TRAINING METHODOLOGY
HYGIENE AND CLEANING STRATEGIES FACILITATING TOOL

Deliverable IO1.A3

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ID	Reference		Title
1	2019-1-UK01-KA202 061484		HyperCLEAN4HORECA Proposal
2	Deliverable IO1.A1		IO1.A1 Comparative Report
3	Deliverable IO1.A2		IO1.A2 Comparative Report Needs Validation

Applicable Documents

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1. Introduction

1.1 The scope of the project

The project will develop a professional profile of the Hygiene and Cleaning Manager for micro and small HORECA businesses. This professional will be capable of scheduling, developing, implementing, and monitoring the property's and products hygiene, safety and cleaning efforts. After the completion of the project micro and small HORECA can boost business compliance to the respective regulations (EU & national), guarantee customers and employee's health and safety, ensure provision of high quality services, maximizing thus its revenue and reputation, and promoting business awareness about sustainable cleaning practices.

1.2 Project objectives

The project has the following objectives:

- Providing micro and small businesses in the HORECA sector with the training and tools to advance their skills and provision of services.
- Supporting individuals in acquiring and developing basic skills and key competences specifically for the hygiene and cleaning HORECA sector.

1.3 Project target group

There are two direct target groups:

- Owners of micro & small HORECA, people working in the cleaning, food preparation and serving related services in the micro HORECA sector or looking to work in these tasks.
- Training organisations, VET schools, trainers already providing a cleaning training service or looking to introduce a cleaning training service.

2. Comparative analyses from desk research

The desk research it was based on the cleaning and hygiene overview reports of six countries. These countries are Estonia, Spain, Greece, Ireland, Romania and the United Kingdom. The results have been compared with the cleaning sector in Finland and Hungary. As a result of this intellectual output, we want to find common cleaning manager competencies that are suitable

for all six countries. The aim is to improve the level of cleanliness and hygiene in small HORECA companies. It is impossible for us to find a common solution to all the problems. But we can identify a problem that different countries can use different methods and accessories to solve.

What are the cleaning and hygiene practices in the HORECA industry that micro and small businesses follow?

Table 1 describes the cleaning and hygiene practices in the HORECA industry similarities and differences between 8 countries. The three main difference between 8 countries:

1. There is cleaning competence association/company in Estonia, Greece Hungary, UK, Finland. This creates preconditions that the cleaning industry in the country is professional and the cleaning activities are purposeful.
2. They are using HACCP principles in Spain, Greece, Ireland, Romania. This creates the preconditions for a common understanding of hygiene.
3. There is no unifying association in HORECA sector for micro or small businesses in any country. This creates the preconditions that small HORECA companies have to manage on their own and do not have uniform hygiene standards to guide them.

Table 1. Describing the cleaning and hygiene practices similarities and differences between countries.

Cleaning practices	**Which countries follow these practices?**
There is unifying Hotel and Restaurant Association	Estonia, Hungary, Finland
There is unifying association in HORECA sector for micro or small businesses	-
There is cleaning competence association/company	Estonia, Greece, UK, Hungary, Finland
There are guidelines regarding good practices on food hygiene	Estonia, Spain, Greece, Ireland, UK, Finland
Every employee that works in contact with food must legally be in possession of the “Food Handler” certificate	Estonia, Spain, Romania, Finland
They are using HACCP principles	Spain, Greece, Ireland, Romania,
Government agencies and bodies regulating safety and hygiene in the food	Estonia, Spain, Greece, Romania, UK, Finland

sector.	
There is a lack of regulations outside the food preparation area.	Estonia, Ireland, UK

2.1.1 What are the main tasks of the Cleaning Managers?

Table 3 describes the main tasks of the Cleaning Managers similarities and differences between 8 countries. Every country pointed out that for a small business, these competencies and tasks apply, but the activities cannot go in-depth because there are additional tasks to complete. In addition to organizing the cleaning, it is important to deal with ordering of goods, sales work, staff training, accounting etc.

Table 2. Describing the main tasks of the Cleaning Managers similarities and differences between countries.

Main tasks of the Cleaning Managers	**Which countries?**
Planning and organizing of cleaning works	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Assessment of the work quality	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Supervision of cleaners	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Communicating with clients	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Conducts the team and is responsible for the teamwork	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Direction, monitoring and control over stock of cleaning and maintenance products	Estonia, Spain, Greece, Ireland, Romania, UK, Hungary, Finland
Tracking employee attendance and report hours worked	Estonia, Greece, Ireland, Romania, UK, Hungary, Finland
Recognizing different coatings	Estonia, Hungary, Finland
Based on the dirt, selecting the most professionally cost-effective methods and technologies to clean	Estonia, Hungary, Finland

The biggest problem with cleaning managers work is the lack of knowledge on how to make goal-oriented decisions in cleaning. The problem is that the cleaning is done without realizing

whether the activity creates purity. The purpose of cleaning should always be purity, not cleaning as an activity. The biggest difference between other countries and Estonia, Hungary, Finland is that in these countries it is important that the cleaning manager has knowledge of different types of dirt, methods of how to remove this dirt and has knowledge of different coating materials. If cleaning manager sees and knows the dirt and knows the methods of how to remove the dirt, then he/she can create cleanliness. In all other cases, it is not possible to clean the surfaces, but in general the dirt is evenly distributed on the surface (for example washing the floor with a wet cloth without drying the floor, dusting with wet cloth, dusting with dirty cloth etc.).

Cleaning manager´s most important knowledge should be

1. Seeing the dirt
2. Based on the dirt, its removal by an appropriate method
3. Ensuring the cleanliness of touchable surfaces (surfaces that people touch).

