'trusted brokers'.



4. *FOCUS ON CREATING NEW OPPORTUNITIES BY PROACTIVE VISITS TO BUSINESS WORKPLACES TO LEARN ABOUT EMPLOYER NEEDS (such as what kinds of people they are looking for; whether there are bottlenecks in the flow of work or other operational concerns that can be fixed by the strategic hiring of people who can perform specific tasks)*. Employers with inclusive employment cultures and policies in recruiting, hiring, supporting, and retaining people with disability still need specialist assistance. A

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primary challenge for such employers is developing their understanding that people with disability are a critical group for inclusion in their efforts toward affirmative action and building an inclusive work culture.

5. *THERE WOULD BE VALUE IN ESTABLISHING A TRUSTED AND INDEPENDENT ADVISORY SERVICE IN RELATION TO WORKERS WITH AN INTELLECTUAL DISABILITY.* Employers are willing to employ people with intellectual disability if given the right individualised support. This includes the provision of tools and resources that can be tailored to particular industries, and which share insights from employers in similar businesses.

6. *THERE SHOULD BE ONGOING PLACEMENT SUPPORT FOR EMPLOYERS OF PEOPLE WITH INTELLECTUAL DISABILITY*. Based on findings from the literature, employers need to have access to ongoing support, and advice to maintain employment for people with intellectual disability. As identified employers view employing a person with intellectual disability as a risk, though are more likely to employ when there is confidence they will be well supported and have confidence in employment support staff person representing the person with a disability. This support is needed to be long term as an employee with intellectual disability are more likely to require additional support when new procedures are implemented, job tasks change and therefore at risk of job loss if this support is not in place.

EMPLOYMENT FOR PERSONS WITH INTELLECTUAL DISABILITY IN THE NORDIC COUNTRIES: A SCOPING REVIEW

Garrels V, Sigstad HMH (2021), Journal of Applied Research in Intellectual Disabilitie : JARID. 2021 Jul; 34 (4):993-1007.

The main purpose of this scoping review was to gain more insight in research associated with employment for persons with intellectual disability in the Nordic countries. The research questions that guided the scoping review were the following:

a) What is the aim of the studies included in the scoping review?

b) What is the perspective of the studies, that is whose voice is being heard (employer, employee, educator, job coach, other)?

c) What are the characteristics of the persons with intellectual disability that form the focus of the studies?

d) Which type of work do persons with intellectual disability engage in?

e) What are the main findings of the research studies?

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This scoping review investigated the characteristics of three decades of Nordic peer-reviewed research on employment for persons with intellectual disability. Main findings of the studies from each of the included studies in this scoping review suggests the following results:

- *PERSONS WITH INTELLECTUAL DISABILITY HOLD POSITIVE ATTITUDES TOWARDS EMPLOYMENT;*
- *SCHOOL-RELATED FACTORS MAY FORM BARRIERS TO THE EMPLOYMENT OF YOUNG ADULTS WITH INTELLECTUAL DISABILITY;*
- *SUPPORT IN THE WORKPLACE IS IMPORTANT YET HIGHLY VARIABLE; AND*
- *GENDER DIFFERENCES OCCUR IN THE EMPLOYMENT SITUATION OF PERSONS WITH INTELLECTUAL DISABILITY. EACH OF THESE RESULTS WILL NOW BE EXPLAINED AND EXEMPLIFIED FURTHER.*

A paucity of intervention studies was identified, and given the life-long nature of intellectual disability, there is a need to explore further how middle-aged and senior adults with intellectual disability can be supported to stay active in the labour market. Future studies may also benefit from a clearer description of the study sample, so that research findings can be generalized more easily. Relatively few studies investigate support systems that may help bridge the gap between the capacity of employees with intellectual disability and the demands that the workplace poses on them, and a more socio-ecological approach is encouraged.

