

Family education "MeTURA-Back to the Roots", therapeutic family gardening and therapeutic family cooking for independent life of adult family members with intellectual disabilities



SUMMARY OF THE SYNTHESIS REPORT

Activity O4, A study of the obstacles and potentials of the family lifelong learning, which uses therapeutic family cooking as an andragogical method for an effective learning opportunity for families with adult family members with intellectual disabilities.

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1 INTRODUCTION

“MeTURA - Back to the Roots” is a project under the Erasmus+ program, Key Action 2 (KA2), aiming to improve lives of adults with intellectual disabilities by encouraging family therapeutic gardening and family therapeutic cooking as a way of supporting ongoing lifelong learning (LL) and independence of adult family members with intellectual disabilities (AFMID). Lifelong learning refers to all purposeful learning activities undertaken on an ongoing basis throughout a person's life, with the aim of improving knowledge, skills and competencies.

Project will last for 35 months in cooperation with non-profit organizations from Slovenia, UK, Croatia and Italy. Participating organizations are: Education Centre Geoss (Slovenia), Zveza Sožitje (Slovenia), Danilo Dolci (Italy), UOSIKAZU (Croatia) and Thrive (United Kingdom). With the implementation of the Family Education MeTURA partner organizations will expand their offer of lifelong learning opportunities for their participants - vulnerable adult learners. The project aims to develop toolkits and resources to enable educators and families to make the most of the lifelong learning opportunities that therapeutic gardening and therapeutic cooking can provide. It will give insights into the social and functional acquiring of competences and other therapeutic benefits of these activities.

In pre-preparations activities project partners discovered that the majority of adult persons with intellectual disabilities live at home with their families and that each family would benefit from a personalized, to them adapted, process of lifelong learning. 04 study's intention was to identify: potential; personal and institutional interests and challenges; technical and financial possibilities for permanent day-to-day implementation of the lifelong learning for families and adult family members with intellectual disabilities in a safe learning environment of the local kitchen or in the kitchen of the institution.

The purpose of the study is to provide information useful for development of new knowledge and andragogical tools for educators who will be able to develop, based on the research results, a Family education MeTURA – Back to the roots, therapeutic family gardening and therapeutic family cooking for more independent life of adult family members with intellectual disabilities.

Within the O4 Study, a questionnaire was conducted in all participating countries. With the questionnaire, we first wanted to find out whether families and AFMID consider engaging in lifelong education at home important and whether cooking and food preparation are important skills for the daily life of AFMID and their families. Next, we wanted to find out if there are home-cooked cooking courses in AFMID's places of residence, and if so, who provides them. Furthermore, we wanted to find out what families with AFMID consider to be the positive effects of such cooking courses, what are the obstacles to doing so, and what support is needed for families and their AFMID to cook and prepare meals as independently as possible.

The questionnaire was divided into two parts; the first part consisted of some general information about the family and the second part consisted of 11 questions regarding cooking in the family setting, which were answered by the family respondents.

In this report, we present a short summary of the state of formal and non-formal education on topic of cooking during lifelong learning for people with intellectual disabilities in all partner countries, as well as the results of the questionnaire.

2 SUMMARY OF THE NATIONAL REPORT FOR CROATIA

In national report for Croatia cooking and meal preparation as an adaptive skill for the daily lives of adults with intellectual disabilities is presented, as well as teaching methods in these activities and the situation in Croatia and examples of good practice. Finally, the results of the questionnaire for Croatia are presented.

2.1 COOKING AND MEAL PREPARATION AS ADAPTIVE SKILLS OF DAILY LIFE OF ADULTS WITH INTELLECTUAL DISABILITIES

The main long-term goal of educational programs for people with intellectual disabilities is to pursue socially valued roles. In order to achieve this, the goal of the program for people with intellectual disabilities should be to focus on teaching appropriate adult skills. One of the valued roles of adulthood is also the independence in performing various daily life tasks, and one of them is the independent preparation of meals. When significant limitations in adaptive functioning are present in the individual, as is common in many adults with intellectual disabilities, they often can't fulfil this social role, so they need to be included in an appropriate program to acquire the necessary skills. Lack of independence when performing the activities of daily living creates an imbalance and thus reduces the degree of independence of the person.

People with intellectual disabilities should be encouraged to be as independent as possible and to meet their needs, in order to fulfil the roles of adulthood. In order to fulfil those roles which are socially valued and to create an image of themselves as a valuable member of the community, they need the help and support of the environment. The support given is based on a good knowledge of individual needs and on the other hand the basic human rights.

Adults with intellectual disabilities want to be as independent as possible, so it is imperative that they have acquired the skills of daily living. Skills in everyday life (use of public transport, meal preparation, personal hygiene, etc.) are considered a priority for rehabilitation because they are essential for the increased independence of persons with intellectual disabilities. Regardless of whether a person has milder or more severe intellectual disabilities, the acquisition of these skills is considered necessary because it increases their autonomy and reduces their passivity and learned helplessness.

Today, there is an increasing emphasis on providing opportunities for people with intellectual disabilities to participate in the community as full citizens. More recent research highlights the importance of meaningful activities of daily living for people with intellectual disabilities to enable them to participate in the community. Performing activities of daily living contributes to a person's greater independence and makes him more responsible and independent. Immediately, increasing independence makes a person more powerful to take greater responsibility for their lives. Adopting the adaptive skills necessary for daily functioning and increasing the degree of independence affects the quality of life of people with intellectual disabilities and enables individuals to be better prepared for independent living in the community. It can be assumed that providing people with intellectual disabilities with life as similar as possible to the cultural norms of their environment and giving them roles and activities that increase their value will lead to improvements in the quality of their lives.