This is the basic knowledge to ensure the cleanliness of the room. If the manager has this knowledge, he/she can also pass this knowledge on to his/her employees.

3. Comparative analyses from Needs Validation Survey

All projects partners implemented a survey among aproximately 30 HORECA structures for needs validation in each project country: United Kingdom, Northen Irland, Estonia, Spain, Greece and Romania in order to identify the learning outcomes.

These learing outcomes were created within the IO1.A2 of HORECA Erasmus+ project. They respond to the necessity of gathering the results of the Comparative Transnational Report of the surveys conducted inside A2, as well as the Transnational Report created in A1, to provide a first draft about the contents that need to be created in the future of HORECA.

As it can be seen in the Comparative Transnational Report of IO1.A2, the importance given by the different national surveys respondets were pretty equal regarding the importance of the following areas to be included in the learning materials.

	AREA	TOPICS TO BE COVERED	LEARNING OBJECTIVES
1	Dirt detection and identification. Use of cleaning tools and products.	Identification of different types of dirt Selection of cleaning supplies and their use. How to clean different	The learner will acquire the ability to detect different types of dirt on different surfaces.

		surfaces. Moistening cleaning textiles. Wrong usage of cleaning methods or detergents.	On the other hand, the learner is provided with formation regarding cleaning tools and products, its use and its benefits and cons. He/she will be capable of detecting a wrong usage of a product/method and recommend another one to a given situation.
2	Green-up cleaning operations.	Environmental impact of cleaning products and EU/Standard systems to classify it. Recycling cleaning products and tools. The use of green friendly products.	The learner is able to differentiate between a product or a cleaning method that is harmful to the environment and others that are not, as well as the recycling and replacement of cleaning products and tools.
3	Supervision of service activities (e.g. planning to meet customer's requirements, ensuring the delivery of quality service, monitoring and reviewing customer service).	New customers engagement. Improving the public perception of a given business: restaurants, hotels and cafes (plus others). Gathering customers feedback.	The learner knows how to improve the public perception of the given business, creating a pleasurable experience in terms of hygiene and safety for its customers. He/she also knows the importance of customer's feedback, and how (and when) to apply changes to the business based on it.
4	EU & national legislation on food safety, cleaning standards, workplace safety and health.	European Legislation regarding cleaning, food safety, workplace safety and health standards in different types of HORECA businesses. National standards. Public resources and websites to look for legislation.	The learner knows the European legislation concerning food safety, cleaning, workplace safety and health standards, and is able to learn about its own national legislation, thus he/she has been provided with tools and resources to seek for that legislation.

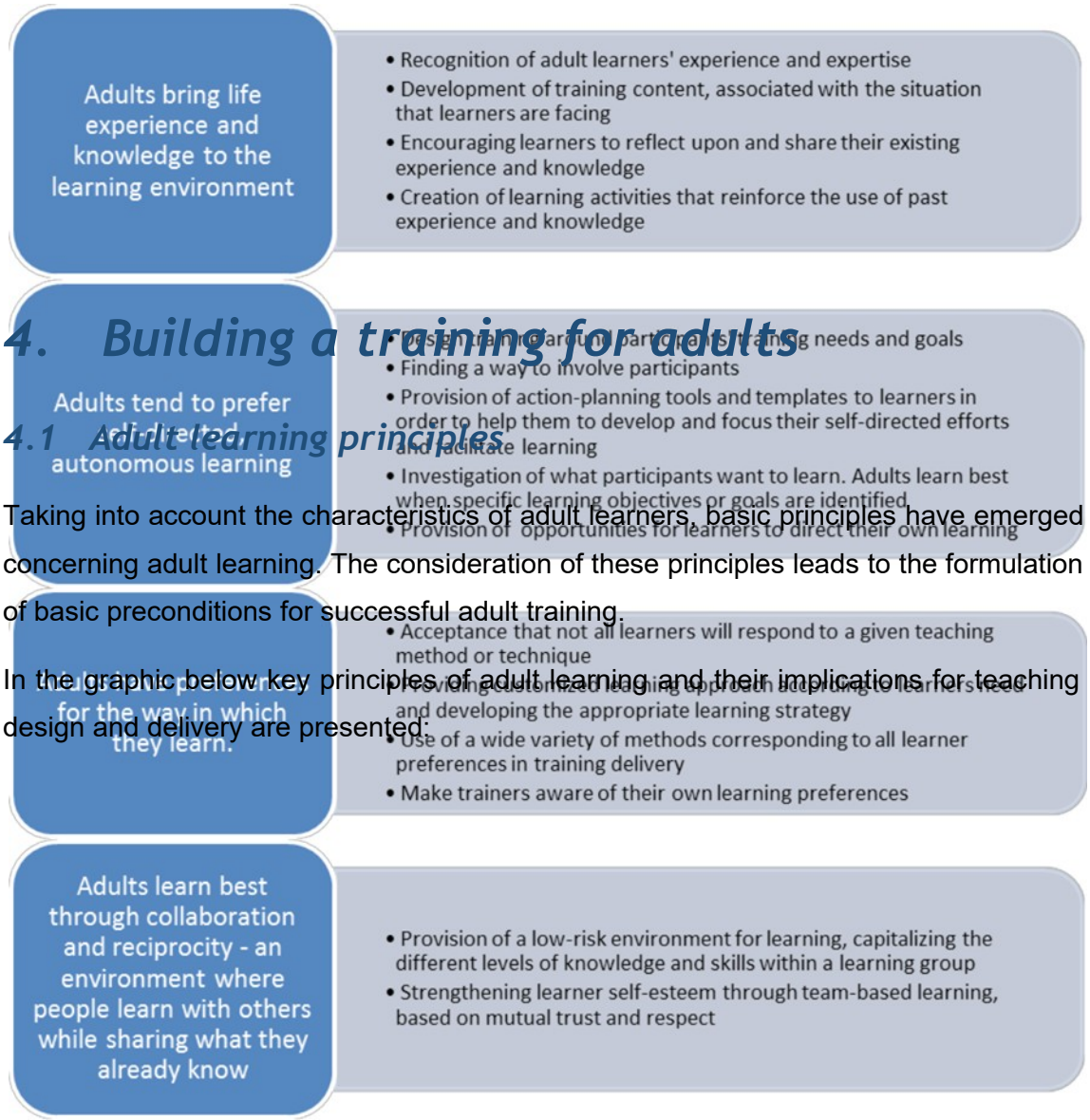
5	Generic workplace skills (e.g. solve problems and make decisions at operational level, communicate and relate effectively in the workplace, work in a team)**.**	Time management. Communication between employees (soft skills) Leadership. Non-verbal communication.	The learner is able to organize cleaning duties among staff. He/she is also able to create a good work environment, with communication and teamwork as its foundations.
6	Specific business skills related to management of cleaning services, i.e. design, development, implementation, supervision & validation of hygiene & cleaning programs**.**	Creation of hygiene and cleaning programs. Business adaptation to national and European standards: Hotels, Restaurants and Cafes (plus others). Supervision of cleaning programs	The learner is able to create a cleaning and hygiene program for a specific business, supervise it and develop changes and updates, according to both national and European standards.