PREPARING YOUNG ADULTS WITH DISABILITY FOR EMPLOYMENT

Taylor Brian, McGilloway Sinead, Donnelly Michael (2004)
Health & social care in the community. 12. 93-101. 10.1111/j.0966-0410.2004.00472

Young people with disabilities are often excluded from the labour market. This paper describes a qualitative evaluation of an innovative two-year pilot initiative (VOTE) implemented to provide employment training and support for vulnerable young adults with a wide range of disabilities. Aims: The principal aims of the study were to assess the impact of the new service in the extent to which: (1) it had created and developed training and employment opportunities for young people; and (2) promoted inclusive working partnerships. Method: Documentary analysis was used as a basis for describing and assessing the project objectives in combination with face-to-face interviews with a small number of key stakeholders. Results: A total of 122 young people participated in the initiative in the pilot period during which time 160 qualifications were obtained. Key stakeholders expressed positive views about the initiative and, in particular, its therapeutic benefits and the extent of inter-agency working and shared learning. Conclusion: The VOTE initiative achieved considerable success in empowering a significant

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proportion of young adults to engage in society by developing social and employment skills, and by improving their employment opportunities and prospects. Factors critical to the continued success of this and similar initiatives include: the matching of employment and training opportunities to client needs, abilities and aspirations; addressing the concerns of local employers; and the sympathetic treatment of workplace issues.



Overall, the VOTE initiative has achieved considerable success during its first two years in terms of improving the employment prospects of young adults with a wide range of disabilities and complex needs. The various sources of data collected for each project converge to indicate that the new initiative is valued highly by service users, providers and commissioners. The projects have contributed, in particular, to helping young people who are in a transitional phase of their lives to develop a sense of self-worth - an essential pre-requisite for successful participation in training and employment. Although the overall proportion of participants gaining employment may appear low, experience suggests that it is much higher than would have been the case without this initiative. Furthermore, stakeholders indicated that much has been learned about a wide range of issues including: the balance required between working with the potential employees and working with the "world of work"; the culture of a service that is transitional; and the challenges and benefits of inter-organisational partnership working that is necessary to facilitate such ventures. Each project has also been successful in different ways and the collective findings highlight important lessons for the development of similar services elsewhere. These include:

- *IDENTIFYING APPROPRIATE TRAINING, PLACEMENT AND EMPLOYMENT OPPORTUNITIES;*
- *MATCHING CANDIDATES TO DIFFERENT TYPES OF SCHEMES, PATHS AND SETTINGS ON THE BASIS OF NEEDS, ABILITIES AND ASPIRATIONS;*
- *SUPPORTING EMPLOYERS TO ADAPT WORKING PRACTICES AND WORKPLACE "CULTURE"; AND*
- *IMPLEMENTING THE SUPPORT MECHANISMS REQUIRED BY YOUNG ADULTS WITH DISABILITIES AND COMPLEX NEEDS TO MAKE THE IMPORTANT STEP FROM TRAINING TO PAID EMPLOYMENT.*

Historically, voluntary organisations and social services departments have been the principal pioneers of employment training and education for people with disabilities, particularly those with learning disabilities (DHSS, 1995). During the past decade, a significant shift towards integrating education provision within further education colleges has occurred, with support from the health and social services organisations. Arguably, what needs to happen once pilot projects such as VOTE have proved their effectiveness, is an integration of specialised employment training and support with mainstream employment training services (eg. Gallagher et al, 1994). However, this should take place mindful of the long and complex path necessary for most young people with disabilities and complex needs to enter fully the world of work.

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3. ICEBREAKER QUESTIONS/ACTIVITIES

ACTIVITY 1 – Team building

DURATION: 10 - 15 minutes

AIM: Promotion of awareness of the team spirit

IMPLEMENTATION STAGES:

- Divide the participants into groups of four or five people by having them number off (so they would sit with people they don't know).
- Tell the newly formed groups that their assignment is to identify and share their favourite vacation destination/animal/dinner.
- Share within the group why the selected item is their personal favourite.
- Ask participants to share with the larger group what they learned about other participants during the small group discussion. Ask what insights they obtained about their small group members.

ACTIVITY 2 – Walk'n'talk

DURATION: up to 30 minutes

AIMS: Participants experience the Walk & Talk method as a reflective tool.

Reflection on content covered before.

Relate reflections to participants' own professional context as well as to the case study they are focusing.

IMPLEMENTATION STAGES:

- Assign pairs and ask them to step outside for a 15-20 minute walk while talking to each other.
- While the conversation usually kicks off by itself, the pairs should also be given a reflective question to talk about.
- It follows a 10-minute debriefing with the large group, where participants discuss their own experiences, situations regarding the employment of students with disabilities in their country.