2.2 METHODS OF TEACHING COOKING SKILLS AND PREPARING MEALS OF ADULTS WITH INTELLECTUAL DISABILITIES

People with intellectual disabilities who have not acquired the adaptive skills required for a more independent life at a young age, with the appropriate access and support, can also acquire the same skills during adulthood. In recent years, much attention has been paid to strategies for teaching the daily life skills of people with intellectual disabilities. Television, other media and modern technology have become important components in the activities of daily living, as well as significant impetus in the lives of many people. The use of technology is considered to be an important prerequisite for participation in society and daily activities.

People often want to stay in their homes, but still want to have access to services that will help them learn something new. Nowadays, television can be turned on at any time to find various types of instructional shows (physical training, fitness, cooking, gardening, home decor, etc.). Also, many of these programs are available on various websites, such as Youtube. Although technology development is thought to be non-limiting, knowledge of the technological needs of people with intellectual disabilities is rather limited. The use of technology significantly affects the quality of life of these individuals and is considered essential in their teaching. Because instructor / rehabilitator time is limited, technology is a promising alternative to helping teach people with intellectual and other developmental disabilities.

Numerous studies have been conducted to evaluate the effectiveness of procedures for teaching the cooking skills of people with intellectual disabilities. Different ways of teaching people with intellectual disabilities can be found in the literature, and in recent times, teaching using video technology (video modelling, video instruction - prompting) and teaching using pictures (pictorial recipes) is the most common. It has been shown that any method of teaching food or meal preparation skills can be effective when instructors / rehabilitators use a set of prescribed teaching procedures. There are different ways to use these models, and each one requires the right technology.

2.3 EDUCATION OF ADULTS WITH INTELLECTUAL DISABILITIES IN COOKING AND MEAL PREPARATION IN CROATIA AND GOOD PRACTICE EXAMPLES

Despite current deinstitutionalization projects, a large number of young people and adults with intellectual disabilities in Croatia are still heavily dependent on specific institutional programs in the form of permanent or temporary placement (e.g. for the purpose of upbringing, education and training), segregating day and work occupation programs, or without adequate support, such persons live in isolation in their families, without sufficient opportunities and incentives to acquire adequate daily life skills, including meal preparation.

The preparation and delivery of food and meals to people with intellectual disabilities, housed in institutions or self-contained housing, involves a complex network of activities performed by large kitchens in base centres. Thus, people with intellectual disabilities are unable to prepare their own meals and develop their adaptive skills. Self-care skills, as well as all other daily life skills, are particularly relevant to adults with intellectual disabilities in the context of their better accomplishment of developmental tasks and valued adult roles. In order for an adult with intellectual disabilities to have a better quality of life, it is very important to enable them to acquire practical skills and to focus their rehabilitation on strengthening their independence and autonomy. More recently, more and more research is examining the quality of life of people with intellectual disabilities, and it is considered that their level of competence is a particularly important indicator.

Institutionalization is characterized by traditional medically oriented attitudes and low expectations towards people with intellectual disabilities. The aim of such a system is not to train persons to acquire life-relevant skills nor to enable a fulfilled and active life in the community, but it forces them to accept an undefined social role and a lifelong dependency and orientation by the environment.

By examining the quality of life of people with moderate and severe intellectual disabilities in family and institutional settings, research has found that most institutionalized people do not participate in everyday household activities, which include taking care of themselves and their living space. Only a handful of them turned out to be involved in preparing the meals, serving the table and doing the dishes, while most of the respondents were involved in cleaning the room and making their beds. The inability of these persons to participate in the maintenance of the residence and household of the institution is best evidenced by the organization of daily nutrition and care of the clothing, which is justified by the fact that it is a shared household whose maintenance is mostly handled by paid staff. This confirms that the organized system of the institution does not leave enough space for persons with intellectual disabilities to acquire skills and habits of self-care and generally develop personal potential.

Therefore, bringing a lifelong education that uses therapeutic cooking as an andragogical method for an effective learning opportunity for families and their AFMID closer to their home would be important for gaining new skills and knowledge to maximize independence and inclusion in the society of adults with intellectual disabilities.

2.4 Good practice examples

In Croatia, adults with intellectual disabilities are taught cooking and meal preparation by organizations such as the Ozalj Community Service Center, where part of organized housing service users participates in work activities in the areas of: agricultural production, agricultural product processing, natural cosmetics production and culinary workshops.

Furthermore, in the town of Koprivnica, the Association for People with Intellectual Disabilities "Lattice" ("Petals") in cooperation with the Crafts School and Podravka Company organizes a cooking school for persons with intellectual disabilities three times a week for the purpose of training them for independent living, and in the Association of Persons with Intellectual Disabilities Bjelovar culinary workshops are part of the daily work activities of their members, while the Association of Persons with Intellectual Disabilities Daruvar "Korak dalje" ("A Step Further") in partnership with the Technical School organizes a "Small Cooking School" in which persons with intellectual disabilities strengthen their practical competences in the form of independent preparing simple meals and beverages.