4. Building a training for adults

4.1 Adult learning principles

Taking into account the characteristics of adult learners, basic principles have emerged concerning adult learning. The consideration of these principles leads to the formulation of basic preconditions for successful adult training.

In the graphic below key principles of adult learning and their implications for teaching design and delivery are presented:



Adults are motivated to learn by a wide variety of factors such as personal aspirations, expectations, internal desire or interest, escape from a situation etc.	• Inquiring into the reasons why participants are interested in learning • Invite learners to identify the link between learning and the satisfaction of a personal need or a reduction in an external stress or threat • Make a connection between the learning content and each learner's long-term objectives (in work and life) • Ask participants to discuss the short- and long-term benefits of assimilating the program's content
Adults learners are goal-oriented, relevancy oriented and practical	• Ask learners to identify what they would like to learn • Establish clear learning objectives • Explain how training objectives relate to training activities • Engage learners in identifying the challenges they face and the value of learning to addressing these challenges. • Training must show relevance to job or other interests • Learning has to be applicable to adult work duties or other responsibilities • Focus on teaching practical skills/tools, methods • Give opportunities to apply the knowledge, to practice skills and methods to solve problems
Adult learners need to be respected	• Acknowledge the wealth of knowledge and experiences the participants bring to training • Treat participants as equals • Allow participants to voice their opinions freely
Adults prefer active learning	•The more actively engaged the learner is the more learning takes place •Different training methodologies and techniques have greater rates of retention
Adults want guidance	• Adults want information that will help them to improve their situation or that of their children • Adults do not want to be told what to do but they want to choose options based on their needs

4.2 The role of the adult trainer

Since the field of adult education is constantly expanding, the role of the adult educator is getting more complex and demanding. Several factors affect the role of the adult educator and training practices such as: a) the way that the adult educator considers the process of learning, the correlation between the educator, the learning object and learners, b) the organization's environment in which educational services are provided, c) the broader context of related policies and progress in the field of lifelong learning at European and international level.

Adult educators are asked to assume new roles and use new teaching methods. Their role changes to that of a "facilitator", using practices that meet and exploit the characteristics of adult learners. The traditional model of teacher-oriented training trying to impart knowledge has been proved inadequate and inappropriate. Knowles (1998) gives the adult educator the role of the “encourager/coach”, who plans and coordinates the educational process building relationships, detecting and diagnosing needs, and actively involving learners. As to Mezirow (2007) adult educators play the role of a "catalyst" in the learning process. They need to pledge in favor of change, avoiding dogmatism, and promoting dialogue and participation of learners. Their work is not only to recognize the differences between their own goals and expectations from those of learners but also to provide critical thinking about their own and learners’ assumptions in order to fulfil the process of learning and induce positive change (Tsimpoukli, 2008).

On the other side, engagement in the learning process is not the only concern about the adult learner; in adult education other adults and other factors are involved affecting the result of learning that should be detected. In this way the educator has to understand the phenomena related to the dynamics of the relationships that are developed in a group of learners, to communicate effectively in order to adapt his strategy; to contribute in creating an appropriate learning environment and lead the group to the desired result. Alongside the adult educator should know his own limits and realize the potential of his personal interventions. According to Marc & Garcia - Locqueneux (cited in: Kokkos, 1999) the adult educator has to accept to be challenged and to carefully listen to criticism. He has to accept his ignorance points and shortcomings as well as to learn from learners.

In order the adult educator to be able to cope with such a key role, except from having sufficient knowledge about his subject area he must also have a set of knowledge, skills and abilities concerning adult education.

Researchers who have been investigating the skills and qualifications adult educators should ideally possess, highlight the following main aspects:

1. Diagnose, capture and utilize learners' needs, claims and expectations according to their participation in a training activity.

2. Adjust the educational process in a way that respects the particular personality traits of learners; deploying previous knowledge and experiences; understanding the different learning styles and capabilities of a group of learners.

3. Being flexible in developing an educational process; designing effectively modules and training materials; combining, enriching and renewing used educational techniques and instruments aiming at the active participation of learners; providing learning through participatory processes.

4. Communicate effectively with learners, forming a communicative context where explicit messages are exchanged, dialogue dominates, mutual respect grows, cooperativeness is being enhanced and frictions are prevented.