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4. CHALLENGES OF RAISING CHILDREN WITH SPECIAL NEEDS AND ISSUES FACED BY SPECIAL NEEDS FAMILIES



All children, including children with special needs, first need to be included in a warm family environment for healthy development, and later also need to be included in the wider social environment, of which kindergarten and school are a very important part. In children with special needs their adaptive abilities are more or less reduced, so in the same conditions compared to children without special needs, despite their many potentials, they find it harder to find themselves and at first glance less successful. Therefore the society must be aware that it is its duty to take a step towards children with special needs and to provide them with conditions in all areas, especially in the field of education, so that they can express and develop their potential. Is not enough to just open the doors of ordinary schools to children with special needs (integration), but we must also discard prejudices and stereotypes, inform and educate ourselves, remove spatial barriers, allow material and other adjustments, change norms and standards, adopt new, spirit time and needs appropriate legislation (inclusion).

As parenting is always challenging, the challenges can become overwhelming when parenting a child with special needs. Below are listed some of the special needs challenges that families are faced with.

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Accessibility for special needs

Many families are faced with a world that isn't accessible for their child's needs. For instance, ramp access, a lack of adequate toilet provision, narrow or uneven footpaths, etc. Accessibility can leave families isolated and prevent them from going to places that they love.

Empathy and understanding from others

Many families are also faced with a lack of understanding from others when it comes to the challenges of raising a child with special needs. Therefore empathy, understanding, and kindness is so important and it can make all the difference.

Finding places to go on vacation

Coping with the child's special needs whilst away from the home can be difficult. Factors like travelling distance, finding accessible accommodation as well as activities that the whole family can enjoy can be really challenging.

Adapted clothing and other disability aids

It can be difficult for parents to find adapted clothing to suit their child's needs. This clothing (i.e. seamless socks, incontinence swimwear, bandana bibs) isn't sold in supermarkets or clothing stores, it can only be bought online.

Behaviour issues

Children with special needs may not respond to traditional discipline. Diagnoses like ADHD and Sensory Processing Disorders (SPD) require specialised strategies that are tailored to their specific needs. Behaviour issues can increase the risk of problems at school. Behavioural issues required from parents to be flexible, creative, and patient.

Stress and Depression

The families with special needs are facing serious challenges making them appear as unfortunate in the society. They may be suffering stress and depression since they do not receive adequate help for their problems. They feel like their future has been stolen from them leaving them stressed and in a deep depression. They are in need of guidance and counselling to avoid further damage to their livelihood.

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4.1 PARENTING A CHILD WITH INTELLECTUAL DISABILITY



For parents, the prospect of raising a child with an intellectual disability seems an overwhelming task. They are faced with many challenges, and in order to provide children with the necessary love and guidance, parents, must learn to accept them as they are. With the right support, guidance and preparation, they can prevail. Learn the necessary skills needed to manage difficult behaviours, cope with his stress and live a long and fulfilling life together.

Understanding the disease

By understanding the spectrum of the child's intellectual disability, parents know what to expect and what needs to be done for the child's upbringing and future.

Parents of children with intellectual disability (ID) must cope with the daily stress of seeing their child struggle; even through the most mundane tasks. It is a condition that will last a lifetime and parents tend to feel some amount of grief, resentment, disappointment and frustration. These feelings can lead to guilt, hopelessness and even depression. Underneath it all remains a deep love and desire of every parent to see that their child attains their maximum potential and, the hope that they will live as independent individuals.

Caring for child

Intellectual disability is a life-long condition. However, all parents have a lifetime to equip their children with the skills and knowledge they will need to live on their own and thrive. Parents should:

- *FORGET ABOUT WHAT OTHERS SAY*

  Stigma may contribute to poor psychological health increasing psychological distress and reducing quality of life. Parents should not let the stigma keep them or their child down. They should ensure their child is able to fully integrate with their communities, support them, listen to them, be affectionate and empower them.

- *BE ACTIVELY INVOLVED*

  Family members should participate in decisions about services and not be afraid to speak up and advocate for the child with intellectual disability. The more families become actively involved, the less helpless they feel. With parent involvement in their children's care, their children are less likely to require institutionalisation and more likely to enjoy a higher quality of life.