In the framework of the “Practical House of Knowledge” project, UOSIKAZU also conducted culinary workshops for people with disabilities, including people with intellectual disabilities, to strengthen their social inclusion in the community.

2.5 QUESTIONNAIRE SUMMARY

The questionnaire was completed by 21 respondents (families with AFMID). The respondents in the family consisted of 20 parents (95%) and one guardian (5%). The age of the respondents was between 43 and 84 years, their average age was 59.2 years. The age of AFMID in the families of the respondents was between 19 and 60 years, their average age being 33.6 years.

According to the results, the majority of respondents believe that it is important for families with adult members with intellectual disabilities to participate in lifelong education at home, but it all depends on the person with intellectual disabilities, the degree and type of disability to be involved in meal preparation. They also believe that cooking and food preparation are important skills for everyday life because they encourage and directly affect the autonomy and social inclusion of a person with intellectual disabilities.

We further learned that there were no courses in the place of residence where families together with AFMID would learn to cook at home.

The positive effects of families learning to cook at home together with AFMID are most often cited by independence, self-realization and greater connection between family members.

Obstacles to families learning to cook at home together with AFMID are mainly the fear of injury when preparing food and meals and other factors affecting shared cooking, such as: AFMID's interest, AFMID's and parents' health problems (degree and type of disability), parental age and employment or lack of time.

Most families need support so AFMID could prepare meals as independently as possible. The most common types of support needed by families and AFMID are the professional support of the educator and the physical assistance of another person.

Most families with adult members with intellectual disabilities consider cooking education important because it affects the quality of life in the following areas: social inclusion, independence, family relationships, social and emotional relationships with others, as well as psychophysical health.

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3 SUMMARY OF THE NATIONAL REPORT FOR SLOVENIA

In national report for Slovenia education of adults with intellectual disabilities in cooking and meal preparation in Slovenia is presented as well as good practice examples. Last, the results of the questionnaire for Slovenia are presented.

3.1 TEACHING COOKING SKILLS FOR AFMID

A number of studies have been conducted in order to evaluate the effectiveness of teacher delivered prompts and procedures for teaching cooking skills to persons with disabilities. The strategies have included: constant time delay; teaching in small groups teaching chained tasks in specific order versus functional order; teaching in a total task versus backward chaining format; system of least prompts, and graduated guidance. These studies found each of the procedures to be effective in the acquisition of food preparation skills when instructors used a set of prescribed prompting and instructional procedures. However, concern exists, for the transfer of stimulus control from adult lead instruction to natural sets of prompts that can be independently used over an extended period of time and across a range of stimuli while cooking. Decreasing the need for continuous supervision and prompting by others continues to be an educational focus when designing instructional programs for persons with disabilities.

Also persons without disabilities use permanent prompts such as written notes and text-based messages (cook books and recipe cards) to direct their own behaviour while cooking. These prompts allow us to follow step sequences when preparing simple to complex meals. These prompts are permanent resources in many kitchens and it is recognized that it would not be functional to take away these examples of visual prompts for food preparation. If a person has an intellectual disability it is crucial that prompts are permanently available to them so that multiple and varying recipes are available regardless of their length and complexity.

A research on cooking instruction for persons with disabilities shows that we have to shift the control away from the instructor to stimulus materials and equipment that can serve to teach or prompt completion of the tasks. These materials have traditionally been in the form of picture-based systems, but the use of auditory prompting became the focus of research as well as emergence of video-based procedure. To accommodate for a lack of text reading skills, picture prompts (in the form of recipe cards) were introduced. Early picture-based systems relied on hand drawn illustrations and were often paired with written instructions. Those

systems then evolved to film-based development of black and white photographs, colour photographs and scanned images onto computer-based systems. Digital photography and downloaded images from internet became the next step in creating picture-based systems. Nowadays there are web sites that offer on-line step-by-step instructions for meal preparation. Apps for smart phones for people with disabilities are also on the rise.

3.2 EDUCATION OF ADULTS WITH INTELLECTUAL DISABILITIES IN COOKING AND MEAL PREPARATION IN SLOVENIA

In Slovenia most of the AFMID live at home. As we mentioned in IO1, there are waiting lists for AFMID to get included in Occupational Activity Centres (OAC), so it is important that they continue their lifelong learning at home.

As we mentioned in IO1, Occupational Activity Centres main tasks are protection, guidance and employment under special circumstances. Staff in the Centres provides assistance with day-to-day activities. Education of AFMID in cooking and meal preparation is also a part of OAC.

Main tasks of OAC:

1. Protection
 - assistance in maintaining personal hygiene,
 - Assistance with day-to-day activities (change of clothes, putting on shoes...),
 - assistance with movement and walking,
 - guidance and communication assistance,
 - organization and operation of transports
 - Organization and implementation of standard services in VDC (holidays, excursions, recreation, interesting activities - sports, music, art expression, etc.)
2. Guidance
 - assistance in solving personal and social problems,
 - design, implementation and monitoring of individual programmes,
 - cooperation with the OAC users' relatives,
 - cooperation with other professionals and institutions,
 - organizing leisure activities
 - organization of advocacy and self-advocacy activities at OAC
 - organization and implementation of specific and enriched content
 - Work within the scope of OAC services.
3. Employment under special circumstances

- employment under the OAC program (subcontracting, own programme, service programme, integrative forms of employment),
- activities for developing and maintaining work skills
- activities to provide conditions for safe work inside and outside the OAC,
- monitoring workflow in the OAC,
- procurement of funds and facilities for the implementation of the OAC programme,
- activities to sell products and services

There are several programs of lifelong learning for AFMID in Slovenia. Most of them are on a local level and some are on a national level. Local societies offer different kinds of lifelong learning, depending on AFMID needs and wishes.