5. Organize, coordinate, and encourage the group of learners, leaving space for initiatives and self-motivation. Stimulating learners to contribute actively in all phases of the learning process.

6. Cooperate effectively with all persons involved in a training activity as well as the learning organization.

7. Have clear knowledge about the labor market; know the needs of the wider or local community and connect this knowledge with social inclusion or employment perspectives of trainees.

8. Have positive self-perception and self-awareness, knowing their skills, strengths, weaknesses and limits.

9. Evaluate and constantly develop themselves, assessing the quality and efficiency of their work, constantly adapting their methods.

10. Being in constant intellectual and scientific awareness; constantly upskilling; monitoring the progress of the field in a scientific and responsible way.

11. Being aware about the kind of training action in which they are involved as well as the participants expectations; adapting their strategies methods and techniques.

12. Help learners to understand the existence of other important dimensions and learning objectives (in addition to technical and professional) towards the direction of greater personal autonomy within the framework of social solidarity and transformation.

It is evident that an adult educator is not able to accumulate at the same time all these features to a full extent. However their acquisition could become a purpose for the adult educator. These characteristics can be viewed as targets of a universal educational process for the adult educator to be more professional and a multifaceted personality.

5. Methods and techniques in adult training

5.1. Methods and techniques

Adult education requires the use of different teaching methods and techniques. Methods can be classified in three general categories: a) **methods of presentation** (fast and comprehensive provision of information - difficulty to bring into action critical thinking of learners and relevance of teaching objects with other content or knowledge - danger for passive learners), b) **instruction methods** (the trainer organizes learning providing activity guided towards achieving a set of prescribed objectives – cultivation of reflection and critical thinking), c) **discovery methods** (helping learners to follow a process of intellectual and mental exploration – security – practical training – transfer of learning – not promoting communication and social relations).

Some of these categories of methods undoubtedly promote the active participation of learners which is one of the basic goals of adult education. Some of these are: a) **participatory** methods developing interaction between instructors and learners, b) **heuristic** methods by which the trainees elaborate tasks and discover knowledge, c) **interrogative** methods helping learners to discover what the instructors want to teach d) **active** methods combining action with consideration and e) **exploration** and **application** methods. The use of these methods depends on the nature of the teaching content, the teaching situation and the group of learners. Their combination can prove effective because it stimulates the motivation of adult learners avoiding monotony. Training techniques supporting the implementation of these methods, are according to the literature:

Enriched presentation

Although this technique has received international criticism as to its adequacy in adult education, it is widely used. Despite its disadvantages today it is one of the basic instructional techniques because if used following basic requirements it can have numerous positive effects. So instead of removing it completely the trainer should know in which cases it is considered the most appropriate technique and especially how it can be improved through its combination with other more active techniques. Some of the basic requirements on behalf of the trainer for an effective presentation are:

- Excellent preparation and knowledge of the subject on behalf of the trainer
- Presentation objectives to be announced at the beginning and be related to the
- learners' needs
- Starting pleasantly surprising students in a way that attracts their attention
- Brevity
- Clearly speaking with definite messages, using carefully non-verbal communication and the technique of diaphragmatic breathing
- Use of humor and a lot of examples
- Use of supportive audiovisual material
- Observe and actively analyze nonverbal communication of learners (if they are interested, if they are watching etc.)
- Showing confidence and interest in the subject
- Avoiding jargon and having suitable appearance according to the group of trainees
- Maintaining eye contact with the group of trainees
- Asking feedback from trainees

In order to ensure an effective presentation some techniques that enhance the active participation of learners are also important to be exploited, such as: a) the assignment of the role of active listener to trainees, b) guided note-taking, c) occasional challenges (presentation interruption and asking learners for examples or answers to questions), d) collaborative learning (providing different data to participants and asking their collaboration), e) clarification exercises.

Questions & answers – discussion

Questions/answers and discussion are two closely related training techniques aiming at facilitating learning through the development of dialogue between trainer and trainees or between learners. Their difference is that the questions / answers do not address an issue as thoroughly as a discussion which is used for the systematic consideration of a subject. In a discussion the trainer should have a prearranged series of questions while questions / answers are implemented with a relative improvisation. They can be used in combination with other techniques commonly used with presentation. **Discussions are useful at the initial approach of an issue pushing learners to reflect on it and consider various aspects**. Questions should be addressed to all, be open, push to substantiated reasoning, avoiding pseudo-questions. Some advantages and disadvantages are listed below:

Advantages	Disadvantages
Self-motivation, development of participatory and communicative climate between learners, critical thinking development, detailed approach understanding the issue and learners needs More about discussion Promoting cooperation capacity among trainees	Time-consuming process, possible interventions out off topic, not ensuring participation of all, not based on action More about discussion Presupposing knowledge of trainees on the subject

Brainstorming

Using this technique the trainer provides a central idea or an issue to the learners calling them to express their ideas freely and spontaneously. **It is a highly participatory technique, promoting the involvement of learners in the learning**

process, helping the development of intimacy, cooperation, and contributing to the improvement of the learning climate. Among its advantages are also: the exploitation of the experience and creativity of learners, the development of free expression, critical thinking and cooperation, as well as the examination of issues from new perspectives leading to the transformation of certain stereotypical beliefs. Disadvantages of this technique are that some learners may not participate and the whole activity can be turned to become a show of imagination rather than a creative expression. Applying this technique the trainer asks the trainees to suggest individually as many ideas as they can to a posed question; encouraging them to express themselves rapidly, spontaneously, one after the other in the form of storm. The familiarity of trainees with the learning subject is not an important issue. Brainstorming is mostly used at the beginning of an issue approach. In order to be effective some technical specifications should be met such as:

- No criticism should take place during the presentation of ideas
- The trainer must ensure that trainees feel comfortable
- The trainer should be careful so that brain storming is not extended beyond purpose
- The trainer should ask trainees to make comments on the submitted aspects
- Faithfully notes the ideas on the board without indicating anything
- Examine the written words and try to divide them into categories
- Utilize questions - answers or discussion to lead the team to comment on what follows
- Make a synthesis of the results at the end

Working in groups

In this technique learners are divided into subgroups (3-5 persons) in order to do some exercise or discuss a topic. Each subgroup announces to the plenary its findings and the trainer coordinates a discussion among subgroups. The implementation of this technique concludes with the trainer's synthesis, comments and connection with training objectives.