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- *ASK FOR HELP*

  Do not be afraid to seek help and support from family members. Some parents feel ashamed to ask for help as they fear rejection or people may not understand the situation. A positive family support network allows parents to have someone they can turn to and rely upon. A local parent/support group, society or NGO in the area can also be a source of support and strength in lobbying for services.

- *START TREATMENT EARLY*

  Early intervention helps to maximise the child's potential as early experiences play a critical role in brain development. It is also strengthened by stable relationships with caring and responsive adults, safe and supportive environments and appropriate nutrition.

- *TAKE SOME TIME FOR THEMSELVES*

  Taking care of a child with intellectual disability can take a lot out of any parent. It is important not to neglect their own needs, take time for themselves; and reach out to others for emotional support.

Like any other child, children with intellectual disability develop and learn at different rates and ways. It is important for parents to continue to be patient and be affectionately supportive, as well as work hard to help their child hone his adaptive capabilities so that he may reach his full potential in life.

Developing life skills

While academic development is important, parents should not neglect developing their child's adaptive skills (also referred as functional or life skills). Training in life skills is one of the most important interventions for people with intellectual disability: self-care skills such as eating, dressing and bathing; daily skills like shopping, banking, phone use and housekeeping. Being able to do these things on their own helps prepare them to live independently.

4.2 RAISING A CHILD WITH SPECIAL NEEDS IN THE LIGHT OF NORMALIZATION

Like any parent, also parents of children with special needs want to provide all the conditions for the normal life of their child. Despite efforts to provide for everything a child needs, they often have low self-esteem, are overly dependent on others, and suffer from "hidden disability."

When creating normal living conditions for a child with special needs, it must not be forgotten that the whole family has the right to a normal life. This is usually forgotten by the parents while constantly

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taking care of the child, and often also by the professional services that treat the child and encourage the parents to take over the therapeutic work with the child.

There are many different tips for parents on how to treat their children. Among the advice providers is a website www.coping.org, which is based on the assumption that the constant care of the affected child for parents is a great stress and, among other things, offers concrete instructions on how to act to make life as stress-free as possible for children and for themselves. In one of the chapters, the author believes that following the principle of normalization in the upbringing of a child is the key to this goal. Below some instructions from the mentioned website are summarized.

Normalization in the upbringing of a child with special needs means:

- Expect the child to behave as "normally" as possible from birth.
- Apply disciplinary measures as with other children.
- Enable the child to have contact with other children and encourage them to socialize from an early age.
- Treat the child like any other and enable him to develop self-confidence.
- Expose the child to life and all activities to the same extent as any other child.
- To include the child in an inclusive school, where he / she will be able to develop language, normal behavioural patterns and personality traits to the greatest extent.
- Distract the child from "disabled" behavioural patterns.
- Encourage the child to participate in normal communication activities and programs.
- Encourage the child to take responsibility for their actions.
- Encourage the child to become as confident as possible.
- Help the child to identify his / her shortcomings (weaknesses), but not in terms of justifying the progress.



- Take into account that a child's mental health is just as important as physical and intellectual development.
- In individual planning and inclusion in programs, also take into account siblings and parents, well-being and physical and mental health of all family members.
- Keep the child's future in mind when planning pre-school, primary and secondary school treatment.

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Negative consequences of non-compliance with the principle of normalization in the upbringing of a child with special needs:

- The child becomes too dependent on the parents and how they perceive the child's needs.
- Learn "disabled" behavioural patterns; (because you believe you are affected, you also behave as affected).
- Do not want to grow up and take responsibility for their lives.
- The parents are in the role of the one working for him.
- The child unrealistically assesses his / her abilities; believes he can do less than he really can.
- Develops deficient and inappropriate social skills and language in order to be able to competently integrate into normal life.
- Does not understand his disability; he only knows that he is different from others and as such, he isolates himself from the world.
- In care and nursing, it remains dependent on parents and siblings for the rest of their lives.

Negative consequences of non-compliance with the principle of normalization on parents and siblings of a child with special needs:

- Parents allow their child to be their saviours and start working for him and do not expect him to do what he can on his own.
- Parents can "burn out" with constant worry.
- Parents experience feelings of guilt if their child achieves less in terms of academic or material achievement.
- Often suppress negative feelings, which can be reflected in chronic anger, hostility or resentment.
- Siblings feel deprived.
- Out of guilt because they are "normal", siblings may take on too much responsibility for caring for the affected sibling.
- Siblings are forced to grow up faster, they may feel too obligated, and they are too responsible, sometimes too demanding of themselves because they are never good enough to make their family happy.
- Siblings suppress their feelings so as not to upset parents and family.
- Siblings may also respond with a sense of being neglected and forgotten, or receive attention as culprits on duty.