3.3 GOOD PRACTICE EXAMPLE

Project *Druga violina* (Second violin)

In 2012 a special project took off (under the leadership of Center for training, work and protection Draga), called the *Second violin*. This is a restaurant in the centre of Ljubljana, which employs persons with intellectual disabilities. The Second Violin operates as a guidance, care and supported employment service, which is an organised form of care, compliant with the constitutional and legislated fundamental human rights of adults with disabilities to services, that provides its users with an opportunity to take an active part in social life and the working environment and to carry out work which is useful as well as suited to their abilities. Guidance, care and supported employment are organised and provided in a way which allows the users to maintain acquired and gain new knowledge and work competences, develop new social and work abilities, put their own ideas and creativity into use and achieve a sense of usefulness and self-assurance. The service also ensures other forms of care which enable users and their families to engage in occupational and social activities. The users are also paid for the work done in accordance with the provider's general legal act.

Programmes of Sožitje Association on a local and national level

As we described in IO1, Sožitje association (Zveza Sožitje) is a Slovenian association for persons with intellectual disabilities. It consists of 52 local societies (branches Sožitje) which are distributed all over the country. Zveza Sožitje is a member of Inclusion International and Inclusion Europe. All of the programs are intended for training, education, empowerment and maintaining the health of people with intellectual disabilities as well as their family members.

Programmes on a local level:

- self-help groups
- Lifelong learning for people with intellectual disabilities
- family trainings and programmes
- rehabilitation programs
- Organization and implementation of special social activities

Some local societies Sožitje have cooking and meal preparations classes as a part of their Lifelong learning programmes for people with intellectual disabilities.

Programmes on a national level:

- Lifelong learning programmes: training for the independent and active life of people with intellectual disabilities. This programme is independently attended by people with intellectual disabilities older than 18 years. The goals of the programmes are: independence, active participation, learning social skills and self-advocacy. Themes of LL are very different, around 20 topics are available every year, and one of them is also cooking. The program runs as culinary journey around Slovenia. Participants learn about typical dishes from different parts of Slovenia. They get to know the dishes with the help of entertainment, sports, social games and creative workshops. In addition to cooking, they also learn code of conduct at the table, how to prepare the table, how the food is served, etc. The knowledge that participants acquire is a process of preparation of simple dishes, learning about traditional Slovenian dishes and places of their origin, different cooking techniques (baking, cooking, frying, frying...), basics of healthy food preparation. Even if the theme of the programme is not cooking, in most LL programmes the participants learn about cooking. They make pancakes, learn how to prepare coffee, set the table, and learn the rules of behaviour. They also make home-made ice cream, prepare herbal tea bags (after harvesting the herbs), prepare a fruit salad and bake a cake.
- Training programmes for families and people with intellectual disabilities: The aim of these programmes is to have a well-functioning family for an extended period of time and to prevent social exclusion of families with persons with intellectual disabilities.
 - Four-year cycle
 - Maintaining psychophysical health of families
 - Weekend seminar

– Programmes for children and teenagers

As stated earlier, the restaurant Second violin is an example of good practice in Slovenia. Not only do the employees learn about food and meal preparation, but also gain other important skills for life (money exchange, personal contact with customers, working habits, etc.).

In most of OAC the programme is set so that the users are cooperative in daily activities (they help to set the table, clean after the meal...)

The LL programmes of Sožitje association are very well visited every year. Participants are happy with the programme. The feeling of independence is very strong and helps with building the confidence of a person. Participants like the activities that include cooking or meal preparation.

3.4 QUESTIONNAIRE SUMMARY

The questionnaire was completed by 27 respondents (families with AFMID). The respondents in the family consisted of 12 mothers (44%), 4 fathers (15%) and 4 aunts (15%), 3 sons (11%), one brother (5%), one sister (5%) and one guardian (5%). The age of the respondents was between 23 and 70 years, their average age was 53 years.

According to the results, majority of respondents believe that it is important for families with AFMID to be engaged in lifelong learning activities in their home environment. Also they believe that it is important for AFMID to have some skills to prepare food and meals more independently. Majority of respondents support cooking courses for AFMID in their home environment. Majority of respondents say that there is no cooking courses in their living area, but some say that there are some – mostly organised by local societies.

Majority of respondents think that the most positive effect of cooking courses in home environment is bigger independence of AFMID. On the other hand there are some obstacles that prevent AFMID and their family to participate in these courses, such as fear of injury when preparing food (cuts, burns etc.). Most of the families say their AFMID would need a form of help or support to prepare meals more independently. In most cases this means physical support of another person, in other cases psychical, emotional and professional support would be helpful.

Majority of respondents believe that education of AFMID in cooking is important because it has many positive effects, such as: independence, social inclusion, everyday life skills and family relationships.

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4 SUMMARY OF THE NATIONAL REPORT FOR ITALY

In the national report for Italy, CSC Danilo Dolci researches the teaching cooking skills for AFMID. Afterwards, the education of adults with intellectual disabilities in the field of cooking and meal preparation in Italy is presented, followed by a collection of good practices. At the end, CSC Danilo Dolci presents the results of the questionnaires collected in Italy.