This technique is the most mature way to develop self-awareness, critical thinking and an effective approach to an object. Within a group a learner changes behaviors and response

modes, forms common perceptions, ideas and beliefs, evaluates, judges, and criticizes in the same manner. This technique can be flexibly applied to every content and adult education activity. **Among its advantages is the development of essential communication between learners, freedom of expression, reduction of failure feelings, development of reciprocity and mutual help.** However this technique may not be effective if the trainer wants to coordinate everything, does not trust the capabilities of trainees, or does not allow taking initiatives.

Case studies

In the frame of this technique trainees receive the description of a problem which is either real or hypothetical and are invited to study it in depth and propose solutions to the problems described. Very often a lot of different solutions are proposed, presented and discussed in plenary identifying positive and negative aspects. If the case refers to a real problem at the end the applied solution is presented and discussed. The difference of working in groups consists in the fact that a case study is a synthetic exercise which requires more time to be completed. It must not be applied at the beginning of a learning subject but mostly when the learning subject has been investigated and learners have acquired some knowledge on it. Among the **advantages** of case studies are the following: they reinforce the critical and analytical ability of learners; specialized rather than general knowledge is developed if the case reflects real situations contributing to transformation of trainees attitudes; they promote communication and collaboration between groups of learners; they save teaching time. The **disadvantages** of the technique are that it is difficult to be associated with the experiences of all learners as well as it is difficult to have conclusions when solutions are not quantitative. For its effective implementation the trainer should have a significant educational and professional experience. For case studies to be successful:

- The scenario should be realistic, preferably real and serve educational goals
- Information or data must be clear, sufficient, comprehensive and in logical order
- The case should be complex requiring extensive study and effort

- Unnecessary data or data that might create confusion should be avoided
- The scenario should raise debates or disagreements when it is being analyzed at the plenary
- Enough time for study and discussion should be provided

Role playing

In the frame of this technique trainees act roles associated with their professional or social environment so that through this experience to understand deeper the situation and their reactions on it. It is applied when the resolution of a problem or conflict requires specific skills, communication and behaviors. Role playing provides learners with the opportunity to **act and experience real situations in a protected learning environment in which testing, mistakes and practice are permitted.** Through feedback from trainees and the trainer it is possible for learners to improve and develop desired behavior.

Among the advantages of role playing are: the development of skills in negotiation and communication, expression of feelings, cooperation development, attitudes changing. However, its implementation depends on the mood and creativity of learners, and knowledge of group dynamics on behalf of the trainer.
Role playing is implemented in the following stages: a) scenario creation from the instructor, b) preparation of the trainee group, c) selection of “actors”, d) preparation of “actors”, e) preparation of observers, f) role playing g) derolling, h) discussion and comments in plenary. In order to be successful:

- The scenario should be realistic, preferably real and serve educational goals
- Information or data must be clear, sufficient, comprehensive and in logical order
- The case should be complex requiring extensive study and effort
- Unnecessary data or data that might create confusion should be avoided
- The scenario should raise debates or disagreements when it is being analyzed at the plenary
- Enough time for study and discussion should be provided

Relevant to the role playing technique is **simulation**. Its difference is that students do not enter into a play, do not act a role. They participate in an imaginary and if possible realistic performance trying to think as real people affected by the situation (e.g. to express their

opinions as if they were business executives, diplomats etc.). Otherwise this technique follows the same rules as role playing.

Interviewing specialists

This technique involves the transfer of experience from specialists to trainees, collecting information according to trainees' needs. Its implementation is divided into three stages: preparation, implementation and finally interpretation and composition. In this way: a) trainees actively participate in forming the content of education and the acquisition of specific knowledge, b) they cover directly their individual or group training needs, c) their self-directed learning skills grow, d) they develop analytical and critical thinking e) they develop active listening and observation skills.

5.2. Choosing the appropriate technique

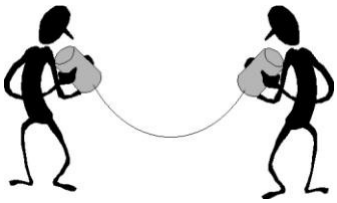
The effectiveness of the implementation of training techniques depends on several and varying factors. For this reason the trainer should be aware of the appropriate technique for each situation and implement it according to its specifications. Furthermore he should combine and alternate techniques depending on the dynamics of learners. The selection criteria should be:

a) The purpose of training
b) The learning context
c) Preferred learning methods and characteristics of learners
d) Trainers' skills
e) The learning climate
f) The available time
g) Resources

5.3. Communication in adult education

Undoubtedly, communication is the core characteristic of any relationship or transaction in which we engage in daily life. Our personal or social success depends to a great extent on the quality of our communication transactions, while many problems of our everyday life are the outcome of dysfunctional or ineffective communication relationships. Therefore the successful implementation of any learning process, which above all is a face to face communication between trainer and learner, depends on the quality of communication.