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Parents' beliefs that make it impossible to observe the principle of normalization in the upbringing of children with special needs

Parents of children with special needs can quickly find themselves in danger of starting to respond to a child according to irrational beliefs, especially when they have not yet successfully coped with the child's difference and accepted the child's diagnoses.

Some irrational beliefs that prevent normalization are:

- I should never deny a child anything, because it is the disability that denies the child a normal life.
- I should never force a child to do more because he feels sorry for me.
- My child with special needs must accept that he will always be dependent on others to help him.
- I have to dedicate my whole life to the child and neglect my needs and feelings.
- Children with disabilities need "special" treatment.
- A child with special needs should not be treated "too hard" as they already have problems; they will remain eternal children.
- Other children can be so mean. Why include a child in such an environment?
- Why include a younger child in kindergarten just because he or she is affected.
- I can't punish a child for climbing on furniture when, by the age of three, I didn't expect him to ever crawl on his own at all.
- Children under the age of five need a mother; only the mother is important for the child's early development.
- Parents who have a child with special needs do not need to be aware of emotional needs.
- I should never show anger about a child's disability and his or her future.
- It is cruel to put a child like mine in a "normal" class, regular school, or on the school bus.
- The school knows what is best for my child, so I shift all responsibility to her.
- The child's siblings will care for the affected sibling after our death.
- I would never put a child in an institution.
- I would rather die than let a child suffer.
- Caring for an affected child lasts a lifetime, regardless of physical and emotional stress.

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What can parents do?

Parents should be inclined to the following strategies:

- Accept the reality of the child's disability and the real picture of his limitations;
- Learn to raise a child like any other;
- Also require the affected child to accept the natural and logical consequences of his or her own behaviour;
- Set boundaries and expectations for the child, taking into account the rights and needs of parents and siblings;
- Set limits on how much information and advice we will receive from professionals for the benefit of the child;
- Encourage the child to take responsibility for daily activities;
- In relation to professionals and at school, be an advocate for a child who is involved in a normal and inclusive environment;



- Pay enough attention to siblings and provide them with enough love, regardless of the circumstances;
- To ensure balance, to pay enough attention to one's own health, to take time for oneself, one's partner, family and friends;
- To pay attention to the failures and disappointments experienced by affected children and siblings and to encourage them to accept this as a reality of life;
- Encourage all family members to express their feelings and listen to each other.

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5. GUIDE FOR THE USE OF FAMILY EDUCATION PROGRAMME

During the project “We are at work, too” project partners developed a Family Education Programme which target audience are the trainers, parents, caretakers and families of children with special needs. The Family Education Programme consists of five modules, which are designed to help parents support their children’s needs and help them reach their potential. This guide goes through the designed modules of the Family Education Programme and gives instructions for trainers how to use the material. The program includes 5 modules which consist of educational materials, session and activities, through which trainers can educate students.



There are many different ways how trainers can motivate parents and families to participate in the educational process. You can’t force a parent to be involved in their child’s education, but you can encourage and facilitate it. Parents are more likely to be involved if you make it easy for them. The good news is that the digital age offers a wide variety of tools to allow parents to connect with your school and teachers. Here are some innovative ways to fuel parental involvement:

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Online advice videos

Parents and trainers can share ideas via web videos. Trainers can provide guidance on how parents can help with certain challenges and parents can provide feedback on areas where their child may need extra help.

A dedicated blog and online calendar

One of the biggest objections to parental involvement is that parents are so busy that they just don't know when events are happening. A dedicated parent blog, accompanied by social media presence and an event calendar, can keep them in the loop.

Use social media to connect to parents

The number of parents using social media is increasing at an alarming rate. Begin planning to communicate on an ongoing basis using popular channels like Facebook, Twitter, Pinterest, Instagram and Google Plus. Social media provides excellent ways to connect to parents and begin engaging them.

Organizing group meeting

Just because we live in a digital world doesn't mean that face-to-face interaction is dead. On the contrary, nothing can replace an in-person visit.