4.1 TEACHING COOKING SKILLS FOR AFMID

In national and international literature the meaning of the term “competence” is broad and contradictory. This is due not only to the different cultural orientations, but also to the rich set of needs that we want to satisfy with this term. Also in this case the word “competence” has been used in several contexts (work, labour market, school, professional training, etc.) and with different motivations (to describe the position of a person with respect to work, the training path, to read the knowledge of an individual, in the integration between education and training processes, for reasons of transparency, etc.). When we talk about skills, we usually classify them as competences: basic, transversal, specific or professional techniques.

Eating is one of the primary and indispensable needs of man. From this necessity a true and proper “culture of the kitchen” is born, handed down from antiquity to our days, differentiating itself in the different countries of the world. But cooking can mean so much more: it can turn into a real wellness therapy able to stimulate the psychophysical state of people with intellectual and physical diversity. Making a cooking workshop, besides being pleasant, offers the opportunity to:

- improve the physical activity of hands and fingers by manipulating different materials (water, sugar, flour, etc.);
- perfecting manual eye coordination (crushing, touching, mixing, creating forms, rolling up etc.), experiencing creativity and psycho-affective development;
- build an educational path important for one's autonomy and self-esteem, starting from “knowing” to “knowing how to do”, up to “knowing how to be”.

In this way, everyone is offered an action research area in which to explore the various materials to communicate, invent, create and make new experiences both from a sensorial, design and psychomotor point of view. All this, also achieving a satisfying, concrete and well-realized result.

The presence of the educator, the intervention of the physiotherapist, specialized in disability, and the support of the chefs belonging to the staff of the structure are essential for the kitchen workshop.

The objectives of a training programme for AFMID in cooking and food preparation can be:

- To stimulate psycho-affective development through the construction of an educational path;
- To promote the improvement of cognitive and motor abilities of disabled subjects through manipulation;
- To increase the sense of autonomy and creativity thanks to the skills and abilities acquired;
- Building a common and shared educational path;
- To improve the quality of life of people with disabilities, guests of the care home, spending their time satisfactorily;
- To finalize the action to achieve goals.

4.2 EDUCATION OF ADULTS WITH INTELLECTUAL DISABILITIES IN COOKING AND MEAL PREPARATION IN ITALY

In Italy a new professional profile has been created for people with intellectual disabilities. The “kitchen collaborator” is a professional figure who intervenes at the executive level, in catering activities to support the managers in work processes. The use of basic methods, tools and information allow him to carry out activities related to the preparation of meals with basic skills in the selection, preparation, storage and storage of raw materials and semi-finished products, in the realization of cooked dishes. The disabled can participate in the course, suffering from physical, mental, sensory, intellectual disability with a degree of disability recognized as not less than 46%, unemployed or unemployed, aged between a minimum of 16 years and a maximum of 60 years completed in the minimum possession of the Diploma of Secondary School and resident or domiciled in Sicily. Disabled persons are excluded for whom the inability to work is certified. In the case of non-EU citizens, a valid residence permit is required. This professional figure allows people with intellectual disabilities to have multiple job opportunities in different areas of catering. They can work in various restaurant facilities such as restaurants, company canteens, event catering, banqueting, hotels, self-services and food service establishments of various kinds.

4.3 GOOD PRACTICES IN ITALY

A training course for 26 people with mental disabilities promoted in Rome by the Community of St. Egidio to facilitate their integration into the world of work

Becoming a chef, serving at the table, explaining a dish or recommending the right wine. At school to learn a job and try to enter the world of work, despite mental disability. The occasion is a course on «Inclusive cuisine», promoted by the **Community of Sant'Egidio** and financed by the Telecom Italia Foundation with the call «Work and social inclusion». “26 people aged between 20 and 30 participate but there are also some adults; many have the syndrome of down, all a great desire to learn - says the director of the course, Paola Scarcella -. The restaurant sector is in continuous development especially in the centre of Rome; after the successful experience of the **Gli Amici restaurant** in the heart of Trastevere, the Community of Sant'Egidio decided to replicate, organizing a cooking and dining course». The programme is intense, with a cycle of lessons divided into 3 modules, each lasting about a month and a half. During the first module, learners learn the basics: from hygiene to labour law, from English to the history of catering. The other teaching subjects of the next 2 modules are: theoretical and practical notions of ergonomics, types of catering, fundamentals of cooking (the elements to be known for cooking and explaining a dish), wine, the cheese cart, Lazio products. «At the end of the lessons the boys will do an internship at some Roman restaurants that we are already contacting; hoping that they will then be hired.

PROFESSIONAL OPPORTUNITIES - It has already happened with the 13 members of the social cooperative promoted in 1991 by the Community of Sant'Egidio, then gave birth to **the Amici restaurant**. “It is indicated by the most important restaurant guides in Rome - notes the course director -. Customers appreciate the competence and humanity of the staff, who share the work: there are those who are sommeliers, those who cook, those who work in the room. The volunteers of Sant'Egidio also gave support”. Here there are only people who work with professionalism and passion, without “diversity” except in the tasks they perform.