What is communication? It is a simple process of message transmission between a transmitter and a receiver accompanied by feedback from the receiver to the transmitter. Communication has two aspects or levels: a) **content** (measurable, visible and objective evidence of what is said, where, when) and b) **the relation** between the transmitter and



the receiver. These two aspects / levels are inseparable and simultaneously influence the perception of each other's communication.

Why do we communicate? Each one of us trying to communicate has a specific pushing need; communication meets our internal needs for physical and social survival. Through communication we want to feel safe, to perceive value, to be related, to give information, to express ourselves, to seek for recognition.

What is the quality of communication? Communication is not always running smoothly as it can be affected by various obstacles or noises while encoding or transmitting the message. Obstacles mostly stem from the fact that people who communicate have different scopes, perceptions or values which are a functional and integral part of our personality and by means of which we understand reality.

Are we able to communicate effectively? Although communication has many aspects, at the same time it is the measure by which two people count their value or each other's value; it refers to the range of ways in which information is circulated (given, received, interpreted and used). And yes, it can be learned!

Effective communication requires specific skills. It requires sharpness and clarity of messages; active exchange of messages, familiarization with body language, removing obstacles, recognizing the uniqueness of diversity. While communicating with others it is important to know that the language used reflects perceptions and images about the world that are different from ours. Therefore we should try to understand the others, to see with their eyes, to wear their shoes for a while. This requires taking some distance from our own beliefs system but of course it does not mean that we move away from it or lose our values, opinions and beliefs. At the same time, a healthy self-esteem and assertiveness contribute significantly to efficient communication.

5.4. Group dynamics

A group is more than people gathering. The existence of a group requires a common identity (a goal), but even this is not enough by itself. Interaction is necessary between the group members allowing the development of common attitudes and emotions, having a minimum set of agreed values or principles. Groups can be heterogeneous (different ethnicity, gender, age, job, etc.) or homogeneous (sharing common features). Groups are not static, they are dynamic; they grow and evolve.

In the field of adult education most groups operate mainly as small primary teams (face-to-face, with a bond between them based on mutual acceptance of roles) which meet regularly sharing common tasks. Each team member receives influences from others and builds itself in many ways. In adult education, place (educational context), aims and

results (achievement of learning objectives), duration (default), trainer and trainees (selection criteria) are important factors in shaping group processes and dynamics. Group dynamic depends on communication between learners, the degree of group cohesion, rules of behavior that the group adopts, and the relationship between the group and its environment. Group processes refer to actions that cause change in the group, to its operation, reactions and behaviors that a group tries to achieve.

Experts state that groups evolve according to the following stages:

⇨ **Forming**: participants try to understand their role, find points of contact, and define their mission. Communication is difficult, worry and anxiety are at a high level, and there is fear of rejection. Some members are trying to impose personal standards of group organization.

⇨ **Storming**: characterized by disagreements, conflicts and confrontations. Each member is struggling to find its place within the group, while most try to maintain their individuality. In this phase, sub-groups are created; often some trainees leave or the group is dissolved.

⇨ **Norming**: group members realize the need of group cohesion, they agree on role distribution, rules, hierarchy, decision-making, and the way of group operation. Communication is smooth and a code is formulated. There is friendliness, cooperation, trust. The group concentrates on its work and performs in accordance with its possibilities.

⇨ **Performing**: characterized by cohesion, harmony and unity, logic prevails. The group is in steady state and can move rapidly to meet its goals and accomplish its work.

⇨ **Adjourning**: the group has achieved its purpose, has completed its work, either dissolved or transformed into a new group to achieve a new goal.

The first three phases are crucial for the evolution of the group. Particularly critical is the group's transition from the second to the third stage. Trainers should take an active role especially in these first two stages and be able to recognize them. It is important that the trainer: a) helps learners to freely express their expectations and objectives, b)

sets boundaries and rules, c) answers questions and conciliates their concerns, d) enhances active participation of all learners in exchanging views and information.

At the stage of conflict the trainer should a) help learners to understand the source of their stress, b) explain how and why certain behaviors cause conflicts in the group associated with anxiety and point the need of trainees to control the group, c) directly face the expressed challenges working as coordinator of conflicts between group members.

Most training groups stay at the first stage. Rarely do they develop to the second stage and then they are usually dissolved. This fact affects both the trainer's work and the learning process. Therefore the trainer needs to identify the phase of the group's life and help the group proceed to the next steps in order to function effectively.

5.5. Crisis management

A lot of adult trainers have faced disruptions in the learning process which have pushed both theirs and the participants' limits. These incidents can threaten the sense of control over the learning process and generate fear to the trainer of looking weak to the group of learners. Coupling these feelings with the possibility of taking the disruption personally, a recipe for disaster just emerged.

It is important for the trainer to divide his response in two phases:

first to ensure immediate stabilization and second to intervene in order to resolve the issue. Often trainers try to solve an unstable situation, only to escalate to the point where no intervention will work. To be stable, both the trainer and learners need to be relatively anger

free, calm and willing to listen to the other's point of view. Calming down requires time for everyone to depersonalize the incident. Often, learners will rethink what they did

when given time to reflect. Common sense tells trainers to intervene as fast as possible, that waiting is against them. Waiting is not usually a good idea and an immediate intervention always works best. But most people make things worse when temperature is hot and emotions are high. It is far better to stabilize things before jumping immediately into an intervention. It is better to lower the temperature first.

6. Training methodology

6.1 Course design and delivery

The design of an adult education program is an ongoing rather than a static process. Its implementation requires creativity, specialization, important decisions, in-depth study, drastic revisions, and feedback from those involved. The planning process, whether concerning a module or an entire training program, consists of some basic steps as follows.