Family nights

Hosting an Open House event in which a student's entire family can visit in an informal and laid back setting builds the parent-trainer relationship. Allowing students to bring siblings and parents to their classroom ensures a greater sense of confidence within the student and gives parents to see the day-to-day operation of their child's education.

Be creative in where you hold events and who you invite

One thing we advocate is having events in places that parents are familiar with. Trainers should chose places parents were already comfortable in, but also engaging and interesting.

Invite parents in to speak

Invite parents to speak during the event to share their experiences and their concerns. Families can share a first look in all of the difficulties and challenges that there are facing and can help parents with advice for the improvement of the life of their children.

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5.1 MODULE 1 - DISABILITY TYPES

Module one aim is designed to offer families the information about the types of disability, to review the wrong information, attitudes and values about the types of disability and reach the correct information. This section is crucial for bather understanding of the children's needs and abilities. It describes the next disabilities:

- Intellectual Disability
- Special Learning Disability
- Physical Impairment And Chronic Illness, Orthopaedic Impairment
- Speech And Language Impairment
- Hearing Impairment
- Visual Impairment
- Attention Deficit Hyperactivity Disorder (Adhd)
- Pervasive Developmental Disorder
- Gifted And Talented Ability

Trainers should focus on educating families about different types of disabilities, because this information is important to families so that they can help their children and better understand them. During the session trainers will present the signs through which families can notice different types of disabilities. One of the other education aspects which trainers have to focus on are suggestions for parents to improve the life of their children and their special needs.

5.2 MODULE 2 - REALIZING YOUR CHILD'S DISABILITY

Module two purpose is to address the families' acceptance of their disabled child. It provides information about the developmental characteristics of their child which helps families to beater understanding of children's needs.

Trainers will educate parents about the information in this module by implementing two session which include group activities. Activities are designed in a step by step format so that they are easy to implement. Trainer should focus that parents and families learn the next objectives:

- Learn the process of accepting a disabled child and all stages that it includes
- To contribute to the development of joint decision-making skills.
- Informing families about the admission process of their disabled children
- Families will learn about the developmental characteristics of their children.

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Before birth, many families have little knowledge about disability. One of the biggest fears of many families during the prenatal period is the possibility of giving birth to a disabled child. For this reason, families express their expectations with words such as "the important thing is his/her health not gender".

The birth of a child affects the family structurally, developmentally and functionally. The happiness and joy for the birth of the child protects families from the negative effects of these changes. If the child is disabled, an intense feeling of mourning can replace joy and happiness. The family enters into a very complex psychological state with the birth of such a child.

Trainers should carefully explain the stages for the families to adapt the disability process. Also focus should be given to developmental characteristics of children during different stages during their life.

5.3 Module 3 - Family Attitudes

The purpose of this module is that families have information about parental attitudes, they will have the opportunity to review their relationships and communication with their own children, and gain awareness about negative parental attitudes.

Trainers will educate parents about the information in this module by implementing three session which include group activities. Activities are designed in a step by step format so that they are easy to implement. Objectives of this activities are:

- Learn what are the main factors affecting parents' attitudes towards their children
- Providing information about parental attitudes
- Participants review their own attitudes and behaviours
- Noticing negative family attitudes
- Recognizing positive family attitudes
- Recognizing communication barriers
- Removing communication barriers
- Reaching the necessary knowledge level for effective communication

Trainers should focus during the education process on the parents and families attitudes and communication barriers which occur in families.

5.4 Module 4 - Behaviour Enhancement/Reduction and Teaching New Behaviour

The purpose of this module is that families get the information about the ways and methods they use in increasing the appropriate behaviours of their children with disabilities, decreasing inappropriate behaviours and teaching their children new behaviours.

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Trainers will educate parents about the information in this module by implementing two session which include group activities. Activities are designed in a step by step format so that they are easy to implement. They should focus that the parents learn the next objectives:

- What are reinforcement and its types
- Learn about chain behaviours and shaping
- Families have knowledge about behaviour enhancement and methods used in teaching new behaviours
- Learning about different types of stimulus and performance

Trainers should present reinforcements and its types which are the processes of increasing the likelihood and frequency of the behaviour in the future if a pleasant stimulus is added to the environment or if the repulsive stimulus is removed after a behaviour. Focus should be also given to explaining different types of stimulus and permanence.