ASSIeme cooking is the cooking course for disabled people organized by ASSI onlus, the Invalids Social Sports Association founded by Oscar De Pellegrin. The course, held by chef Aldo Andriolo and involving nine disabled children is divided into six meetings, each lasting three hours, during which the children have the opportunity to try their hand at cooking the most varied delicacies. But what does ASSIeme cooking mean? Research together the tools that can help

prepare the dishes according to the type of disability, acquire the ability to cook independently and produce an ASSI recipe book at the end of the course that is the fruit of the experiences lived together.

Cooking to learn how to make oneself self-sufficient in the management of one's daily life and to verify attitudes that may be useful to enter the world of work. This is the meaning of the cooking course organized by the **"Stella Selene" association** for the inclusion of disability and discomfort. The initiative is one of the first in Italy in which disadvantaged groups can learn the secrets of cooking to become chef helpers, boarders and bartender helpers directly in restaurant premises. Everything takes place in Rome, in the districts of Ostia and Eur. The lectures are held by teachers who teach in established vocational training schools supported by educational psychologists from the "Stella Selene" association, every Friday afternoon. The courses will then be verified in the field during evenings-events open to customers.

4.4 QUESTIONNAIRE SUMMARY

The questionnaire was completed by 20 respondents (families with AFMID). The respondents in the family consisted of 5 mothers (25%) and 5 fathers (25%), 6 brothers (30%), 3 sisters (15%) and one brother in law (5%). The age of the respondents was between 25 and 64 years, their average age was 45 years.

According to the results, majority of respondents believe that it is important for families with AFMID to be engaged in lifelong learning activities in their home environment. Also they believe that it is important for AFMID to have some skills to prepare food and meals more independently. Majority of respondents support cooking courses for AFMID in their home environment. Majority of respondents say that there is no cooking courses in their living area, but some say that there are some – mostly organised by local societies.

Majority of respondents think that the most positive effect of cooking courses in home environment is that raises individual's independence. Also it helps with better connections between family members and it improves individual's competencies. Self-realization is also a positive effect.

On the other hand there are some obstacles that prevent AFMID and their family to participate in these courses, such as fear of injury when preparing food (cuts, burns etc.), not having a suitable space.

Most of the families say their AFMID would need a suitable space and the professional support of educators to prepare food more independently, so as

emotional and psychological support. 45% said they need individual support plans.

Majority of respondents believe that education of AFMID in cooking is important because it has many positive effects, such as: independence, social inclusion, everyday life skills and family relationships.

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5 SUMMARY OF THE NATIONAL REPORT FOR UNITED KINGDOM

In national report for UK education of adults with learning disabilities in cooking and meal preparation in UK is presented as well as availability of cookery courses for individuals with learning disabilities. Last, the results of the questionnaire for UK are presented.

Government Policy and guidance within the United Kingdom outlined in the Disability Discrimination Act 2005, which also filters down to local authorities and major referral agents has changed the focus as to what direction and goals they would like to see mapped out for those with learning disabilities.

The first of these goals is establishing better routes to employment and increased occupation. This would enable those with learning disabilities to not just be more visible within communities but also to attain work and gain a sense of accomplishment in their work while also being able to give back to society. Finding occupation for those with learning disabilities would again make those individuals more productive within their community and allow for more interaction and acceptance between them and the outside world.

The second of the goals established in the Disabilities Discrimination Act 2005 was to increase levels of independence for those with learning disabilities. Because many individuals with learning disabilities live at home this means that their futures once their family are not around are made uncertain and basic skills to look after themselves and attend basic needs such as how to use public transport, use of accessories and appliances, self-care are more vital for them to maintain a level of independence in their day to day lives. Cooking and gaining knowledge about healthy eating would be a beneficial manner to spend time occupationally but would also help those with learning disabilities be more independent in their futures.

5.1 TEACHING COOKING SKILLS FOR AFMID

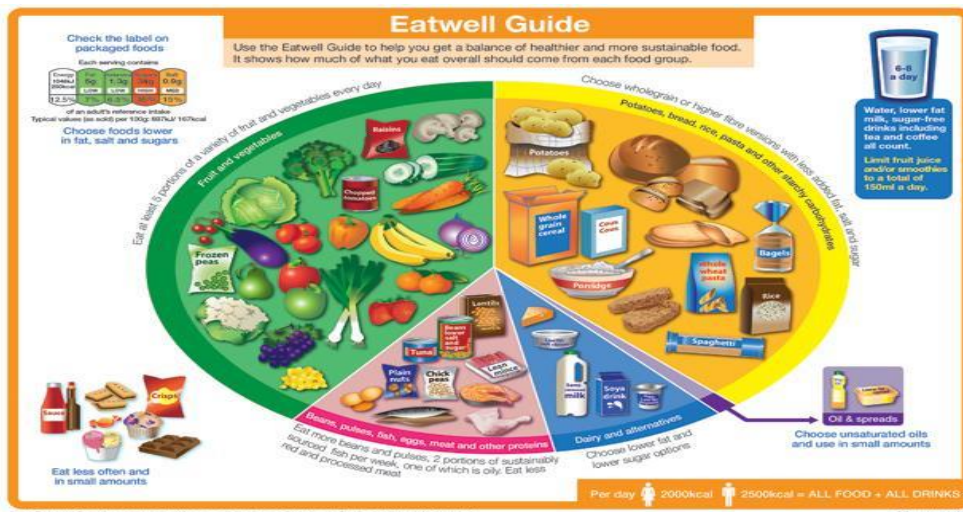
In the UK it would seem that the focus of education for people with learning disabilities is less on the food preparation itself but rather how they can eat well and not fall foul of bad eating habits leading to ill health in later life. One of the more simple and independent methods of acquiring food would be to go to a takeaway shop and purchase a burger and fries, but there is a push to stop this

happening. If this method of consumption is carried on with it could lead to obesity in later life as well as other health problems that would need to be dealt with. It is also not economically as viable as producing food at home is cheaper and as many people with learning disabilities are on tight budgets due to shrinking benefits this is another issue to consider.