Study of available information for the detection of the framing factors for the development of the training activities and the implementation of learning

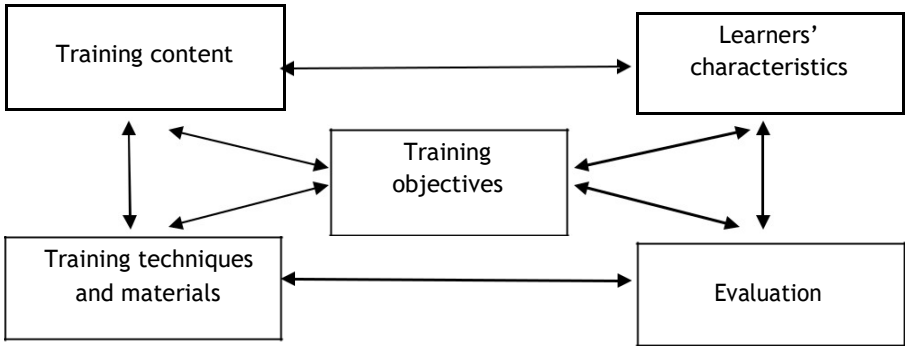
Identification of training goals and objectives

Determination and management of training content

Selection of the appropriate training methods, techniques, and material

Design of the evaluation plan

These steps are closely linked and significantly affecting each other as shown in the following figure:



Study of available information

At the beginning of the development of a training course this stage involves:

1. The study of the existing situation, the detection of the basic problems and the detection of the target group

2. The identification and analysis of the important data, social – economic situation, professional characteristics, culture of the target group

3. Investigation and assessment of the training needs

4. Assessment of the available resources (material, venues, trainees, staff etc.) for training implementation

At the phase of the development of training modules, the available information on the main characteristics of learners, goals and objectives of education are considered in order to identify the determinants that shape the framework of the development and implementation of the training. This information should answer the following questions:

Who is the trainee, basic characteristics, sex, age, qualifications, professional experience, awareness of gaps and needs

Why is the whole training implemented (what is the main purpose of the training program part of which is the training module)

What is the content of the training program part of which is the training module **Where** training is implemented

When is training offered

What is available for the implementation of the training (resources, material etc.)

Training goals and objectives

Training goals are **broad, general statements of what one hopes to accomplish** as a result of training. They derive from the study of the existing situation, the detection and analysis of the important data, and the assessment of the training needs. They are the general declaration of the intention of the training program.

On the other hand, training objectives concern the **specific results pursued by training**. The objectives must meet the educational needs of the program and correspond to the real potential of learners. The objectives are the framework according to which trainers determine and arrange the detailed content of training, select appropriate educational techniques, necessary training materials, and evaluation methods. The training objectives are classified according to the major trends and international literature in several levels such as **knowledge, skills, competences and attitudes**.

Level of knowledge: assimilation of information through learning (understanding, analytical skills, synthesis, evaluation)

Skills level: what the learner is capable of doing after training - the ability to apply knowledge and use know-how to complete tasks and solve problems

Competence level: the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development

Attitudes level: what values and general predispositions are developed that will affect the preferences and behavior towards persons, things or situations

A comprehensive formulation of learning objectives consists of the **intended outcome** plus the **display condition** plus the **success criteria**.

Determination and management of training content

This stage includes:

- ✓ Determination of course and module content
- ✓ Splitting modules into topics
- ✓ Allocation of time to modules within the course and topics within the modules

Module content organization standards are:

- ✓ Correspondence to training goals and objectives
- ✓ Meeting learners training needs and basic characteristics
- ✓ Specific, detailed and clear formulation /wording
- ✓ Consistency and completeness as to the selection, classification and organization of the topics' content

Selection of training methods, techniques, and material

The selection of training methods and techniques is the outcome of a concerted estimation of:

- ✓ The type of training objectives and learning outcomes
- ✓ Training content
- ✓ Learners' basic characteristics, their homogeneity or difference

- ✓ Available time
- ✓ Possibilities of implementation and available infrastructure
- ✓ The trainer's ability and familiarity

The most common types of training material are: handouts, video-projectors, computers, training manuals, audio-visual material such as films and tapes, PowerPoint presentations, flash cards, pictures, drawings, diagrams, objects, flipcharts, stickers, etc.

Training material can be useful when used properly. In order to yield the desired results the following requirements should be met:

- ✓ Material must support the training objectives and chosen educational techniques
- ✓ It should be used sparingly
- ✓ It should be used in a flexible and alternative way creating variety and interest in the learning process
- ✓ It should be often used by trainees themselves in accordance with their learning characteristics
- ✓ It should fit in the characteristics of the place where training is implemented It should fit in the phases of the group's life

A useful way for capturing training techniques and materials per module is the use of the table below.

Course / Module / Topic	Duration	Training techniques	Training materials

Evaluation plan

The assessment of learner's performance aims at the valid and reliable estimation of the degree of knowledge, skills and competences acquired through participation in the training activity. Besides assessment, the evaluation process includes also the performance of the trainer as well as other factors such as adequacy of training materials, effectiveness of educational techniques, etc. Techniques and data collection instruments for the evaluation should meet the formulated training objectives and content as well as the basic characteristics and capabilities of trainees. Common evaluation tools include questionnaires, success and performance tests, questions to trainees, recordings, discussions, and observation.

6.2 Common understanding about training & cleaning in HORECA sector

Cleaners and helpers perform various tasks in private households, hotels, offices, hospitals and other establishments, as well as in aircraft, trains, coaches, trams and similar vehicles, in order to keep the interiors and fixtures clean, and launder and press garments and textiles by hand. For people to competently undertake the tasks required in this occupation, they usually need to have completed primary education or the first stage of basic education. A short period of on-the-job training may be required for some jobs. The tasks undertaken by cleaners and helpers includes: sweeping or vacuum cleaning; washing and polishing floors, furniture and other objects; taking care of linen and bedmaking; helping with preparation of meals and cleaning in kitchens; washing and cleaning cars and windows; pressing or laundering garments and textiles by hand. Examples of the types of job undertaken include: domestic cleaners, window cleaners, car cleaners, etc.