5.5 Module 5 - Rights of Disabled People

This module contains the information about international and national laws, contracts and regulations about the disabled. Knowing the social rights of disabled people (within the scope of the legal regulations in their own countries). Increasing the level of knowledge about the rights and responsibilities of the disabled in working life.

Trainers will educate parents about the information in this module by implementing two session which include group activities. Activities are designed in a step by step format so that they are easy to implement. The learning objectives that students should reach are:

- To inform about international and national laws, contracts and regulations about the rights of the disabled
- Knowing the social rights of disabled people (within the scope of the legal regulations in their own countries)
- Increasing the knowledge level of disabled people about their rights and responsibilities in working life.

Trainers should present right of disabled people, different international standards regarding disabled people. Focus should be also given to the United Nations International Convention on the Rights of Persons with Disabilities which is recognized as the first human rights document of the 21st century.

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6. GUIDE FOR THE USE OF VOCATIONAL EDUCATION MODULES FOR STUDENTS



Supportive Vocational Education Modules for Students with intellectual disabilities were created during the Project. These Modules provide the students with useful competences in order to widen their job possibilities and strengthen their professional success. The Supporting Training Modules were prepared on ECVET-based, scientific and pedagogical basis. The expected impact of this output will help students who are educated on these issues to overcome these basic problems in work life. In addition, employers will be able to become successful and happy individuals in business life as graduates will be able to work more quickly as they have developed themselves within the scope of hygiene, courtesy and social skills expected from their employees.

This program consists of 5 modules which include: Personal Care, Hospitality & Customer Service, Food Hygiene, Social Skills and New Technologies in Catering & Hospitality. Modules will help students gain competences which are crucial to employers in the catering and hospitality industry.

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Trainers who will teach students the Supportive Vocational Education Modules should focus on specific objectives for the students to learn, which are important for the successful employment of students in the catering and hospitality industry. Employment is this industry requires special knowledge which is important to the work process.

Below we are going to listen to some strategies to motivate students to participate. Children with special needs should be given appropriate responses for their participation. These 'reinforcers' or rewards have to be interesting enough to a child to serve as motivation and should be based on a child's personal interests and preferences. These rewards may help in the development of their social, language and behavioural skills. Here are some ways to effectively motivate children:

Use of Positive Reinforcement

Praising a child for every right action made or giving him another try when he gave a wrong answer are positive reinforcements that will encourage more participation from the child and open a communication line between you.

Encourage Activities Such as 'Social Stories' and 'Scripting'

These will help in the behavioural development of verbal and non-verbal children, which is very important as early detection can decrease future social isolation and improve communication skills.

Allow Them to Choose Their Own Activity

Make them choose the activity they want to do and join them at it until they initialize eye contact with you.

Use Play Therapy

Children with autism can be motivated by using teaching skills that promote play and self-expression. It provides them with a sense of accomplishment.

Use Music Therapy

Simple and repetitive phrases can help in developing the language skills of children with developmental disabilities. It also helps them change monotone speech patterns by matching their voice to music rhythms. It can also promote social interaction by motivating them to join group activities.

Constantly Introduce New Fun Activities

Studies showed that children learn faster, stay focused and are generally more behaved when fun tasks

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are regularly changed.

Empathy and Successful Communication

One of the ways teachers can promote motivation proactively is to create a warm, caring, and trusting alliance with students so that they feel comfortable sharing ideas and taking risks. To help a student who is challenged experience success, suggested that an educator must, first and foremost, develop a relationship. A sense of social relatedness contributes to the adoption of classroom goals, whereas a lack of relatedness can result in rejection of such goals. Promoting group cohesion and positive interpersonal interactions is important so that individuals feel like they are integral parts of the social group.