'The Caroline Walker Trust', a charitable organisation, based in the UK is involved with making sure that healthy eating is made attainable for those with learning disabilities and focuses on matters such as:

- Lack of understanding of a balanced diet
- How poverty and isolation result in poor food choices
- Effect of prescribed drugs on food choice and general health
- Eating disorders and how those with learning disabilities are more effected than those without
- Principles of good nutrition

The principles of good nutrition have been mapped out on eat well plate promoted by the National Health Service (NHS) and encourages individuals to think about food types they are having and maintaining a balanced diet. With inpatient care of hospitals struggling with the number of people taking up time and beds it makes sense to lower the numbers of people being admitted by looking after their health before they run into issues in the future. This pre-emptive approach of making sure that preventative measures against obesity and heart defects are in place before the condition arises would allow for less burden on the NHS in the future.



'Community Food and Health' in Scotland also led 'food and health training projects' with individuals with learning disabilities and their support workers. This was to make sure a more constant message about the importance of a healthy diet could be achieved within the learning disability community through those who support them. Other subjects they wished to teach other than those above were requirements of diet for various life stages, cultures and religions and understanding of food labelling. One of the hidden advantages of the project was that it prompted support workers without learning disabilities to look at what they eat and methods of preparing food as well. Showing that again it is not just those with learning disabilities who can benefit from further learning in life or are prone to unhealthy lifestyles.

The 'Community Food and Health' project did also run cooking classes and investigated what were the more effective ways of enabling those with learning disabilities to learn cookery skills. This involved the learning-disabled service users involvement in coming up with menus and discussing with staff adaptations of non-vegetarian dishes, how to make dishes more healthy and what particular foods would be in season. They could then move on to the practical side of the exercise.

"Members receive support when making a dish for the first time. They make the same dish as many times as they need to until they feel confident and ready to move onto learning something new. Each dish is broken down into a series of small steps, making it easier to learn, but staff aim to make sure that members have the opportunity to learn every step of creating a dish, rather than just learning one part."

Once confidence in preparing a dish has been established it may be that individuals can then have a go at completing the task independently or have some recipe cards to consult. These recipe cards would be devised with the help of speech and language experts and be made up of a mixture of symbols and words. The main top tips passed down from staff on the project when working on the project were:

- Repetition and breaking down the preparation of a dish into a series of tasks helps to build skills.
- Individuals usually want to taste the food that they have made so making sure they are involved in making the meal from start to finish is essential.
- Discussions about food and health work well when we try to talk about food in a way that is relevant to individuals, such as talking about food programmes that they watch on TV.

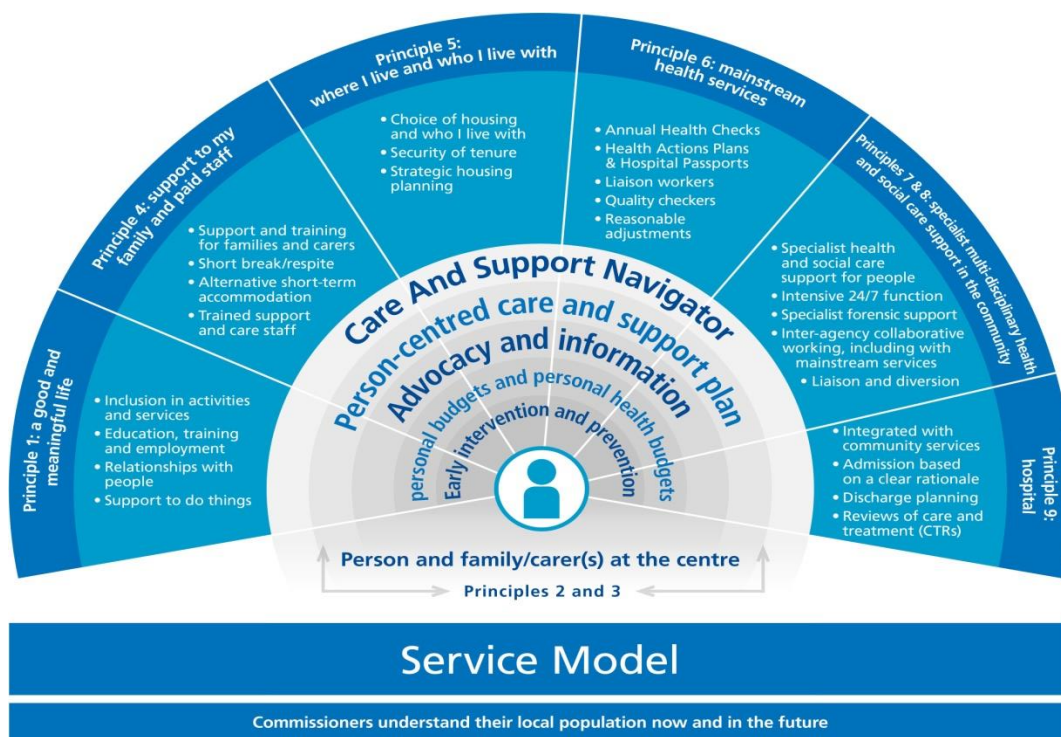
These findings and methodologies are similar also to those of the 'Square Food Foundation' in Bristol, a not for profit organisation that offers cookery community cookery classes, cookery within schools and cookery classes for those with learning disabilities. They also highlighted effectiveness of repetition of tasks when working with people with learning disabilities and 'grading' tasks to allow them to learn the dish gradually in smaller steps. They also talked of the benefit of placing trust in the individuals they worked with. This meant allowing them access to sharp knives and not shielding them from hot stoves. The idea being that in a supported environment the students would begin to gain confidence and whereas they may be told what they were not capable of doing they were in this instance 'enabled' to use equipment and prove to themselves and others they could undertake tasks that previously may have seemed beyond them. All of this is undertaken with a strict understanding of health and safety of course and one to one working where needed.