A well-trained workforce is more productive, especially when trained to integrate the industry's best practiced cleaning processes and procedures within training that covers the below parameters:

• Safety measures at the site, especially the correct and safe use of equipment and materials. This also includes the appropriate use of Personal Protective Equipment (PPE) to carry out various cleaning tasks.

• Importance of inspecting the area of work in line with the Safe System of Work (SSOW) and Risk Assessment, in order to ensure that it is free from hazards and bears no risks to the people, fixtures and fittings.

• Methods of cleaning and sanitizing a variety of surfaces and floor types

• Correct usage of cleaning tools and equipment, including carrying out of condition inspections to maximize the effectiveness of the resources

• Correct usage of cleaning chemicals based on the Material Safety Data Sheet (MSDS) and the Control of Substance Hazardous to Health (COSHH)

• Safe storage of cleaning chemicals, including the segregation of acids and alkalis, the importance of clearly labelling the bottles/cans, as well as positioning them in line with conjunctive ergonomics.

• Good cleaning and housekeeping practices that encourage ownership and accountability since the in-house training is presented in the language and terminology that the participants can understand and relate to, it ensures that nothing gets missed out.

While it may be convenient to blame our employees for not meeting our cleaning standards, more often than not, it's due to a lack of proper training.

A truly efficient and effective cleaning operation requires employees who are trained in the most effective, efficient, and safe way to perform their jobs.

6.3 Steps for creating our Training Program

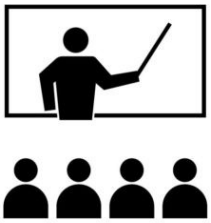
Implementing a useful and efficient training program for your employees will require these five steps:

1. **Developing Standards**

Before you can train employees on a system, you need to have a system. That system should be standardized throughout your operations. There exist many operations that use a different system for each building, and in some cases, for each cleaner. This makes proper training almost impossible.

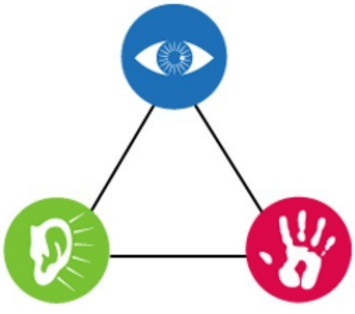
A proper training program requires a standardized system to put everyone on the same page and eliminate the guesswork. Such a system will then make it easier to set and measure the time and level of quality you expect from each cleaner.

2. **Teaching the System**



You cannot just tell your staff how to clean effectively, or worse, simply hand them a manual. Proper cleaning can only be taught through a combination of explanation and the modeling of each task and procedure. As your cleaners will be listening to you and watching you demonstrate, it is extremely important that your actions match your instructions and that you demonstrate the procedure exactly as you want your employees to carry it out.

3. **Respecting Different Learning Styles**



Different people learn in different ways. Some learn more by seeing, while others may learn by doing. For some, written

materials may be meaningless, while others may benefit from manuals that reinforce or allow them to review what they've learned. That's why it is important to include all three learning styles in your training. Also, always be sure to include pictures in any written materials for those who are more visual or may have difficulty with reading or language.

4. Building in Practice Time

Some people master tasks more quickly than others, but most will not learn a task simply by seeing it modeled just once. Teaching and modeling should be followed by guided practice and independent practice.

In guided practice, the trainee demonstrates the cleaning process that was just modeled, so the instructor can make corrections as needed. Be respectful of the cleaners, but firm during this process. It is common to feel awkward with someone looking over your shoulder. Put your cleaners at ease by making it clear they are not expected to perform perfectly the first time, and never reprimand unless an employee is being totally uncooperative.

During independent practice trainees will practice by themselves. Some employees may be uncomfortable around you or feel self-conscious. Allowing for them to perfect the task on their own can help with their training.

5. Evaluation

It is unrealistic to assume all cleaners will reach an optimal level of performance after a single training session. Evaluation will allow you to measure where they are and what additional training will be required for certain individuals or groups. It also allows you to determine the effectiveness of your training program. If time after time cleaners are far behind where you would expect them to be, perhaps some changes in method are in order.

7. Annexes

Annex 1 Trainer Lesson plan

Programme / Qualification Title:		
Trainer Name:	**Module:** **Session:**	
Number of learners:	**Venue:** **Date:**	**Total no of hours:**
Unit Learning outcomes/ At the end of the lesson learners will:		
Special circumstances/personalisation/safeguarding:		
Resources: • **Lesson plan** • **Powerpoint** • **Laptop** • **Projector** • **USB stick** • **Post it notes** • **Evaluation sheets** • **Handouts**	**Equality and Diversity:** • Natural opportunities to celebrate diversity in case studies • Learners diverse backgrounds incorporated in session during natural opportunities • Consider EU examples	**Health and Safety:** **The room has been assessed as suitable for the learning.** **Room risk assessment template completed**

	across the partnership	
Module content: **Introduction to** **Chapter 1 …….** **Chapter 2 ……..**		
Trainer reflection/improvements for future delivery:		

Annex 2 Teaching and Learning Strategy

Timing	Trainer Activities	Learner Activities	Resources	Functional skills	Assessment Method and evidence
9:30	Welcome House keeping				
9:45					
10:15					
10:25					
10:40					
10:45					
11:00					
11:15					

11:30					
12:00					
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