6.1 MODULE 1 - PERSONAL CARE

This module focuses on personal care in catering and hospitality including the importance of personal hygiene, poor personal hygiene, bacteria, viruses, foreign bodies, cross contamination from chemicals, personal care, toilet hygiene, hand washing, cuts, rashes, abrasions, body odour, bad breath and illness in the workplace. Maintaining personal hygiene is important for personal, health, social and psychological reasons or simply as a way of life. Maintaining a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odours. Personal care is very important for employees who work with customers, many employers in the catering and hospitality industry emphasized that this is one of the problems with students. They are sometimes lacking personal care skills which is an obstacle in employment. Trainers should teach the students the materials which are covers in this module and present best practices and negative consequences of bad personal care. They should focus that the students' education focuses on the next learning objectives:

- Learn about personal hygiene and its importance in the hospitality industry
- Understand good practices regarding personal care
- Which are the types of poor personal hygiene
- Increase knowledge on the dangers of poor personal hygiene and care
- Learn about bacteria, viruses & foreign bodies
- Importance of cross contamination in food industries

6.2 MODULE 2 - HOSPITALITY & CUSTOMER SERVICE

This module is designed so that students will learn about customer service in the catering and hospitality industry including making an impression, serving guests, beverages, food, allergies,

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licensing, laws and restrictions. Making a good first impression is vital. From your appearance, through to taking bookings on the phone and preparing tables, first impressions can be long lasting and make or break your customer's experience. Trainers should use the designed module and teach the students simple steps to making a good first impression. They should use the key points of the module submodules to convey the importance of hospitality and customer service. Trainers can use the designed examples, pointers and factors for better understanding of students, so that the learning process can be done in fun and interesting way. Last submodule includes also licensing, laws & restrictions and can be used to facilitate why this model is so important for businesses. It shows that customer service importance is not just recognized by employees, but by brother society and national governments. The trainers should focus that the learning process achieves the next learning objectives for students:

- Learn about the importance of customer service in the catering and hospitality industry
- Understand good practices regarding hospitality and customer service
- Increase knowledge on the standards required, the laws and restrictions in the workplace

6.3 Module 3 - Food Hygiene

In this module covers the knowledge and special skills about food hygiene in catering and hospitality including food safety hazards, controls, personal hygiene, and cleaning activities. This module covers one of the most important skills for students, which are crucial for employment in the catering and hospitality industry. Trainers should emphasize the food safety which is a part of food hygiene and teach about any agent that can potentially cause negative or adverse health consequences for consumers such as food poisoning outbreaks. This can be extremely detrimental for patrons and the businesses reputation. The teaching process should include the pointers in the modules and focus that the education program objectives for students are reached:

- Learn about the importance of food hygiene in the hospitality industry
- Understand good practices regarding food hygiene
- Increase knowledge on the hazards and controls relating to food safety and hygiene in the workplace

6.4 Module 4 - Social Skills

In this module trainers will teach students about social skills for the workplace in the catering and hospitality industry, including communication, positive and negative relationships, appropriate behaviours, active listening telephone speaking and both accepting and giving compliments. Each day, students will be working with customers. They will be dealing with people from a variety of backgrounds, ages, nationalities and temperaments, therefore it is important that they can

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communicate in a way that is both clear and understandable. It is also important that they are able to communicate clearly with staff members, especially in busy, high-pressure environments like kitchens where effective teamwork is crucial. Trainers should teach the prepared tips that will encourage more effective communication. Also importance should be given on how to behave appropriately in hospitality industries. Module also includes soft social skills as examples of active listening. The last part of the module covers compliment it presents tips on how to give a good compliment which are daily tasks of people working in hospitality industries. Trainers should focus that the students reach the most important objectives, which are:

- Learn about the importance of social skills are in the food and hospitality industry
- Understand good practices in social skills
- Increase knowledge on how to conduct oneself in the workplace

6.5 Module 5 - New Technologies in Catering & Hospitality

In this module, trainers will teach student about new technologies in catering and hospitality, including new commercial kitchen technology, food delivery technology, virtual and augmented reality relating to food services. In recent years, technology has revolutionised the world we live in and our daily lives. The catering and hospitality industry has also seen advances in technology, both within the kitchen and in the customer-facing environment. Many kitchens now use internet-connected gadgets and devices to prepare and deliver food to their customers. Module also includes of new food delivery systems. Food delivery has been revolutionised in recent years, there are new ways for companies to deliver food to their customers. From mobile applications to driverless cars, many food delivery companies have already started investigating ways to take advantage of this emerging technology.

Trainers will teach skills in new technologies which are becoming necessary for employment in catering and hospitality industry. The main objectives for the students to learn are:

- Learn about new technologies in catering & hospitality
- Understand how they are used and for what purpose
- Increase technical knowledge

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