5.2 EDUCATION OF ADULTS WITH LEARNING DISABILITIES IN COOKING AND MEAL PREPARATION IN THE UNITED KINGDOM

The below graph demonstrates a whole system response developed by the NHS when working with individuals with learning disabilities. It shows the nine principles for what an individual should be able to achieve and neatly illustrates the person-based nature of the program by placing the figure in the middle of it. It talks also of creating a 'capable environment' for the individual concerned and describes this as such:

'Capable environments are characterized by: positive social interactions, support for meaningful activity, opportunities for choice, encouragement of greater independence, support to establish and maintain relationships and mindful and skilled family/carers and paid support and care staff.'

The first goal on this graph is 'A good and meaningful life'. Further from this they should have choice and control over the activities in which they participate, facilitated through person-centered care and support plans, in both further education and activity centres. Individuals should also have access to education, training and employment. Developing and maintaining good relationships is also part of this goal but being mindful of the fact there is some support from either care workers or family to make sure the relationships being formed aren't potentially negative or lead to the individual being taken advantage of.



5. 3 AVAILABILITY OF COOKERY COURSES FOR INDIVIDUALS WITH LEARNING DISABILITIES

As seen earlier examples of establishments that offer cookery classes for adults with learning disabilities include charitable organizations such as the 'Square Food Foundation', already mentioned. Beyond this other organizations include 'Stepping Stones' which is a London based charity that also provides cookery classes but also runs classes in drama, music, dance, art and keeping fit. Mencap, being the largest organization within the UK providing support for those with learning disabilities, also runs cookery classes at their national foundations as well as being able to sign post individuals to other courses in the area that would suit their needs. Such as 'Steady Chefs' a catering agency that funds cookery schools for young adults with learning disabilities funded from the catering division of the organization. Examples of government or local authority based

schemes include the 'Community Food and Health' project in Scotland. Other regional programs are available to provide adults with further learning skills to assist them in their futures or provide funding and support for adults wishing to take part in programs of this nature.

5.4 QUESTIONNAIRE SUMMARY

The questionnaire was completed by 21 respondents (families with AFMID). The majority of respondents where the mothers of the AFMID. Two questionnaires were completed by the AFMID, and one questionnaire was completed by the cousin of the AFMID.

The results of the survey suggested that families with AFMID thought that lifelong learning at home and cooking and meal preparation were very important activities for adults with LD. Several families were already cooking together at home.

There were very few courses available that supported or provided resources for cooking for families together with their AFMID and these were delivered by community organisations or day centres rather than via formal education.

Respondent thought that the main positive benefits would be in promoting independence and decision making while less than half thought it would create better connections between family members. (note, this may be an effect of the current policy in the UK of promoting independent living for adults with LD).

Major barriers where seen to be the lack of motivation (this is probably motivation for the adult with LD, although several respondents mention issues of finding time to spend cooking with their AFMID

100% of the people who responded thought that more support was needed. Main support needs were thought to be personalised plans/support and other kinds of support (emotional, physical, and professional).

Education through cookery was seen to be particularly important in promoting independence and social inclusion and in providing the AFMID with everyday life skills

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6 CONCLUSION

Results of the questionnaire show similar situation in all participating countries; majority of respondents believe that it is important for families with AFMID to be engaged in lifelong learning activities in their home environment. Also they believe that it is important for AFMID to have some skills to prepare food and meals more independently. Majority of respondents support cooking courses for AFMID in their home environment. Majority of respondents say that there is no cooking courses in their living area, but some say that there are some – mostly organised by local societies.

Majority of respondents think that the most positive effect of cooking courses in home environment is bigger independence of AFMID. Also it helps with better connections between family members and it improves individual's competencies. Self-realization is also a positive effect. On the other hand there are some obstacles that prevent AFMID and their family to participate in these courses, such as fear of injury when preparing food (cuts, burns etc.), not having a suitable space, lack of motivation.

Most of the families say their AFMID would need a suitable space and the professional support of educators to prepare food more independently, so as emotional and psychological support, individual support plans and the physical assistance of another person.

Most families with adult members with intellectual disabilities consider cooking education important because it affects the quality of life in the following areas: social inclusion, independence, family relationships, social and emotional relationships with others, as well as psychophysical health.

The following stages of the project will develop the methodology and andragogical material for implementing family education "MeTURA - Back to the Roots" for families with adult members with intellectual disabilities.